

University of Wisconsin-Madison  
School of Education  
Department of Educational Leadership and Policy Analysis

**ELPA 915: HPCE Capstone Seminar**  
Spring 2008

**Professor:** Jerlando F. L. Jackson, Ph.D.  
**Office:** 1161-K Educational Sciences Building  
1025 W. Johnson Street  
Madison, WI 53706  
**Phone:** 608-262-8866  
**Email:** [jjackson@education.wisc.edu](mailto:jjackson@education.wisc.edu)  
**Web page:** <http://jfljackson.cjb.net>

**Class Time:** Wednesdays, 7:15 pm – 9:45pm (Educational Sciences Building 1161).  
**Office Hours:** Tuesdays, 11 am – 2 pm.

**TA:** Lavar J. Charleston  
**Office:** 1181 Educational Sciences Building  
1025 W. Johnson Street  
Madison, WI 53706  
**Phone:** 608-263-3683  
**Email:** [charleston@wisc.edu](mailto:charleston@wisc.edu)

**Seminar Description:**

This capstone seminar is designed to provide students with an opportunity to use concepts and theories learned in previous coursework to analyze professional issues facing higher education administrators. More importantly, the goal of the course is to assist some students with making the transition from graduate student to entry-level administrative practitioner. While other more seasoned students, will re-tool to prepare to move into mid-level to upper-level professional positions.

**Senior Objectives:**

1. To synthesize and apply your theoretical and practice-based knowledge of higher, postsecondary, and continuing education as a professional.
2. To acquire basic program-level budgeting skills (e.g., budget development and implementation).
3. To develop an understanding of effective facilities management.
4. To hone skills in basic supervision and performance appraisal of employees.
5. To cultivate the skills necessary to prepare grants to fund institutional initiatives.
6. To gain practice-based experience in analyzing and managing conflict situations.

7. To gain practical knowledge about the transition from graduate student to new professional, and from entry-level position to mid or upper-level position.

**Textbooks:** No text for the seminar. See faculty website for downloads (<http://jfljackson.cjb.net>).

**Recommended Textbooks:**

Galvan, J. L. (2004). *Writing literature reviews: A guide for students of the social and behavioral sciences* (2<sup>nd</sup> ed.). Glendale, CA: Pycszak.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

**Seminar Requirements:** Successful completion of the following assignments is necessary to fulfill the requirements of this seminar. Due dates and expectations for seminar assignments are included in this syllabus. As a matter of fairness and courtesy to everyone in the seminar, there will be penalties associated with late papers and incomplete assignments (except in reference to emergencies, professional development, or prior approved situations): (a) the professor will not provide extensive written feedback; and (b) grades will be automatically lowered one letter grade for tardiness. All assignments should be double-spaced and written in paragraph format with 12 size font. Each of the written assignments should be prepared and submitted in accordance with format standards of the American Psychological Association (APA), 5<sup>th</sup> edition. The headings, text references, and lists of references in your submitted papers should comply with the APA format. If you are not familiar with the APA citation and referencing standards, please review the manual.

**Class Participation.** Class participation is essential for successful completion of the seminar. Students are expected to demonstrate, during both discussion and through questions asked during the lecture portion of each class, that they have read the materials and are familiar with the seminar content. Unless otherwise notified prior to class, an absence will be handled as an unexcused absence. In this case, a student will not receive attendance credit for the missed session, and will not be permitted to make up any missed assignments. No more than two excused absences will be granted per seminar. If for any reason a student misses 4 classes or more, he or she will receive a failing grade in the seminar. (15%)

**WISCAPE Events.** Students should attend at least two events held by the Wisconsin Center for the Advancement of Postsecondary Education during the semester. You should select events that align with your professional and research interests and that fit within your schedule. A one-page synopsis for each event should be prepared and submitted to the seminar instructor prior to the end of the semester. WISCAPE event videos are also made available as Podcasts through the Learn@UW course site. (15%)

**Virtual University Assignments.** Virtual University (<http://www.virtual-u.org/>) is a computer-based program designed to foster better understanding of management practices in American colleges and universities. It provides students the unique opportunity to step into the decision-making role of a university president. Players are responsible for establishing and monitoring all the major components of an institution, including everything from faculty salaries to campus parking. As players move around the Virtual University campus, they gather information needed to make decisions such as decreasing faculty teaching time or increasing athletic scholarships. However, as in a real college or university, the complexity and potential effects of each decision must be carefully considered. And the Virtual University Board of Trustees is monitoring every move. In this seminar, two class meetings will require you to complete two case studies each. These case studies will test your theoretical and practice-based knowledge of higher, postsecondary, and continuing education. (20%)

**Mock Interviews.** Interviewing is one of the most necessary skills to be successful in the higher education workforce, but often not addressed in higher, postsecondary, and continuing education preparation programs. Accordingly, this seminar requires that you develop these skills throughout the semester. In order to provide practice-based experience with job interviewing all students will have an in-class mock interview with an external interview team. Students are to prepare application materials (e.g., cover letter and resume/c.v.), do background research on the prospective institution (e.g., size and important campus issues), in addition to “dressing the part” as if this is a real interview. The environment established for this interview will be realistic in nature. Each interview will be taped for review by the student, and each student will receive written feedback indicating strengths and areas for improvement. (25%)

**Capstone Project.** In order to integrate the seminar content of the HPCE masters program, the capstone project is designed as a culminating assignment to synthesize learning outcomes. More specifically, the development of the capstone project is a synthesis of academic and professional accomplishments, proficiencies, and leadership practices. The project should include exhibits and artifacts by the candidate completed during his or her enrollment in the masters program. The project content should illustrate the candidate’s breadth and depth of understanding and proficiency within the following program components: (a) foundations; (b) administration, organization, and governance; (c) teaching and learning; and (d) policy and research. Each project will be reviewed and judged by two HPCE faculty members (i.e., major professor and one additional faculty). The document should be approximately 50 pages written in paragraph format using APA writing style guidelines. Capstone project options for this seminar will include: (a) integrative research reviews; (b) program/project evaluation; and (c) administrative handbook development. For students not in the HPCE masters program, you should develop a similar assignment that helps to fulfill the degree requirements of your program. (25%)

**Dynamics of Class.** The pace of the seminar will be rapid, but students are expected to read and study all assigned readings before the specified class period, noting questions, and issues to discuss in class. Seminar content will be covered with a variety of teaching methods: lecture, guest lecturers, discussion, critiques, group work, simulations, and student presentations.

**Accommodations.** Students with disabilities will be fully included in this seminar. Please inform the professor if you need any special accommodations in the curriculum, instruction, or assessments of this seminar to enable you to participate fully. Confidentiality of the shared information will be maintained.

## Seminar Content:

### January 23, 2008 Seminar Orientation

1. Discussion of Syllabus
2. Explanation of Course Assignments
3. Description of Course Expectations and Outcomes
4. Discuss Capstone Project Options

### January 30, 2008 Case Study Management I – CIMC Room 330

1. Virtual University Demonstration
2. Complete Case Study #1
3. Complete Case Study #2
4. Proposed Capstone Project Topic Due

### February 6, 2008 Job Search and Interviewing Skills

1. [http://www.jobweb.com/Resumes\\_Interviews/default.htm](http://www.jobweb.com/Resumes_Interviews/default.htm)
2. <http://www.rollins.edu/careerservices/interviewingskills/>
3. [http://www.career.fsu.edu/ccis/guides/inter\\_skills.html](http://www.career.fsu.edu/ccis/guides/inter_skills.html)
4. <http://www.careerjournal.com/jobhunting/interviewing/19980723-bucklin.html>
5. Capstone Project Abstract and Guiding Question(s) or Objective(s) Due
6. **Guest Lecturer: Ann Halbach, Career Planning and Placement, School of Education, University of Wisconsin-Madison.**

### February 13, 2008 Resume and Curriculum Vitae Development

1. Bring copy of current resume or C.V.
2. Electronic Portfolio/Personal Website
3. Capstone Project Outline Due
4. **Guest Lecturer: Bruce Hellmich, Assistant Dean, Human Ecology, University of Wisconsin-Madison**

### February 20, 2008 Careers in Student Services

1. Considering a Career in Student Affairs: Love.  
(<http://www.acpa.nche.edu/c12/career.htm>)
2. Capstone Project Reference and Resource List Due
3. **Lecturer: Lori Berquam, Dean of Students, University of Wisconsin-Madison**

### February 27, 2008 Budgeting

1. Budgeting: A Basic Lexicon: Hecht
2. Navigating the Institution Budget: Hecht
3. The Budget Cycle: Hecht
4. Capital Budgeting: Krawitz
5. Responsibility-Centered Budget: Krawitz
6. Reading a Budget Document: Krawitz
7. The Budget Process: Meisinger
8. **Guest Lecturer: Darrell Brazzell, Vice Chancellor of Administration, University of Wisconsin-Madison**

- March 5, 2008**                    Hiring, Supervision, and Performance Appraisal
1. Submit Cover Letter and Resume/C.V. for Job Interview.
  2. <http://www.mapnp.org/library/suprvice/suprvice.htm>
  3. <http://www.managementhelp.org/staffing/staffing.htm>
  4. [http://www.managementhelp.org/perf\\_mng/perf\\_mng.htm](http://www.managementhelp.org/perf_mng/perf_mng.htm)
  5. Capstone Project Section 1 Draft Due
  6. **Guest Lecturer: Dr. Don Schutt, Director of Human Resource Development, University of Wisconsin-Madison**
- March 12, 2008**                    Grantsmanship
1. Bring application guidelines for selected grant.
  2. <http://www.tgci.com/magazine/proposal.asp>
  3. <http://www.hfsp.org/how/ArtOfGrants.htm>
  4. [http://www.lib.msu.edu/harris23/grants/4fc\\_a.htm](http://www.lib.msu.edu/harris23/grants/4fc_a.htm)
  5. National Association for Student Personnel Administrators Annual Convention in Boston, MA. (March 9 – 12, 2008)
  6. **Guest Lecturer: Dr. Ed. Clarke, Coordinator of Grants and Special Projects, Madison Area Technical College.**
- March 19, 2008**                    No Class Meeting
1. Spring Break
- March 26, 2008**                    No Class Meeting
1. The Annual Meeting for the American Educational Research Association in New York, NY. (March 24 – 28, 2008)
  2. Capstone Project Section 2 Draft Due (send via e-mail).
- April 2, 2008**                    Conflict Management
1. Bring copy of advertisement of position for which you will interview.
  2. Conflict Management Skills: Billikopf
  3. [http://www.mapnp.org/library/grp\\_skill/grp\\_cnfl/grp\\_cnfl.htm](http://www.mapnp.org/library/grp_skill/grp_cnfl/grp_cnfl.htm)
  4. <http://www.ctic.purdue.edu/KYW/Brochures/ManageConflict.html>
  5. <http://www.campus-adr.org/CMHER/Newsletter.html>
  6. American College Personnel Association Annual Convention in Atlanta, GA. (March 30 – April 2, 2008)
  7. **Guest Lecturer: Kathleen Holt, Senior Consultant, Employee Assistance Office, University of Wisconsin-Madison**
- April 9, 2008**                    Facilities Management
1. <http://www.facilitymanagement.com/>
  2. <http://www.mapnp.org/library/facility/facility.htm>
  3. <http://www.facm.umn.edu/>
  4. <http://www.columbia.edu/cu/fm/>
  5. Capstone Project Section 3 Draft Due
  6. **Guest Lecturer: John Paine, University of Wisconsin-Madison**

**April 16, 2008**                    Case Study Management II – CIMC Room 330

1. Virtual University Update
2. Complete Case Study #3
3. Complete Case Study #4

**April 23, 2008**                    Special Class Session- Michael Brophy, President of Marymount College

1. Reception at 4-5pm at Harrison Parlor in Lathrop Hall
2. Guest Lecture at 5:15-7pm at Harrison Parlor in Lathrop Hall
3. Capstone Project Complete Draft Due

**April 30, 2008**                    Mock Job Interviews

1. **Interviewer: Elton Crim, Clinical Professor, Educational Leadership and Policy Analysis, University of Wisconsin-Madison**

**May 7, 2008**                    Capstone Portfolios

1. Submit and Present Capstone Portfolios