EDHI 652 is an introductory survey course, which examines the structure and character of the American Postsecondary Education (PSE) system. In designing this course, emphasis is placed on helping students to become informed of the history, components, major participants, and forces that have shaped the American postsecondary enterprise. The course covers 9 major areas that contribute to the overall landscape of American PSE: (I) History of PSE; (II) Pathways to PSE; (III) Diversity of institutions within American PSE; (IV) Benefits of PSE attendance; (V) Faculty; (VI) Diversity of Students within American PSE; (VII & VIII) Issues of Autonomy, Accreditation, Accountability, Academic Freedom and Federal and State Coordination of PSE institutions; and, (IX) Financing of PSE. The specific topics included in each of these overarching areas will overlap and intertwine to advance inquiry and knowledge of critical and emerging issues in higher education today.

Course Objectives: The objectives of this course are as follows:

1) To become familiar with the evolution and trends of the American PSE System.
2) To advance an understanding of the historical, social, and economic foundations of the American PSE system.
3) To understand the role that faculty, administrators, students and external constituencies play in the operation of PSE institutions.
4) To become familiar with the diversity of PSE institutions, its growing accountability to the American public and how this continues to inform its organization, governance, missions, clientele and leadership.
5) To become familiar with the fluidity of the education pipeline, examining how access and opportunity is structured from K-16.
6) To be able to critically analyze American PSE and develop the capacity to trace the roots, present status and future trends affecting an important event or emerging issue in PSE.
7) To integrate knowledge on PSE with personal experiences as present or future practitioner or researchers in PSE.

Required Texts:


**Recommended Texts:**

**Important Notes**

1. Special accommodations for students with disabilities and/or special learning needs are available upon request. Please inform the instructor about these needs in the beginning of the semester. *Confidentiality of the information provided will be maintained.*
2. The instructor should be informed of intended religious observances in advance.
3. Written papers should follow the APA editorial style.
4. A penalty of 10% will be applied to all assignments turned in after the deadline.
5. Justified absences would be given half percent of the credit.
6. Unprejudiced reviews are available to completed manuscripts turned in at least 2 weeks before the due date.
7. Additional reading materials will be made available or would be posted on Canvas [https://elms.umd.edu/](https://elms.umd.edu/)
8. Course evaluation. CourseEvalUM will be open for you to complete your evaluations for Fall semester by late November or early December. You can go directly to the website [http://www.courseevalum.umd.edu](http://www.courseevalum.umd.edu) starting by the end of November.

**Course Requirements**

There are five major requirements for this class.

1) **Class attendance & participation (10%).** Students are expected to participate in and lead class discussions in a manner that demonstrates thoughtful reflection and understanding of the subject matter as well as respect for their colleagues in the class. Prior to class, students must send the instructors one question capturing a critical reflection of the readings; the question should try to bring about topics or issues common across the readings; the instructors will select some of those questions to be posted on Canvas. All students are expected to use these questions to bring about discussion, dialogue, debate, or elaboration.
2) **Assignment #1**: Critical Reflections (10%). Each student must complete one critical reflection (2–4 pages double-spaced) based on class readings, synthesizing a topic in higher education. Your assignment should contain critique and thoughtful reflection on course topics that have been covered in the course. **Due October 17.**

3) **Assignment # 2**: Book review (20%). Each student is expected to identify a book, or a well-recognized national report that criticizes American higher education. Students should read the book/report and prepare between 5 to 10 pages, double-spaced paper that summarizes the book/report while discussing its purposes, strengths, and weaknesses. Make certain your review also discusses implications for research and practice. Title page does not count as part of the page limit. Excellent samples of book reviews can be found in the Book Reviews section of *The Review of Higher Education* and *Journal of Higher Education*. **Due November 7.** Students can turn in completed and proofread manuscripts 2 weeks before the due date for unprejudiced reviews.

4) **Assignment # 3: Class Presentations (20%).** Each student will take part in one group presentation that demonstrate the diversity of the American system of higher education. The first group will be on a specific institutional type (October 3). The second group presentation will be on a specific sub-group of college students (October 24). Presentation groups will be chosen in class during the first few weeks of the semester. Presentations should be approximately 15 minutes in length and include a summary hand-out.

5) **Assignment # 4: Term project (40%).** Each student is expected to complete a term paper on a topic pertaining to higher education in American society. Trace the roots, present status and future trends affecting an important current or emerging issue in PSE. The paper should include a thorough description of the topic and an analysis of the topic in terms of the concepts of academic freedom, institutional autonomy or accountability, or some aspect of higher education administration and organization. Students are expected to submit a one-page overview of their topic for approval prior to beginning writing. The paper should be between 15-20 pages (title page, references and tables do not count as part of the page limit), double-spaced, and in APA editorial style. Papers will be evaluated on content, clarity, and quality of research, as well as the use of appropriate English composition (spelling, grammar, punctuation, syntax). Unprejudiced reviews of completed and proofread manuscripts are available for those papers submitted at least two weeks before the deadline. This assignment consists of two parts worth 20 points each: a) oral presentation –group project-, and b) term paper (to be conducted either individually or on a group basis). Detailed guidelines will be provided in a separate handout later on in the semester. **Oral presentations start on November 28 and end on December 12.** Up to six groups will be formed. **The paper proposal is due September 19. The term paper is due December 5.**

### Course Assessment

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>% OF GRADE</th>
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<tbody>
<tr>
<td>Class Attendance &amp; Participation</td>
<td>10</td>
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<tr>
<td>Critical reflection</td>
<td>10</td>
</tr>
<tr>
<td>Book Review</td>
<td>20</td>
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<tr>
<td>Class presentations</td>
<td>20</td>
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<tr>
<td>Term project paper</td>
<td>20</td>
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<tr>
<td>Oral report of term project</td>
<td>20</td>
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<td>Total</td>
<td>100</td>
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Grading Scale

99-100 A+
94-98  A
90-93  A-
87-89  B+
84-86  B
80-83  B-
76-79  C+
72-75  C
68-71  C-
64-67  D+
60-63  D
< 60
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic or important activity</th>
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<tbody>
<tr>
<td>August 29</td>
<td><strong>Introductions</strong></td>
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<tr>
<td></td>
<td>• What do you know about higher education and how it interacts with society?</td>
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<tr>
<td></td>
<td>• What do you want to know?</td>
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<td></td>
<td>Discuss Course Syllabus</td>
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<td>Course assignment guidelines</td>
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<td>Introduction to Canvas</td>
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<tr>
<td></td>
<td>o Guest speaker: Distribute pop quiz on history</td>
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<td></td>
<td>Potential in class exercises</td>
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<td></td>
<td>o Review survey results</td>
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<td>o Start thinking about tentative topics for term project</td>
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<td></td>
<td><strong>Guest speaker: Dr. Wendell Hall. UMS. Topic: Hot national Higher Education issues</strong></td>
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<tr>
<td>September 5</td>
<td><strong>Labor Day</strong></td>
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<tr>
<td>September 12</td>
<td>Part I: Overview of History of Postsecondary Education</td>
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<td></td>
<td>Overarching questions:</td>
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<tr>
<td></td>
<td>• How has PSE changed over time in terms of mission, scope, faculty and clientele?</td>
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<td></td>
<td>• How have the students, faculty, and administrators at PSEs changed over the years?</td>
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<td></td>
<td>• Review sources of information</td>
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<td></td>
<td>• Select groups for presentations on institutional types (presentations are scheduled for October 3)</td>
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<tr>
<td></td>
<td>• Select groups for presentations on diversified student body (presentations are scheduled for October 17)</td>
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<tr>
<td>September 19</td>
<td>Part I Continued: Overview of History of Postsecondary Education</td>
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<tr>
<td></td>
<td>Overarching questions:</td>
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<tr>
<td></td>
<td>• What important political, social, and economic trends have affected the evolution of PSE?</td>
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<td></td>
<td>• What is the connection between K-12 and PSE?</td>
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<td>• What critical moments/ events have impacted higher education?</td>
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<td></td>
<td>Distribute summary of important trends</td>
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<td>In class exercise: Did the GI bill affect your own family? What stories can you tell?</td>
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<tr>
<td></td>
<td><em>Term paper proposal is due</em></td>
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<tr>
<td>September 26</td>
<td>Part II: Pathways to college</td>
</tr>
<tr>
<td></td>
<td>Overarching questions:</td>
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<tr>
<td></td>
<td>• In what ways are K-12 and higher education connected?</td>
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<td></td>
<td>• What are the factors that facilitate knowledge about college and college access for all students? How does that differ among various groups in society?</td>
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<td>• How can K-12 and PSE institutions collaborate to increase college completion among underrepresented groups?</td>
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<td></td>
<td>• Why should postsecondary institutions work with K-12 schools to increase academic achievement?</td>
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<tr>
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<td><strong>Guest speaker: Dr. Alex Chough NCCEP</strong></td>
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<tr>
<td>October 3</td>
<td>Part III: Diversity of American Higher Education Institutions</td>
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<tr>
<td></td>
<td>Public, Private, Urban, Historically Black Colleges &amp; Universities, Hispanic Serving Institutions, Tribal Colleges and For-Profit Institutions</td>
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<tr>
<td></td>
<td>• What mission do they pursue?</td>
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<td>• What role do they play in society?</td>
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<td></td>
<td>In class exercise: Students form groups to complete a case study on how mission and institutional type affect decision making</td>
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<td><strong>Guest speaker: Dr. Steve M. Mobley</strong></td>
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<tr>
<td>October 10</td>
<td>Part IV: Benefits of PSE attendance</td>
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</tbody>
</table>
### Overarching questions:
- Who benefits from an educated society?
- How is educational attainment related to quality of life?
- Should Higher Education be considered to be a public right or a service that provides private benefits?

In class exercise: Debate whether college education should be considered a private privilege or a public right.

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### Part V: Faculty
- Who are our faculty?
- Where do our faculty teach?
- What do our faculty do (teach, research, service), and how are they rewarded for doing these things?
- How has academic freedom and autonomy been challenged throughout the evolution of PSE?

**Guest speaker:** Dr. Noah Drezner – Teachers College of Columbia. Associate Professor.

In class exercise: Students will form groups and discuss the administrative implications of having faculty at different life-cycles and across institution types.

**Critical reflection due**

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### Part VI: Diversity of Students within American PSE
Overarching questions:
- Who goes to postsecondary institutions? (Who’s in and Who’s out?)
- Where do students go?
- What happens to students when they go to institutions of PSE? (How do PSEs affect students?)
- How is societal stratification linked to stratification among PSE institutions?

**Guest Speaker:** Dr. Christopher Lester, Director of Office of Multi-Ethnic Education.

*Students’ presentations on having a diversified student body*

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### Part VII: Accreditation
Overarching questions:
- To whom is higher education accountable?
- By what criterion is higher education evaluated?
- What is the role of the state?
- What is the role of the federal government?
- What is the role of the accreditation agencies?
- When does accreditation work?

In class exercise: Debate whether higher education institutions should have autonomy and internal accountability or should be accountable to the federal government.

**Guest speaker:** Sharon La Voy, Director of Assessment – UMD IRPA office

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### Part VIII: Accountability and Institutional Autonomy
Overarching questions:
- What is the role of the federal government in higher education?
- What is the role of the community?
- How does accountability impact institutional autonomy?
  1. How do their missions differ?
  2. Whom do they serve?
  3. Who are their faculty?
  4. How do rankings impact higher education institutions?

**Book Review due**

**Guest Speaker:** Dr. Thomas Harnisch, Director of State Relations and Policy Analysis, American
### Part IX: Financing of PSE-Institutions

- Why does college cost so much?
- How does government and institutional policy affect students’ ability to afford PSE?
- To what extent PSE has replaced its original role of providing equal access to stressing economic functions?
- Who should finance higher education institutions?
- How much does it cost to go to a PSE institution?
- What do we know about financial aid? What are the future trends with regards to financial aid?
- What are the different approaches to financing college for an increasingly diverse student body?
- How does government and institutional policy affect students’ ability to afford PSE?
- What do we know about financial aid?
- What is the future trends regarding financial aid?

In class exercise: debate whether higher education should be paid by families and students or subsidized by the government

### Potential Guest Speaker

Abby Miller & Sue Clery, JBL/Coffey

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<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>November 14</td>
<td>Association of State Colleges and Universities</td>
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<tr>
<td>November 21</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td>December 12</td>
<td>Last Day of Classes Oral Presentations end</td>
</tr>
</tbody>
</table>
## TENTATIVE LISTING OF READINGS PER CLASS

<table>
<thead>
<tr>
<th>August 29</th>
<th>Course overview and introduction Distribution of course materials and assignment guidelines</th>
</tr>
</thead>
</table>
- Summary of Events 1632-2016 available on Canvas  
- Higher Education Terms Available on Canvas |

| September 5 | Labor Day |
| September 12 | Part I: A brief overview of history of the American PSE System  
Overarching questions:  
- How has PSE changed over time in terms of mission, scope, faculty and clientele?  
- How have the students, faculty, and administrators at PSEs changed over the years? |

| September 19 | Part I: A brief overview of history of the American PSE System  
Overarching questions:  
- What important political, social, and economic trends have affected the evolution of PSE?  
- What is the connection between K-12 and PSE?  
- What critical moments/events have impacted Higher Education? |

| September 26 | Part II: Pathways to College  
Overarching questions:  
- In what ways are K-12 and higher education connected?  
- What are the factors that facilitate knowledge about college and college access for all students? How does that differ among various groups in society?  
- How can K-12 and PSE institutions collaborate to increase college completion among underrepresented groups?  
- Why should postsecondary institutions work with K-12 schools to increase academic achievement? |
## Required Readings


## Recommended Readings

- Hossler, Braxton & Coopersmith. Understanding student college choice. In Stage et. al. Theoretical perspectives on college students (pp. 5-42).

### October 3

**Part III: Diversity of Institutions within American PSE**

**Liberal Arts Colleges, HBCUs, HSIs, Community Colleges, Proprietary Schools, Private and Public Institutions**

1. How do their missions differ?
2. Whom do they serve?
3. Who are their faculty?
4. How do rankings impact higher education institutions?

## Required readings

- Gilbert, J. The liberal arts college-is it really an endangered species? In Foundations, pp. 71-78.
- Cheng & Levin. Who are the students at community colleges and proprietary schools? In Foundations 420-426.

## Recommended reading


### October 10

**Part IV: Individual and Societal Benefits of PSE**

**Overarching questions:**
Who benefits from an educated society?
How is educational attainment related to quality of life?
Should Higher Education be considered to be a public right or a service that provides private benefits?

Required reading(s)


Recommended readings


**October 17**

**Part V: Faculty**

1. The nature of the academic work
2. The academic culture
3. Teaching and learning
4. Part time vs. Full time
5. The “revolving door”

**Pipeline Issues**

**Required Readings**


- June, A. W. (February 14, 2016). The uncertain path to full professor. Vague criteria may signal to some faculty members that a promotion to the top is out of reach. *Chronicle of Higher Education*. Available on Canvas.

**Recommended readings**


**October 24**

**Part VI: Diversity of Students within American PSE**

**Overarching questions:**

- Who goes to postsecondary institutions? (Who’s in and Who’s out?)
- Where do students go?
- What happens to students when they go to institutions of PSE? (How do PSEs affect students?)
- How is societal stratification linked to stratification among PSE institutions?

**Required Readings**


**Recommended Readings**

- Ginder, S.A., Kelly-Reid, J.E., and Mann, F.B (2014). *Postsecondary Institutions and Cost of*
### October 31

**Part VII: Accreditation**

**Overarching questions:**
- To whom is higher education accountable?
- By what criterion is higher education evaluated?
- What is the role of the state?
- What is the role of the federal government?
- What is the role of the accreditation agencies?
- When does accreditation work?

**Required readings**

**Recommended readings**
- [http://www.ihep.org/assets/files/publications/g-l/Learning_Accountability_from_Bologna.pdf](http://www.ihep.org/assets/files/publications/g-l/Learning_Accountability_from_Bologna.pdf)

### November 7

**Part VIII: Accountability and Institutional Autonomy**

1. Evaluating PSE
2. What is the role of the state?
3. What is the role of the federal government? The community?
4. Is there a contradiction between accountability and institutional autonomy?
5. How do rankings impact higher education institutions?

**Guest Speaker:** Dr. Thomas Harnisch, Director of State Relations and Policy Analysis, American Association of State Colleges and Universities

### Required readings


### Recommended reading


### November 14

**Part IX Financing of PSE: Institutions & Students**

- Why does college cost so much?
- How much does it cost?
- What do we know about financial aid?
- How does government and institutional policy affect students’ ability to afford PSE?
- To what extent has PSE replaced its original role of providing equal access to stressing economic functions?
- What are the different approaches to financing college for an increasingly diverse student body?
- What do we know about financial aid?
- What future trends are there regarding financial aid?

### Required Readings


### Recommended Readings


| November 21  | Thanksgiving |
| November 28  | What lies ahead: Trends |
| **Required Readings** | |
| December 5   | What lies ahead: Trends |
| December 12  | Oral presentations start |


**EDHI 652: EVALUATION FORM FOR TERM PROJECT (ORAL & WRITTEN COMPONENTS)**

<table>
<thead>
<tr>
<th>Rate the presentation on each point:</th>
<th>Topic: __________________________</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Excellent</td>
<td>Good</td>
</tr>
</tbody>
</table>

**Introduction**

- __ provided an overall view of the topic
- __ identified the purpose of the presentation
- __ introduced topic clearly
- __ gained attention & interest
- __ justified the importance or need of the topic

**Comments**

**Literature review**

- __ provided a brief historical overview of the issue or topic
- __ discussed present status of the topic
- __ summarized points of view about the topic
- __ provided a concise review of relevant theory and research
- __ linked theory and research with the topic
- __ reviewed applicable court cases and legislation

**Reasoning**

- __ main points fully supported
- __ major findings presented in a clear manner
- _____ followed APA guidelines (term paper only)

**Conclusions**

- __ discussed practical implications
- __ discussed research implications
- __ implications clearly derived from review of the literature
- __ discussed future trends affecting the issue under study