ELPS 886
Theory & Practice In Higher Education (Capstone Course)
Spring, 2010
The University of Kansas

Instructor: Lisa Wolf-Wendel
Office: 419 JRP
Telephone: (785) 864-9722 (w)  (785) 843-3735 (h)
Office hours: Tuesday 1-4 and by appointment
e-mail: lwolf@ku.edu

Instructor: Lori Reesor
Office: Office of the Vice Provost for Student Success, 133 Strong Hall
Telephone (785) 864-4068 (w)  (785) 838-0077 (h)
e-mail: lreesor@ku.edu

A. Purposes

This course is designed to prepare students for professional life after graduation from the KU Master’s degree program in higher education by providing opportunities to integrate theory into practice. Using a case study approach, the class will assist students in developing analytical frameworks useful in responding to typical administrative situations and challenges. Analysis of the cases will be self-directed, with students responsible for finding the appropriate sources of information to adequately address the issues raised by the case studies. Opportunities will be provided for students to facilitate discussion as well as to give a formal, professional presentation. In addition, the course will provide students with opportunities to practice for the comprehensive examination and prepare their portfolio.

B. SOE Mission

The primary mission of the School of Education is to prepare leaders in education and human services fields.

Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.

The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

C. Required Texts


D.  Time and Place

The seminar will meet on Monday from 1:00-3:50 p.m. in JRP 201.

E.  Course Requirements

Course participation (20%)
We expect you to come to class prepared to discuss the readings. Missing more than one class session will affect your final grade. If you have to miss a class, please notify the instructors in advance. In addition, students are responsible for the material missed in class.

Each student will be handed copies of the second case study written by their peers. Students will write a critique of each case addressing potential problems with the suggested resolution, perhaps suggesting other approaches to the issue, other readings that should be cited, etc. Each critique should be approximately half a page in length (single spaced). Critiques are a required part of participation.

Written Assignments (70%)
During this course you will each be writing responses to two case studies. For each of the cases, student will hand in a briefing paper and an action plan. In addition, students are expected to read the final cases and briefing papers of their colleagues and write a response to each of them. Students who earn 28 points or higher on the first case study can be exempt from handing in the second case study (initial grade will be counted twice). You will also hand in a portfolio that will be graded.

Case Studies (30 points each). The write-ups for these cases mirror those you will be expected to complete for the comprehensive exam. It might help to consider each case study containing two separate parts -- a briefing paper and an action plan. The cases don’t need to be written as two separate papers -- the pieces should fit together coherently.

The Briefing Paper, worth 20 points each, should be approximately 10 pages in length. The briefing paper is basically a mini-literature review that provides sufficient background to address the issues discussed in the case, providing evidence to support the actions you recommend. You must use and cite literature from the core courses (history, intro. to higher education, program evaluation, college student, introduction to student affairs administration, capstone class). Other literature (from the library or other courses) can also be included in this paper.

The Action Plan, worth 10 points each, basically takes the form of an executive summary and contains recommendations addressing the issues discussed in the case. Each action plan should be approximately 5-7 pages in length. This is the “practical” part of the case study -- where you address the question -- “how should I and my institution resolve the case.” There are no “right” ways to resolve any particular case -- use your informed judgment to decide the best course of action or inaction.

Portfolio (10 points)  A portfolio of professional and academic experiences is due in this class. It will not be graded, per se but is a participation requirement. The portfolio must include:

- A current resume
- A philosophy statement
- A sample of your “best” academic work (with an explanation of why it is the “best”)
- A description or example of your “best” professional output (with an explanation of why it is the “best”)
- A self analysis based on the Student Affairs Competencies
Oral Presentation (10%)

Student’s make a “professional” presentation to the class (with bibliography, outline and handouts). The topic can be an extension of prior work completed in the program.

F. Evaluation of Performance

Student evaluation will be based on a system in which A represents outstanding work and B represents average or acceptable mastery. Anything less than a B will be returned for additional effort. In evaluating work, we will use the following criteria: clarity and skill in written and verbal expression; creativity and imagination in framing ideas; analytic rigor; use of sources; and evidence of reflective practice and professional curiosity.

G. Course Expectations

Students should attend class and participate in class discussions. More than one absence could affect your grade. Coming late or leaving early frequently could also affect your grade. If you must miss class, it is your responsibility to notify one of us before class and to make arrangements to hand in any assignments that are due. It is also your responsibility to obtain class notes, assignments, etc. from your classmates. Use your judgment in determining whether you should miss a class or not.

Students who have special needs should let us know at the beginning of the semester so appropriate accommodations can be made.

We expect you to take the initiative to get the most out of this course. As such, if you have questions, needs or concerns don’t hesitate to bring them to our attention. Come prepared for class by completing reading and writing assignments.

There are a lot of assignments due in this class -- it is not a wise idea to hand them in late. However, if you need an extension on an assignment please speak to one of us and we can make alternative due dates. Generally speaking, we do not like giving incompletes -- they have a way of hanging over your head and interfering with your progress. As a result, the incomplete policy is that you must complete all work before the first day of the next semester in which you enroll -- no exceptions. Remember, taking an incomplete will cut into your graduation.

Students are expected to do their own work. If you are unfamiliar with the University standards of academic misconduct, please see Article II, Section 6 of the Rules and Regulations of the University Senate in the Spring Timetable of Classes for definitions and policies concerning academic misconduct. Unintentional plagiarism is a common problem. When you use the words or ideas of others, you must give them credit. The APA Publication Manual shows you how to do this.
<table>
<thead>
<tr>
<th>Session Date</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 1 January 25 | Introduction -- Course Overview  
                 Icebreaker  
                 Portfolio & Exam Discussion |
| 2 February 1 | The Art of Presenting  
                 Supervision  
                 Amey & Reesor 61-88  
                 Wolf-Wendel, 265-285 (Shelton) |
| 3 February 8 | Campus Politics  
                 Review for First Case  
                 Amey & Reesor 1-38  
                 Wolf-Wendel, v-16, 114-138 (Pounds & Appleton) |
| 4 February 15 | Faculty Collaboration  
                 Amey & Reesor, 89-108  
                 *First case study due |
| 5 February 22 | Panel of New Professionals  
                 Getting your first job  
                 Amey & Reesor, 185-206 |
| 6 March 1 | Professional Connections  
                 Presentations (3)  
                 Amey & Reesor, 109-132  
                 Wolf-Wendel, 22-238, 295-308 (Anderson & Taylor) |
| 7 March 8 | No Class (NASPA)  
                 Optional Assistance with Case Study |
| 8 March 15 | SPRING BREAK – No Class |
| 9 March 22 | Ethics  
                 Presentations (3)  
                 Amey & Reesor, 39-60  
                 Wolf-Wendel, 18-43 (Blackburn)  
                 * Second case study due |
| 10 March 29 | Managing Crisis  
                 Presentations (3)  
                 Amey & Reesor, 173-184  
                 Wolf-Wendel, 80-98 (Smith)  
                 * Critique of cases due |
<table>
<thead>
<tr>
<th>Session Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 5</td>
<td><strong>Professional career: Balancing life and work and the future</strong>&lt;br&gt;Presentations (3)&lt;br&gt;Amey &amp; Reesor 133-146&lt;br&gt;Wolf-Wendel 159-193 (Rhatigan)</td>
</tr>
<tr>
<td>April 12</td>
<td><strong>No class --- prep for exam, relax…</strong></td>
</tr>
<tr>
<td>April 19</td>
<td><strong>No class -- Master’s Exam</strong></td>
</tr>
<tr>
<td>April 26</td>
<td><strong>Pathways to the Future</strong>&lt;br&gt;Presentations (3)&lt;br&gt;Amey &amp; Reesor 147-172&lt;br&gt;Wolf-Wendel 209-226 (Ambler)&lt;br&gt;* Portfolio due</td>
</tr>
<tr>
<td>May 3</td>
<td><strong>Wrap Up</strong>&lt;br&gt;Presentations (3)&lt;br&gt;Amey &amp; Reesor, 207-222</td>
</tr>
</tbody>
</table>