

ELAD-LEAD 491: Foundations of Higher Education

Fall 2009

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Course overview:

This course provides students with knowledge of the historical development of higher education in the United States and its socioeconomic, political, legal, and philosophical underpinnings. This course provides students with an understanding of the structures and governance of higher education in the U.S. Emphasis is given to current issues, opportunities and problems facing higher education and its stakeholders.

Key objectives:

Upon successful completion of the course, students will be able to:

- (1) Understand the history and development of higher education in the United States.
- (2) Identify the organizational structure and management of colleges and universities.
- (3) Analyze the roles and functions of faculty, students, administrators and other stakeholders.
- (4) Recognize the current challenges and opportunities confronting higher education in the United States.

Basic texts:

Altbach, P. G., Berdahl, R. O. and Gumport, P.J. (1999). American Higher Education in the Twenty-First Century: Social, Political, and Economic Challenges. Baltimore, MD: Johns Hopkins University Press.

American Psychological Association (2005). Publication Manual of the American Psychological Association 5th edition). American Psychological Association.

Bess, J.L., and Webster, D.S., editors, (1999). Foundations of American Higher Education (2nd edition). Boston, MA: Pearson Custom Publishing.

Thelin, J. R. (2004). A History of American Higher Education. Baltimore, MD: Johns Hopkins University Press.

Weekly readings from The Chronicle of Higher Education.

Supplemental materials (distributed by Instructor and/or sought out by students).

NOTE: Insofar as this is a graduate seminar, it is assumed that each participant seriously intent upon studying and internalizing as much as is humanly possible regarding the areas under study. Participants are, then, expected to seek out and consult (saturate) additional text, handouts, journals, articles, and monographs for more in-depth exposure to particular related concepts.

Overview of Plenary Sessions: (Tuesdays 7:05pm-9:45pm, room ELC 123)

(The following is to be considered tentative in light of student interests and preparation, the flow and depth of discussion, and the parameters of time available.)

PLENARY SESSIONS (Tentative Schedule)	Initial Readings
September 3 – Course Introduction and Rationale <ul style="list-style-type: none"> • Introductions, class directory, Blackboard usage, etc. • Review of syllabus & seminar expectations • Higher education resources & IBHE organizational structure 	
September 10 – History: Colonial Era to 1920 <i>Lead by:</i> _____	Thelin – Ch 1, 2, 3, 4 & 5 <i>Paper Due</i>
September 17 – History: Expansion Era to Current Status <i>Lead by:</i> _____	Thelin – Ch 6, 7 & 8 <i>Paper Due</i>
September 24 – Stakeholders: Students <i>Lead by:</i> _____	Bess and Webster – Ch 3 <i>Paper Due</i>
October 1 – Stakeholders: Faculty and Federal, State & Community Relations <i>Lead by:</i> _____	Bess and Webster – Ch 4 & 14 <i>Paper Due</i>
October 8 – Organizational Structure: Leadership Theory and Governance Models & Administration and Management <i>Lead by:</i> _____	Bess and Webster – Ch 11 & 12 Organizational overview handout <i>Paper Due</i>
October 15 – Organizational Structure: Assessment and Institutional Research & Policy Analysis and Planning <i>Lead by:</i> _____	Bess and Webster – Ch 13 & 15 <i>Paper Due</i>
October 22 – Functions: Undergraduate Curriculum & Student Affairs <i>Lead by:</i> _____	Bess and Webster – Ch 5 & 6 <i>Paper Due</i>
October 29 – Functions: Teaching and Learning & Faculty Scholarship <i>Lead by:</i> _____	Bess and Webster – Ch 7 & 8 <i>Paper Due</i>
November 5 – Functions: Community Colleges & Graduate, Professional and Adult Education <i>Lead by:</i> _____	Bess and Webster – Ch 9 & 10 <i>Paper Due</i>
November 12 – 21 st Century Challenges: Patterns and Generations <i>Lead by:</i> _____	Altbach, et al., Ch 1 & 2 <i>Paper Due</i>
November 19 – Group Project Meeting – No Class	
November 26 – Thanksgiving Holiday – No Class	
December 3 – 21 st Century Challenges: Autonomy, Accountability, Academic Freedom, and Other Issues Facing Higher Education <i>Lead by:</i> _____	Altbach, et al., Ch 3, 4 & 5 <i>Paper Due</i>
December 10 – University Task Group Project/Class Presentations	Groups 1, 2 & 3
December 17 – Final Exam (in class)	

Course Requirements:

(1) Preparation/Participation Papers (all sessions and beyond)30pts

Students are to readily engage in all plenary session discussions and complete all assigned and supportive readings. "Massaged" texts, exploration beyond assigned readings, preparatory notes of issues for discussion, attentive listening, focused interaction, and comprehensive attention to assignments are mandatory. In addition, students will be expected to complete eleven short (1 pp max) response papers worth 3 points each (one of the lowest scores will be dropped).

(2) Weekly Discussion Leader.....5pts

Early in the term, students will be assigned weekly readings. Students will be expected to lead discussion of at least one chapter and prepare a short handout for class participants.

(3) Chronicle of Higher Education Article.....5pts

Students will be expected to choose a recent article from The Chronicle of Higher Education that addresses the topic(s), which correspond to the syllabus. Students are to send the electronic copy of the article to everyone one week prior to the day of discussion. Students will present a brief overview, analyze the themes of the article and lead a class discussion. This assignment is to take place the same day students lead weekly discussions and should make every attempt to synthesize the chosen article with the weekly readings. A short handout should also be prepared.

(4) Accreditation Self-Study Report30pts

Students will be assigned to a group representing a public, private or proprietary institution in Illinois. Each group will develop a self-study report of one university/college using the following Higher Learning Commission criteria: (1) Mission and integrity, (2) Preparing for the future, (3) Student learning and effective teaching, (4) Acquisition, discovery and application of knowledge and (5) Engagement and service. The groups will be expected to prepare a class presentation and complete a written report of no more than 25 pages. The Self-study report should include:

1. Institutional profile - at a glance (history, mission and goals).
2. Organizational structure and management (distinguish differences between academic and student affairs)
3. Profile and role of students, faculty, and staff including president, vice presidents, and deans.
4. Current challenges and opportunities for the university/college
5. Discuss the relationship/responsibilities with/to governing board, community, elected officials, IBHE, and local community colleges
6. Higher Learning Commission criteria response.

(5) Final Exam (in class)30pts

A final examination will be administered in class on December 17, 2009. The examination will consist of an essay response from students regarding their comprehension of material throughout the course.

Grading Policy:

Final Grades will be based on the following point system:

- A = 90-100 pts
- B = 80-89 pts
- C = 70-79 pts
- D = 60-69 pts
- F = below 59 pts

Policies:

Evaluation Criteria: Unless otherwise stated, all assignments will be evaluated in accordance with their specific directions as well as the following criteria:

- **Scholarship** –knowledgeable use of relevant literature and/or concepts to buttress and reason through ideas.
- **Comprehension** – Analysis/synthesis; demonstrated understanding of concepts; application of concepts to graduate degree area; use of appropriate examples.
- **Organization/coherence** – logical and substantive progression of ideas; and,
- **Mechanics** – grammar; spelling; use of appropriate citation format.

Deadlines: All assignments are to be submitted in accordance with posted due dates in order to receive full credit. **Late assignments** will be penalized 5% of the total points available per assignment for each day late. **Incompletes** are rare and are contingent upon the existence of "special circumstances" as negotiated with instructor prior to the end of the term.

