Ashland University
Dwight Schar College of Education
Department of Doctoral Studies and Advanced Programs
Syllabus and Calendar
Spring, 2023

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Office hours Wednesdays, from 4:00-6:30pm, see sign up on Blackboard for appointment
Or other days/times by appointment

Ungrad/GRAD XXX
Credit Hours: 3
Field/Clinical Hours: 0

Course number  & title:
EDIS 781, Thesis Capstone in Talent Development Education

Department:
Doctoral Studies and Advanced Programs

Catalog Description:
A coordinated research experience in which the candidate will design and conduct an in-depth study of an issue or innovation in talent development education, either through field-based gathering of data or extensive reading and synthesis of the professional literature. Candidates will work with an advisor to develop and implement an inquiry project that will be assigned from 3 to 6 hours of credit depending on its scope and depth. Students will document the project in a 3-5 chapter written document that follows guidelines that are specified in the thesis handbook. (Intent fee required).

Prerequisites:
Completion of all Core requirements and 21 total semester hours in the appropriate Graduate Program.

The enrollment restriction (s) for this course is (are):
Candidates will enroll in this capstone by arranging individually to work with an appropriate Graduate Faculty Advisor

Fees and charges:
Tuition. May include technology fee.

Effective catalog date for master syllabus:
Spring, 2023

Course content:
See course content listed under Knowledge criteria.

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Student Learning Outcomes
 See specific SLOs listed under Skills and Dispositions criteria
EDIS 781 Course and field/clinical experience objectives (including knowledge, skills, and dispositions):

| KNOWLEDGE: The graduate education student will have knowledge of: | SKILLS: The graduate education student will have skills to: | DISPOSITIONS: The graduate education student will: | STANDARDS* ODE, OAE, NAGC/CEC, AU SLOs, AU/COE SLOs, Regents |
|---|---|---|---|
| K1. How to prepare for and write a research proposal | S1. Write a research proposal. | D1. Value the important of a strong and organized research proposal. | NAGC/CEC = 6.4, 6.5 AU = AU/COE = Regents = 6.1, 6.2 |
| K2. Multiple information sources (scholarly and non-scholarly), including theoretical literature and research studies, including gifted professional journals and other periodicals, and of collaboration with other professionals to seek relevant information. | S2. Utilize multiple information sources in the literature review process. | D2. Appreciate the importance of using a variety of sources in research for a literature review. | OAE = 1.1-1.4, 3.6 NAGC/CEC = 3.1, 5.1 AU = AU/COE = Regents = 6.1 |
| K3. Various structures for literature-based research, notetaking, organization, outlining, and writing. | S3. Perform research for the purpose of writing a literature review. | D3. Value the structures and processes for good research and writing. | AU = AU/COE = |
| K4. A specific self-selected topic within the field of gifted. | S4. Write a thesis on a self-selected topic in the field of gifted and to present, and speak on the self-selected topic to stakeholders to inform and improve gifted education in their context. | D4. Value their gained knowledge on the self-selected topic to inform and improve gifted education in their context. | ODE = Could include any, (a)-(h) OAE = Will vary by topic NAGC/CEC = Will vary by topic AU = AU/COE = Regents = 6.1, 6.2 |
| K5. Various forms of clinical research and Human Subjects Review Board processes. | S5. Make informed decisions as to the need for HSRB approval for their research. | D5. Recognize the importance of ethical standards as guidelines for conducting and applying research. | NAGC/CEC = 6.4 AU = AU/COE = |
| K6. Using research to analyze educational issues and guide practice. | S6. Demonstrate use of research to analyze educational issues and guide practice. | D6. Appreciate the importance of research as a foundation for analyzing issues and guiding practice. | OAE = 6.4, 6.5 AU = AU/COE = Regents =1.8, 6.1, 6.2 |
| K7. Integrating technology throughout the process of gathering, analyzing, interpreting, and sharing information. | S7. Show effective use of technology through the process of gathering, analyzing, interpreting, and sharing information. | D7. Grasp the importance of effectively using technology through the process and sharing of research. | NAGC/CEC = 5.2 AU = AU/COE = |

| K8. Skills and protocol for graduate level professional writing, speaking and presentation according to the Publication Manual of the American Psychological Association (APA) 7th Edition. | S8. Write, speak, and give presentations and professional development with graduate level professionalism according to APA 7th Edition. | D9. Value the need for writing, speaking, and presenting with graduate level professionalism as a way to further the field of education, gifted education for their own growth and advancement. | NAGC/CEC = 6.4 Regents = 5.1 |
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Referenced Standards
Ohio Department of Education Gifted PD Competencies (see p. 2)
Ohio Assessments for Educators Strands
NAGC/CEC Teacher Preparation Standards
Ashland University SLOs
Ashland University College of Education SLOs
Ohio Board of Regents – 2008 Ohio Modified NAGC/CEC Program Standards

Student assessment criteria:
Evaluation is based upon ongoing assessment of the thesis project and a summative evaluation of the final report document using the attached rubric.

Required texts and/or references:
Ashland University's "Handbook for Graduate Theses and Capstone Projects: Talent Development Program."

Suggested instructional strategies:
1. A tentative proposal will be agreed to by the student and advisor
2. Independent data collection and analysis
3. Reading multiple sources
4. Individual conferences with advisors to clarify questions for investigation

Description of field/clinical experiences:

Faculty who frequently teach the course:
Graduate Faculty

Licensure programs in which course is required:
Endorsement/Gifted

If the course is offered for either undergraduate or graduate credit identify the respective difference in expectations:
Graduate Credit Only

**Academic Integrity Policy**
Students are expected to abide by the academic integrity standards outlined in the official Academic Integrity policy. This policy document can be found in the student handbook and on the Office of Records and Registration website (https://www.ashland.edu/administration/office-records-and-registration).

**HLC statement for online and hybrid courses**
This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional semester offering of this course.

**Academic Support Services**
The Graduate, Online, and Adult Center for Academic Support (GOAS Advising) assists online and adult students throughout their academic journey from admission to program completion. The advising staff can assist students with degree planning, course registration, campus resources, academic success strategies, university policies, and procedures. For more information, visit their website at
https://www.ashland.edu/administration/graduate-online-adult-center-academic-support.

Contact Information: Email: goa-advising@ashland.edu, Office Phone: 419-289-5081

**Student Accessibility Services Statement**
It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to au-sac@ashland.edu. The Student Accessibility Center and the course instructor will work together in order to establish accommodations, and to meet your learning needs.

**Ashland Writing and Communications Center (WCC)**
- Receive one-on-one feedback from an Writing and Communications Center coach on any project that involves communication - essays, speeches, group presentations, lab reports, poster presentations, etc.
- Location: Bixler 104
- Appointments available: M-TH 9am-9pm and F 9am-5pm (same-day appointments now available)
- Drop-in hours: Sun-TH 7pm-9pm (no appointment needed)
- Go to our website - https://www.ashland.edu/administration/wcc - to schedule your appointment today!

**The AU Healthy Minds App**
Students are encouraged to get the Ashland Healthy Mind app, available on Android and Apple devices. This app provides tips and tools for stress prevention and management, health services, meditation, calming media, anxiety reduction, and highlights the Ashland University and Community mental health related services.

**Attendance Reporting**
Students are required to participate in a course related activity/log in *within the first three days* of the start date of the course. Students may be administratively withdrawn from the course and/or may lose financial aid benefits if a qualifying activity has not occurred between the student and the course work or faculty within the first three days of the course. Simply logging into a course online via the Learning Management System (LMS) is not considered a qualifying activity.

Student non-participation during the first 8 days of a course may initiate the administrative course withdrawal process. Student non-participation, mid-course, for 14 consecutive days may also initiate the administrative course withdrawal process.

According to policies and procedures set forth by Ashland University's Department for Veterans' Services, AU will grant any service member requiring more than a 30-day leave a release from coursework. Contact the Office of Veterans' Services for more information regarding this process.

Bibliography (Learned Societies, Etc.)
Each thesis document will include appropriate bibliographic references.

### Course Information

Welcome to the last phase of your MEd in Talent Development. Look over the syllabus and get to know the "Handbook for Graduate Theses and Capstones: Talent Development." This course is very independent and individualized. You set up your own timeline and schedule. We check in with one another weekly on a Google spreadsheet or email and I offer weekly office hours to support you.

Your task is to research and write a literature review paper on a topic of interest to you. You could add a practical application component to your paper or do action research in your classroom and report on it, or do a research study with students via surveys, interviews, focus groups, or the like. I have a number of completed capstone projects and I have posted at least one on Blackboard, if you feel you need more examples let me know.

I will need a short project proposal from you by Week 4. See the Handbook for a list of 5 items to keep in mind as you write it. This can be brief and/or bulleted, but do write and organize professionally. Include any questions or support you know you will need from me at the end (make it #6) of your proposal. Submit this and any/all drafts of your paper to me via Blackboard.

The following are required for completion of EDIS 781:

- Weekly Check-ins
- Project Proposal
- At least two virtual meetings with Dr. Groman (office hours or other Zoom meetings)
- At least two drafts submitted to Dr. Groman on Blackboard
- At least one submission to Ashland University's Writing and Communication Center
- Subsequent drafts must show attention to Dr. Groman's and the Writing Center's comments

**APA Formatting:**
You will want to purchase or borrow the 7th edition *Publication Manual of the American Psychological Association.* APA formatting for citations, references, tables, figures and appendices are strictly followed for this capstone paper.

**Meetings:**
I offer weekly office hours on Zoom for all of my students in all courses. See the link online to sign up for a time slot on Wednesdays, 4:00-6:30pm. I am happy to meet with you at another time or platform, email me to schedule that. Let me know if you would like to meet as a class – especially just after mid-semester – to go over APA.

**JUST ADDED on 1/17/2023**
**Support Spreadsheet on Google: Two or more 781 students.**
There is a link on Blackboard and here to a Google spreadsheet for EDIS 781. This is the way we will do much of our support and check-ins throughout the semester as you work on your project. Please add an entry by Sunday evening every week throughout the semester – even if you have very little to report. In addition, please

read one another's entries and add comments to support each other. The impact of this kind of consistent support is very powerful. I might add prompts or things to think about throughout the semester. Share how you are choosing your topic, gathering research/literature, how the research is going, APA challenges and questions, challenges and joys, support you need, questions, etc.

**Weekly support via email: One 781 student.**
Please email me each week by end of day Sunday to update me on your progress. This can be a simple check-in, letting me know how things are going, or, ask advice or pose questions for me.

EDS 781 Thesis Paper Rubric
All sections must meet or exceed expectations for completion.

| | Exceeds expectations (Pass) | Meets expectations (Pass) | Emerging (Fail) | Does not meet expectations (Fail) |
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| Introduction chapter and significance of study | -Includes a strong rationale for the topic directly related to candidate and the field of gifted education<br>-Includes at least one well focused research question or purpose statement<br>-Prior research is evident and built upon<br>-Shows evidence of prior research<br>-Outlines the entire paper structure<br>-Proves outstanding theoretical or applied significance of the literature review | -Includes a rationale for the topic relate to the candidate and the field<br>-Includes a well-focused research question or purpose statement<br>-Shows a connection to prior research<br>-Outlines the entire paper structure<br>-Proves the significance of the literature review to the field | -Rationale for the topic is limited and weakly related to the candidate and the field<br>-Research question or purpose statement unclear or underdeveloped<br>-Shows little connection to prior research<br>-Does not outline the paper or is unclear<br>-Significance of the review to the field is unstated, unclear, or unproven | -Rationale for the topic is not present or not related to the candidate or the field<br>-Research question or purpose statement not present or undeveloped<br>-No evidence or paper's structure<br>-Weak or lack of significance to the field |
| Literature review chapters and Focus of Study | -Structure of the literature review chapters appears carefully considered and makes sense to the purpose or research question<br>-Structure of the chapter is explained to reader with a rationale<br>-Chapters begin with a strong statement of purpose and overview of the chapter<br>-Chapters end with a strong statement of purpose and lead-in to the next chapter<br>-Chapter is well organized, uses headings to advantage and for clarity<br>-Writing exhibits advanced mastery of the subject matter and relevant scholarly literature. | Focus, objectives, and scope are coherent and clear.<br><br>Ideas are articulated clearly with sufficient context and explanation.<br><br>Organization flows logically in support of the focus and objectives throughout.<br>Demonstrates strong understanding of subject matter and associated literature.<br><br>Shows a clear understanding of relevant theory and concepts. | Focus, objectives, and scope have some definition but are unclear or uncertain.<br><br>Ideas are articulated with some clarity but have points of confusion.<br><br>Basic organization with inconsistent logical flow and alignment with objectives.<br>Shows fundamental understanding of subject matter, but lacks clarity and depth.<br><br>Displays an inconsistent understanding of relevant theory and concepts. | Focus, objectives, and scope are absent, incoherent, or contain logical fallacies.<br><br>Ideas are not clearly articulated and lack a logical flow.<br><br>Does not follow a logical sequence consistent with a dissertation manuscript. Does not exhibit sufficient understanding of the subject matter and associated literature.<br><br>Relevant theory and concepts are misunderstood or absent. |
| Discussion and conclusions | -eloquently reviews major findings as they relate to the field and to the candidate's working context | -reviews major findings as they relate to the field or candidate's working context<br>-draws conclusions that directly emerge from the literature review | -reviews findings related to the field or candidate's working context, but the review may be weak or unclear | -does not review findings, or does not relate findings to the field and/or the candidate's context<br>-does not draw conclusions from the literature review |

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| -Draws strong conclusions that directly emerge from the literature review<br>-Shares advanced questions for the field from literature review<br>-suggests several practical applications of the findings to various areas of the field<br>-Identifies "holes" or weaknesses in the research that are evident from the literature review<br>-Strong discussion of how the research will be used by the candidate (next steps) | -shares strong questions for the field that emerge from the literature review<br>-suggests practical applications of the findings to the field<br>-identifies "holes" in the research that are evident from the literature review<br>-Discussion of how the research will be used by the candidate | -draws weak or commonplace conclusions from the literature review<br>-shares basic questions from the field that emerge from the literature review<br>-does not identify "holes" in the research evident from the literature review<br>-discussion of how the research will be used by the candidate is weak, unsupported, unclear, or commonplace | -does not share questions from the field that emerge from the literature review<br>-does not identify holes in the research<br>-does not discuss candidate's next steps for the research. |
| **Supervision** | X | -at least 2 virtual meetings w/ Dr. G<br>-at least 2 drafts submitted to Dr. G<br>-at least one submission to Ashland University's Writing and Communication Center<br>-subsequent drafts show attention to Dr. G and WCC's comments | -one or more of the expectations from "meets expectations" not performed | X |
| **Writing style (formal style, coherence, conciseness, organization)** | -strong, eloquent language evident<br>-active voice throughout<br>-succinct and direct language used<br>-thesis organization is evident, explained, and makes sense | -professional, well written language is evident<br>-active voice is used consistently<br>-thesis organization is explained and logical | -professional language inconsistent<br>-passive voice is used often<br>-thesis organization is illogical or vague | -lack of professional language<br>-passive voice is used throughout<br>-thesis lacks organization |
| **Formatting of:** | -All formatting according to the Handbook and APA 7 in all noted areas -Title page, Table of contents, Abstract, Running header, Page numbers, Spacing and margins, Appendices | X | -lack of or inconsistent formatting not aligned with APA 7$^{th}$ edition in one or more of the noted areas | X |
| **APA (use of headings, citations and reference list)** | -Completely in line with APA style and program standards for written work<br>-Writing is of publication quality. | -Minimal grammatical, typographical, or spelling errors.<br>-Adheres to APA style and program standards for written work. | -Quality of writing is inconsistent, with disruptive errors in grammar, spelling, or tone.<br>-Inconsistent adherence to APA style and program standards for written work. | -Writing is difficult to understand due to frequent errors.<br>-Does not follow APA style guidelines or program standards for written work. |

**Calendar for Spring, 2023**

| Week | Assignment |
|---|---|
| Week 1<br>Jan 9 - 15 | Take the course Pre-Assessment (link on Blackboard)<br>Read the syllabus, the Handbook, the instructions (above), the rubric, and view the Introduction Video<br><br>Email me with a weekly update by Sunday night.<br>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard |
| Week 2<br>Jan 16 - 22 | View the video overview of the Handbook and Project Proposal.<br>Begin considering your project topic. Look through your Resource Notebook, textbooks, submissions, from previous classes to see if any topic resonates with you.<br><br>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard<br>Check in on the Support Spreadsheet by Sunday night. |
| Week 3<br>Jan 23 - 29 | You should be putting together your proposal and begin gathering resources.<br><br>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard<br>Check in on the Support Spreadsheet by Sunday night. |
| Week 4<br>Jan 30 - Feb 5<br>*Proposal Due* | Your project proposal is due. Submit to the dropbox.<br>Name your file:<br>**781_FirstNameLI_Proposal** like this **781_JenniferG_Proposal**<br><br>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard<br>Check in on the Support Spreadsheet by Sunday night. |
| Weeks 5 – 6<br>Feb 6 - 12<br>Feb 13 - 19 | You should receive my comments and suggestions on your Proposal during Weeks 5 or 6. You should now be in the middle of researching, outlining, and writing.<br><br>Submit a Ruff Draft, Draft 2, and Draft 3 as you wish throughout this time period as needed. *Only submit your paper to the "Woohoo! I'm done!" (Final Paper) dropbox when I have seen at least one draft, and we have both decided that no more drafts are needed.*<br><br>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard<br>Check in on the Support Spreadsheet by Sunday night. |
| Week 7<br>Feb 20 - 26 | Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard<br>Check in on the Support Spreadsheet by Sunday night. |

| Week 8<br>Feb 27 -<br>Mar 5 | *Please complete the mid-Semester Check-in. See the link on Blackboard.<br><br>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard<br>Check in on the Support Spreadsheet by Sunday night. |
|---|---|
| **Week 9<br>Mar 6 - 12** | **AU Spring Break** |
| Weeks 10 - 11<br>Mar 13 - 19<br>Mar 20 - 26 | Keep working!<br><br>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard<br>Check in on the Support Spreadsheet by Sunday night. |
| Week 12<br>Mar 27 -<br>Apr 2 | Keep working!<br><br>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard<br>Check in on the Support Spreadsheet by Sunday night. |
| Week 13<br>Apr 3 - 9<br><br>*Final draft due this week OR let me know if you want to extend to next semester* | Before Week 14 either:<br>-Submit your final draft to the "Woohoo! I'm done!" dropbox if you wish to have your grade submitted for the Spring, 2023 semester<br>OR<br>-Inform  Dr. Groman via email if you wish to take an extension (IP or In Progress grade) into next semester, which is allowable for capstones.<br><br>**781_FirstNameLI_Date_Draft**  like this **781_JenniferG_4.25.2020_Draft**<br><br>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard<br>Check in on the Support Spreadsheet by Sunday night. |
| Apr 6 - 9 | **Easter Break Long Weekend** |
| Week 14 - 15<br>Apr 10 - 16<br>Apr 17 - 23 | I will be reading and commenting, doing final communications with you to get your thesis finished.<br><br>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard<br>Check in on the Support Spreadsheet by Sunday night. |
| Week 16<br>Apr 24 - 28 | Breathe. The semester is over! |