

Wednesdays, 7:00– 9:45 p.m., Room 3233 Benjamin Building

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Office hours: [Click for an appointment](#)

<https://docs.google.com/spreadsheets/d/1U4oVYvnjicAiEfeTi2XjrGGTBWENA3tGmJu-lMH31VE/edit#gid=523402670>

Other times by appointment

General Introduction:

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; **(IX)**; 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:

Altbach, P. G., Gumport, P. J., & Berdhal, R. O. (2011). *American Higher Education in the Twenty-First Century* (3rd ed). Baltimore, MD: Johns Hopkins University Press.

Bess, J. L., & Webster, D. (1999). *Foundations of American higher education* (2nd ed). ASHE Reader Series. Boston, MA: Pearson Custom Publishing.

Bowen, W.G., Kurzweil, M.A., & Tobin, E. M. (2005). *Equity and excellence in American higher education*. Charlottesville, VA: University of Virginia Press. ISBN 0-8139-2350-6

Recommended Texts:

Bowen, W. G., Chingos, M. M., & McPherson, M. S. (2009). *Crossing the finish line: Completing college at America's public universities*. Connecticut: Princeton University Press.

Códova, B. C. (2009). *Minorities in higher education*. Washington, DC: American Council on Education.

Harper, S., & Jackson, J. (2011). *Introduction to American higher education*. New York, NY: Routledge.

Hersh, R. & Merrow, J. (Eds.) (2005). *Declining by degrees: Higher education at risk*, New York, NY: Palgrave.

Thelin, J. R. (2011). *A history of American higher education* (2nd ed). Maryland, Baltimore: Johns Hopkins University Press.

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/>
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> 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 March 23rd.***
- 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 April 13.*** 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 (***March 2nd***). The second group presentation will be on a specific sub-group of college students (***March 9th***). 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%).** 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). The term paper should examine a topic pertaining to higher education in American society. This paper should 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. Detailed guidelines are provided in Canvas. ***Oral presentations start on April 27 and end on May 4.*** Up to six groups will be formed. ***The paper proposal is due February 24. The term paper is due April 27.***

Course Assessment

CRITERIA	% OF GRADE
Class Attendance & Participation	10
Critical reflection	10
Book Review	20
Class presentations	20
Term project paper	20
Oral report of term project	<u>20</u>
Total	100

Grading Scale

99-100 A+	87-89 B+	76-79 C+	64-67 D+
94-98 A	84-86 B	72-75 C	60-63 D
90-93 A-	80-83 B-	68-71 C-	< 60

Tentative Course Plan

Dates	Topic or important activity
January 27	<p>Introductions</p> <ul style="list-style-type: none"> • What do you know about higher education and how it interacts with society? • What do you want to know? <p>Discuss Course Syllabus Course assignment guidelines Introduction to Canvas</p> <ul style="list-style-type: none"> ○ Guest speaker: Distribute pop quiz on history <p>Potential in class exercises</p> <ul style="list-style-type: none"> ○ Review survey results ○ Start thinking about tentative topics for term project <p>Guest speaker: Dr. Wendell Hall. UMS. Topic: Hot national Higher Education issues</p>
February 3	<p>Part I: Overview of History of Postsecondary Education</p> <p>Overarching questions:</p> <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> • Review sources of information • Select groups for presentations on institutional types (<i>presentations are scheduled for March 2nd</i>) • Select groups for presentations on diversified student body (<i>presentations are scheduled for March 9</i>)
February 10	<p>Part I Continued: Overview of History of Postsecondary Education</p> <p>Overarching questions:</p> <ul style="list-style-type: none"> • 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? <p>Distribute summary of important trends. In class exercise: Did the GI bill affect your own family? What stories can you tell?</p>

Tentative Course Plan	
Dates	Topic or important activity
February 17	<p>Part II: Benefits of PSE attendance Overarching questions:</p> <ul style="list-style-type: none"> • 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? <p>In class exercise: Debate whether college education should be considered a private privilege or a public right</p>
February 24	<p>Part III: Pathways to college Overarching questions:</p> <ul style="list-style-type: none"> • 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? <p>Guest speaker: Moya Malcom <i>Term paper proposal is due</i></p>
March 2	<p>Part IV: Diversity of American Higher Education Institutions Public, Private, Urban, Historically Black Colleges & Universities, Hispanic Serving Institutions, Tribal Colleges and For-Profit Institutions</p> <ul style="list-style-type: none"> • What mission do they pursue? • What role do they play in society? <p>In class exercise: Students form groups to complete a case study on how mission and institutional type affect decision making</p> <p>Guest speakers: Dr. Steve D. Mobley, Jr</p> <p><i>Student presentations on various types of institutions</i></p>
March 9	<p>Part V: Diversity of Students within American PSE Overarching questions:</p> <ul style="list-style-type: none"> - 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? <p>Guest Speaker: Dr. Christopher Lester, Director of Multi-Ethnic Student Education, University of Maryland <i>Students' presentations on having a diversified student body</i></p>
March 16	No CLASS-SPRING BREAK
March 23	<p>Part VI: Faculty</p> <ul style="list-style-type: none"> - 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?

Tentative Course Plan	
Dates	Topic or important activity
	<p>- How has academic freedom and autonomy been challenged throughout the evolution of PSE?</p> <p>-</p> <p>Guest speaker: Dr. Noah Drezner In class exercise: Students will form groups and discuss the administrative implications of having faculty at different life-cycles and across institution types.</p> <p><i>Critical reflection due</i></p>
March 30	<p>Part VII: Accreditation Overarching questions:</p> <ul style="list-style-type: none"> • 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? <p>In class exercise: Debate whether higher education institutions should have autonomy and internal accountability or should be accountable to the federal government. Potential Guest speaker: Sharon La Voy, Director of Assessment – UMD IRPA office</p>
April 6	No Class- AERA Conference
April 13	<p>Part VIII: Accountability and Institutional Autonomy Overarching questions:</p> <ul style="list-style-type: none"> • What is the role of the federal government in higher education? • What is the role of the community? • How does accountability impact institutional autonomy? <ol style="list-style-type: none"> 1. How do their missions differ? 2. Whom do they serve? 3. Who are their faculty? 4. How do rankings impact higher education institutions? <p><i>Book Review due</i> Guest speaker: Thomas Harnisch, Director of State Relations and Policy Analysis, American Association of State Colleges and Universities</p>
April 20	<p>Part IX: Financing of PSE-Institutions</p> <ul style="list-style-type: none"> • 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? <p>In class exercise: debate whether higher education should be paid by families and students or</p>

Tentative Course Plan	
Dates	Topic or important activity
	subsidized by the government Potential Guest speaker: Zakiya Smith, Strategy Director at Lumina Foundation
April 27	Part VIII: What Lies Ahead? Future Trends in PSE Oral Presentations start <i>Term paper due</i>
May 4	Part VIII: What Lies Ahead? Future Trends in PSE Oral Presentations end

TENTATIVE LISTING OF READINGS PER CLASS	
<i>January 27</i>	Course overview and introduction Distribution of course materials and assignment guidelines
Required reading(s)	<ul style="list-style-type: none"> • Berdhal, Altbach & Gumport. The Contexts of American Higher Education. In American Higher Education, pp. 1-11. • Philip Altbach. Patterns in Higher Education development. In <i>American Higher Education in the twenty-first century: Social, political and economic challenges</i>, pp. 15-36. • Summary of Events 1632-2015 available on Canvas • American Association of State Colleges & Universities (January, 2015). Top 10 State Policy Issues for Higher Education. A Higher Education Brief. Available on http://www.aascu.org/policy/publications/policy-matters/Top10StatePolicyIssues2015.pdf
<i>February 3rd</i>	Part I: A brief overview of history of the American PSE System Overarching questions: <ul style="list-style-type: none"> • 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?
Required reading(s)	<ul style="list-style-type: none"> • Thelin, J. R (2011). Prologue on studying the History of American Higher Education. In S. R. Harper & J F. L. Jackson (editors) (xi-xiii). (Available on Canvas) • Geiger (2011). The Ten Generations of American Higher Education. In <i>American Higher Education in the twenty-first century: Social, political and economic challenges</i>, pp. 37-68 • Roebuck & Murty. Historical Black Colleges and Universities. In <i>The History of Higher Education</i>, pp. 667-676. (Available on Canvas) • Bowen, W.G., Kurzweil, M.A., & Tobin, E.M. (2005). <i>Equity and excellence in</i>

TENTATIVE LISTING OF READINGS PER CLASS	
	<i>American higher education</i> (An equity and excellence time line, pp. 13-38). Charlottesville, VA: University of Virginia Press.
Recommended readings:	<ul style="list-style-type: none"> • Cohen, A. M. (1998). <i>The shaping of American Higher Education: The emergence and growth of the contemporary system</i>. San Francisco: Jossey-Bass Publishers. • Thelin, J. R. (2011). <i>A history of american higher education</i> (2nd edition). Maryland, Baltimore: Johns Hopkins University Press.
<i>February 10</i>	<p>Part I: A brief overview of history of the American PSE System</p> <p>Overarching questions:</p> <ul style="list-style-type: none"> • 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?
Required reading(s)	<ul style="list-style-type: none"> • Scott, J. C. (2006). The mission of the university: Medieval to postmodern transformations. <i>Journal of Higher Education</i>, 77(1), pp. 1-39. (Available on Canvas) • Trow, M. American Higher Education: Past, present and future. In Foundations, pp. 7- 22.
Recommended readings:	<ul style="list-style-type: none"> • Altschuler, G. C. & Blumin, S. M. (2009). <i>The GI Bill: The new deal for veterans</i>. New York, NY.: Oxford University Press. • Levine, A. (1993). <i>Higher learning in America: 1980-2000</i>. Baltimore: Johns Hopkins University Press. • Valli, L. & Buese, D. (2007). The changing roles of teachers in an era of High-stakes accountability. <i>American Educational Research Journal</i>, 44(3), 519-558.
<i>February 17</i>	<p>Part II: Individual and Societal Benefits of PSE</p> <p>Overarching questions:</p> <ul style="list-style-type: none"> • 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 Readings:	<ul style="list-style-type: none"> • Bowen, W.G., Kurzweil, M.A., & Tobin, E.M. (2005). <i>Equity and excellence in American higher education</i> (The “elite” schools: Engines of opportunity or bastions of privilege? (pp. 122-136). Charlottesville, VA: University of Virginia Press. • Baum, S., Ma, J., & Payea, K. (2013). <i>Education Pays: The Benefits of Higher Education for Individuals and Society</i>. Washington, DC: College Board. http://trends.collegeboard.org/sites/default/files/education-pays-2013-full-report.pdf • Carnevale, A. P. & Strohl, J. (July 31, 2013). <i>Separate and unequal: How higher education reinforces the intergenerational reproduction of White racial privilege. Executive report</i>. Washington, DC: Georgetown University Center on Education and the Workforce. • Hebel, S. (March 7, 2014). From public good to private good. Chronicle of Higher Education. Retrieved March 11, 2014 from https://chronicle.com/article/From-Public-Good-to-Private/145061/

TENTATIVE LISTING OF READINGS PER CLASS	
Recommended Readings	<ul style="list-style-type: none"> • Attewell, P. & Lavin, D.E. (2007). <i>Passing the torch: Does Higher Education for the disadvantaged pay off across the generations?</i> New York: Russell Sage Foundation. • Baum, S. & Schwartz, S. (2012). Is College Affordable? In Search of a Meaningful Definition. Washington, DC. The Institute for Higher Education Policy. Available at http://www.ihep.org/assets/files/publications/g-1/%28Issue%29%20Brief%29%20Is%20College%20Affordable%20July%202012.pdf • Cahalan, M. & Perna, L. (2015). Indicators of Higher Education equity in the United States. The Pell Institute. Retrieved July 1, 2015 from http://www.pellinstitute.org/downloads/publications-Indicators of Higher Education Equity in the US 45 Year Trend Report.pdf • Chronicle of Higher Education. (September 18, 2015). Section B. The Credentials Craze. Available on Canvas. • Selingo, J. (2015). The value equation. Chronicle of Higher Education. Retrieved July 10, 2015 from https://www.scribd.com/doc/263519812/Can-Colleges-Prove-That-a-Degree-is-Worth-the-Cost#download
February 24	<p>Part III: Pathways to College</p> <p>Overarching questions:</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Cabrera, A. F., & LaNasa, S.M. (2001). On the path to college: Three critical tasks facing America's disadvantaged. (Available on Canvas) • McDonough, P. M. & Fann, Amy, J. (2007). The study of inequality (pp. 53-93). In Patricia Gumpert (Ed.). <i>Sociology of Higher Education: Contributions and their contexts</i>. Maryland, Baltimore: Johns Hopkins Press. (Available on Canvas)
Recommended Readings	<ul style="list-style-type: none"> • Rowan-Kenyon, H., Bell, A. D., Perna, L. W. (2008). Contextual influences on parental involvement in college going. <i>Journal of Higher Education</i>, 79(5), 564-586. • Códova, B. C. (2009). <i>Minorities in Higher Education</i>. Washington, DC: American Council on Education • Martinez & Klopott (2005). The link between High School reform and college access and success for Low-Income and minority youth. <i>American Youth Policy</i>. http://www.act.org/path/policy/pdf/CollegeReadiness.pdf • Trow, M.J. (2001). From mass higher education to universal access: The American advantage. In P.G. Altbach, P.J. Gumpert, & J.B. Johnstone (Eds.), <i>In defense of American higher education</i> (pp. 110-143). Baltimore, MD: The Johns Hopkins University Press. • Hossler, Braxton & Coopersmith. Understanding student college choice. In Stage

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	<p>et. al. Theoretical perspectives on college students (pp. 5-42).</p> <ul style="list-style-type: none"> • Marcus, J. (2014). Higher education scrambles to get ready for the Common Core. <i>The Hechinger Report</i>. Retrieved from: http://hechingerreport.org/content/higher-education-scrambles-get-ready-common-core_16473/
March 2	<p>Part IV: Diversity of Institutions within American PSE Liberal Arts Colleges, HBCUs, HSIs, Community Colleges, Proprietary Schools, Private and Public Institutions</p> <ol style="list-style-type: none"> 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	<ul style="list-style-type: none"> • Allen, I. E. & Seaman, J. (2014). Grade change: Tracking online education in the United States. Babson Survey Research Group. Retrieved March 12, 2014 from http://www.onlinelearningsurvey.com/reports/gradechange.pdf • Olivas. Indian, Chicano, and Puerto Rican Colleges. In <i>The History of Higher Education</i>, pp. 677-698. (Available on Canvas) • Gilbert, J. The liberal arts college-Is it really an endangered species? In <i>Foundations</i>, pp. 71-78. • Gillett-Karam. Community colleges and proprietary schools. In <i>Foundations</i>, pp. 403-406. • Hittman. The impact of proprietary schools on the viability of community colleges. In <i>Foundations</i>, pp. 407-413. • Cheng & Levin. Who are the students at community colleges and proprietary schools? In <i>Foundations</i> 420-426. • Ehrenberg, R. (2003). Reaching for the brass ring: The <i>U.S. News & World Report</i> rankings and competition. <i>Review of Higher Education</i>, 26(2), 145-162. (Available on Canvas) • American Association of Community Colleges' 2015 Fact Sheet. http://www.aacc.nche.edu/AboutCC/Documents/FactSheet2015.pdf
Recommended reading	<ul style="list-style-type: none"> • Brint, S. (2011). The rise of the "Practical Arts". In S. R. Harper & J. F. L. Jackson (Editors) (pp.129-147). • Brown, S. (January 7, 2016). Diversity courses are in high demand. Can they make a difference? <i>Chronicle of Higher Education</i>. Retrieved January 12, 2016 from http://chronicle.com/article/Diversity-Courses-Are-in-High/234828#comments-anchor. Also available on Canvas. • Ginder, S.A., Kelly-Reid, J.E., and Mann, F.B (2014). <i>Postsecondary Institutions and Cost of Attendance in 2013-14; Degrees and Other Awards Conferred, 2012-13; and 12-Month Enrollment, 2012-13: First Look (Preliminary Data)</i> (NCES 2014-066). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved July 23, 2014 from http://nces.ed.gov/pubsearch. • Morphew, C. & Hartley, M. (2006). Mission statements: A thematic analysis of rhetoric across institutional type. <i>Journal of Higher Education</i>, 75(4), 400-419. • Tanz & Gwynne. University of Phoenix. In Foundations pp. 403-406. • Taylor, B. J. & Morphew, C. (2010). An analysis of baccalaureate mission

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statements. *Research in Higher Education*, 51, 483-503.

- Chronicle of Higher Education (July 10, 2009). Phoenix Risen. Volume LV, Number 41. A10.

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<i>March 9</i>	<p>Part V: Diversity of Students within American PSE</p> <p>Overarching questions:</p> <ul style="list-style-type: none"> • 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?
	<ul style="list-style-type: none"> • Bowen, W. G., Kurzweil, M.A., & Tobin, E. M. (2005). <i>Equity and excellence in American higher education</i> (Equity on a national level: Socioeconomic status and race, pp. 73-94). Charlottesville, VA: University of Virginia Press. • Bowen, W. G., Kurzweil, M.A. & Tobin, E.M. (2005). <i>Equity and excellence in American higher education</i>. Race in American higher education; broadening the quest for equity at the institutional level (pp. 139-193). Charlottesville, VA: University of Virginia Press. • Goldrick-Rab & Cook (2011). College students in changing environments. In P.G.Altbach, R.O. Berdahl, & P.J. Gumport (Eds.), <i>American higher education in the twenty-first century</i> (pp. 254-278). • McDonald, Botti & Clark (2007). From visibility to autonomy: Latinos in Higher Education in the US, 1965-2005. <i>Harvard Educational Review</i>, 77(4), 474-498. (Available on Canvas) • Kuh, G. H. (2009). What Student Affairs Professionals Need to Know About Student Engagement, <i>Journal of College Student Development</i>, 50(6), 683-706. • Harper, S. R., & Hurtado, S. (2007). Nine themes in campus racial climates and implications for institutional transformation. In S. R. Harper, & L. D. Patton (Eds.), <i>Responding to the realities of race on campus</i>. <i>New Directions for Student Services</i> (No. 120, pp. 7-24). San Francisco: Jossey-Bass (Available on Canvas)
Recommended Readings	<ul style="list-style-type: none"> • ACT's Validity Questioned (Inside Higher Education, June 21, 2011) • http://www.insidehighered.com/news/2011/06/21/study_suggests_most_colleges_use_act_inappropriately • Astin, A. (1998). The changing American college student: Thirty-year trends, 1966-1996. <i>Review of Higher Education</i>, 21(2), 115-150. • Ginder, S.A., Kelly-Reid, J.E., and Mann, F.B (2014). <i>Postsecondary Institutions and Cost of Attendance in 2014-15; Degrees and Other Awards Conferred, 2012-13; and 12-Month Enrollment, 2013-14: First Look (Preliminary Data)</i> (NCES 2015-097). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved August 1, 2015 from http://nces.ed.gov/pubs2015/2015097.pdf • Harvey, B. W., Anderson, L. E. (2005). Minorities in Higher Education Twenty-First Annual Status Report, American Council on Education. • Hurtado, S., Milem, J. F., Clayton-Pedersen & Allen, W. R. (1998). Enhancing campus climates for racial/ethnic diversity: Educational policy and practice. <i>Review of Higher Education</i>, 21(3), 279-302. • Mayhew, M. J., Wolniak, G.C. & Pascarella, E. T. (2008). How educational practices affect the development of life-long learning orientations in traditional-

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aged undergraduate students. *Research in Higher Education*, 49(4), 337-356.

- Section III. Students in In S. R. Harper & J. F. L. Jackson (Editors). Introduction to American Higher Education.
- Carnevale, A. P. (March 7, 2014). Five myths about the SAT. Washington Post. Retrieved March 9, 2014 from http://www.washingtonpost.com/opinions/five-myths-about-the-sat/2014/03/07/b3b03c4e-a568-11e3-84d4-e59b1709222c_story.html

TENTATIVE LISTING OF READINGS PER CLASS	
<i>March 23</i>	<p>Part VI: Faculty</p> <ol style="list-style-type: none"> 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” <p>Pipeline Issues</p>
Required Readings	<ul style="list-style-type: none"> • O’Neil (2011). Academic freedom: Past, present and future beyond September 11. In P.G. Altbach, R.O. Berdahl, & P.J.Gumpport (Eds.), <i>American higher education in the twenty-first century</i> (pp. 88-112). Baltimore, MD: The Johns Hopkins Press. • Altbach (2011). Harsh realities: The professoriate faces a new century. In American Higher Education, pp. 227-254. • http://www.npr.org/templates/player/mediaPlayer.html?action=1&t=1&islist=false&id=6597183&m=6597184 • Gappa, Austin & Trice (2011). The changing context for faculty work and workplaces. In S. R. Harper & J. F. L. Jackson (Editors). Introduction to American Higher Education (pp. 74-92) (Available on Canvas)
Recommended readings	<ul style="list-style-type: none"> • Alexander, K. (2001). The silent crises: The relative fiscal capacity of public institutions to compete for faculty. <i>Review of Higher Education</i>, 24(2), 113-129. • Bowen, H. & Schuster. Faculty tasks and talents. In Foundations, 167-169. • Rice, R.E. The academic profession in transition. In Foundations, 192-205. • Barr, R. B. & Tagg, J. From teaching to learning. In Foundations, pp. 323-336. • Chronister, J. The faculty. In Foundations, 163-165. • Clark, B.R. Small worlds, different worlds. In Foundations, 180-191. • Fries-Britt, S. L., Rowan-Kenyon, H. T. , Perna, L., Milem, J. G. & Howard, D. G. (2011). Underrepresentation in the academy and the institutional climate for faculty diversity. <i>The Journal of the Professoriate</i>, (5)1, 1-34. Available on Canvas. • Harvey, B. W., Anderson, L. E. (2005). Minorities in Higher Education Twenty-First Annual Status Report, American Council on Education. • Leboy, P. S. & Madden, J. (2012). <i>Limitations on diversity in basic science departments</i>. DNA and Cell Biology, 31 (8), pp. 1-7 • Lee, J. (2011) Does Universalism Hold in Academia?: Focusing on Women and Racial Minority Faculty. <i>The Journal of the Professoriate</i>, pp. 48-66. • O’Meara, K. (2006). Encouraging multiple forms of scholarship in faculty reward systems: Have academic cultures really changed? (pp. 77-95) In (Ed.). New Directions for Institutional research. Volume 129. • US Department of Education (2002). Tenure status of postsecondary instructional faculty and staff. NCES report 2002-210. • Chronicle of Higher Education (July 25, 2014). The Academic Workplace: Annual Survey Great Colleges to Work for in 2014. Volume LX, Number 42. (Available on Canvas) • Section I S. R. Harper & J. F. L. Jackson (Editors). Introduction to American Higher Education.
<i>March 30th</i>	Part VII: Accreditation

TENTATIVE LISTING OF READINGS PER CLASS	
	<p>Overarching questions:</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • McGuinness, A. C. The Changing Relationship between the States and Universities in the United States. In Foundations, pp. 634-646. • McGuinness, A. C. The States and Higher Education. In American Higher Education. • Volkwein, J. F., Lattuca, L. R., Harper, B. J. & Domingo, R. J. (2007). Measuring the impact of professional accreditation on student experiences and learning outcomes. <i>Research in Higher Education</i>, 48(2), 251-282. (Available on Canvas) • Fischer, K. (July 18, 2008). New analysis: Drawing lessons on accountability from Europe. <i>Chronicle of Higher Education</i>. (Available on Canvas)
Recommended readings	<ul style="list-style-type: none"> • Adelman, C. (2008). <i>Learning accountability from Bologna: A higher education policy primer</i>. Washington, DC.: Institute for Higher Education Policy. • http://www.ihep.org/assets/files/publications/g-l/Learning_Accountability_from_Bologna.pdf • Field, K. (August 16, 2013). 5 Years on, renewed Higher Education Act has lost its luster. <i>Chronicle of Higher Education</i>, A3. http://chronicle.com/article/5-Years-On-Renewed-Higher-Ed/141043/ • Ketcheson (2001) Public accountability and reporting: What should be the public part of accreditation? (pp. 83-93). In J. L. Ratcliff, E.S. Lubinescu, & M. A. • Olivas, M. A. The legal environment. In American Higher Education, pp. 226-252. • Zumeta, W. (2001). Public policy and accountability in higher education: Lessons from the past and present for the new millennium. In D.E. Heller (Ed.), <i>The states and public higher education policy: Affordability, access and accountability</i> (pp. 155-197). Baltimore: Johns Hopkins University Press. pp. 198-225. Password: edpl652cab • Maffrey (Eds.). How accreditation influences assessment. <i>New Directions for Higher Education</i>, Number 113. Jossey-Bass. Password: edpl652cab.
<i>April 13th</i>	<p>Part VIII: Accountability and Institutional Autonomy</p> <ol style="list-style-type: none"> 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?
Required readings	<ul style="list-style-type: none"> • St. John (2011). Policy. In S. R. Harper & J. F. L. Jackson (Editors). Introduction to American Higher Education (pp. 379-383) (Available on Canvas) • Gladieux, King & Corrigan (2011). The Federal Government and Higher Education. In American Higher Education, 113-138. • Slaughter, S. Federal policy and supply side institutional resource allocation at

TENTATIVE LISTING OF READINGS PER CLASS	
	<p>public research universities. <i>Review of Higher Education</i>, 21(3), 209-244. (Available on Canvas)</p> <ul style="list-style-type: none"> • Schmidlein & Berdahl (2011). Autonomy and accountability: Who controls academe? In P.G. Altbach, R.O. Berdahl, & P.J. Gumpert (Eds.), <i>American higher education in the twenty-first century</i> (pp. 69-87). Baltimore, MD: The Johns Hopkins Press. • Fain, P. (2014). Performance-based funding provokes concern among college administrators. Retrieved November 19, 2014 from Inside Higher Education. https://www.insidehighered.com/news/2014/11/19/performance-based-funding-provokes-concern-among-college-administrators • Natow, R. S. (2015). From Capitol Hill to Dupont circle and beyond: The influence of policy actors in the federal higher education rulemaking process. <i>Journal of Higher Education</i>, 86(3), 360-386
Recommended reading	<ul style="list-style-type: none"> • Alexander, K. (2001). The silent crises: The relative fiscal capacity of public institutions to compete for faculty. <i>Review of Higher Education</i>, 24(2), 113-129. • Selingo, J. (2015). The value equation. <i>Chronicle of Higher Education</i>. Retrieved July 10, 2015 from https://www.scribd.com/doc/263519812/Can-Colleges-Prove-That-a-Degree-is-Worth-the-Cost#download
<i>April 20th</i>	<p>Part IX Financing of PSE: Institutions & Students</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • College Affordability and Transparency Center. US Department of Education. http://collegecost.ed.gov/catc/# • Fischer & Stripling (March 7, 2014). An era of neglect: How public colleges were crowded out, beaten up, and failed to fight back Retrieved March 11, 2014 from https://chronicle.com/article/Who-Pays-More/145063/ • GAO (December 2014). State funding trends and policies on affordability. Retrieved January 31, 2015 from http://www.gao.gov/assets/670/667557.pdf • Heller (2006). Merit aid & college access. (Available on Canvas) • http://chronicle.com/media/video/v55/i03/stickershock/ • Johnstone (2011). Financing higher education: Who should pay? In P.G. Altbach, R.O. Berdahl, & P.J. Gumpert (Eds.), <i>American higher education in the twenty-first century</i> (pp. 315-340). • McPherson & Winston. The economics of cost, price, and quality in US Higher Education. In Foundations, 555-579.

TENTATIVE LISTING OF READINGS PER CLASS	
	<ul style="list-style-type: none"> Wang, M. (September 11, 2013). Public colleges' quest for revenues and prestige squeezes needy students. Winston, G. C. (2001). Is Princeton acting like a church or a car dealer? <i>The Chronicle of Higher Education</i>. February 23, B24. (Available on Canvas)
Recommended Readings	<ul style="list-style-type: none"> Baum, S. & Schwartz, S. (2012). Is College Affordable? In Search of a Meaningful Definition. Washington, DC. The Institute for Higher Education Policy. Available at http://www.ihep.org/assets/files/publications/g-1/%28Issue Brief%29 Is College Affordable July 2012.pdf Ginder, S.A., Kelly-Reid, J.E., and Mann, F.B (2015). <i>Postsecondary Institutions and Cost of Attendance in 2014-15; Degrees and Other Awards Conferred, 2013-14; and 12-Month Enrollment, 2013-14: First Look (Preliminary Data)</i> (NCES 2015-097). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved July 27, 2015 from http://nces.ed.gov/pubs2015/2015097.pdf Johnstone, D. B. Patterns of Finance: Revolution, evolution or more of the same? <i>Review of Higher Education</i>, 21(3), 245-255. Terenzini, P.T., Cabrera A.F. & Bernal E.M. (2001). <i>Swimming against the tide: The poor in American Higher Education</i>. New York: College Entrance Examination Board. Trends in college pricing. College Board. Retrieved January 13, 2016 from http://trends.collegeboard.org/college-pricing Trends in student aid. College Board. Retrieved January 13 1, 2016 from http://trends.collegeboard.org/student-aid Tandberg, D. A. (2010). Politics, interest groups and state funding of public Higher Education. <i>Research in Higher Education</i>, 51(5), 416-450. Zemsky, R. Shaman, S. & Shapiro, D.B. (2001). Revenue. In <i>Higher education as a competitive enterprise: When markets matter</i> (pp. 9-20). San Francisco: Jossey – Bass Publishers. Password: edpl652cab. Douglas-Gabriel, D. (2015). How the attempt to fix student loans got bogged down by the middleman. <i>The Washington Post</i>. Retrieved 24 August 2015 from: http://www.washingtonpost.com/business/economy/how-the-education-department-turned-into-a-massive-bank/2015/08/23/7618f2fa-1442-11e5-9ddc-e3353542100c_story.html Douglas-Gabriel, D. (2015). There's a way to dramatically lower student debt payments, but hardly anyone sees it. <i>The Washington Post</i>. Retrieved 24 August 2015 from: file:///C:/Users/aguzman/Downloads/There%20E%20%80%99s%20a%20way%20to%20dramatically%20lower%20student%20debt%20payments%252c%20but%20hardly%20anyone%20uses%20it%20-%20The%20Washington%20Post%20(2).pdf
April 27th	What lies ahead: Trends Oral presentations start
Required	<ul style="list-style-type: none"> Umbach et al (2011). Epilogue on the future of American Higher Education. In S

TENTATIVE LISTING OF READINGS PER CLASS	
Readings	<p>R. Harper & J F. L. Jackson (Editors) (pp. 454-464) (Available on Canvas)</p> <ul style="list-style-type: none"> • Zusman. Issues facing Higher Education in the Twenty-first Century. In American Higher Education, pp. 109-148. • Kelderman, E. (July 15, 2013). Policy trends in state Higher Education. Chronicle of Higher Education. Available in Canvas.
Recommended	<ul style="list-style-type: none"> • Kelderman, E. (July 15, 2013). Policy trends in state Higher Education. Chronicle of Higher Education. Available in Canvas.
<i>May 4</i>	<p>What lies ahead: Trends <i>Oral presentations end</i></p>

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

<p>Rate the presentation on each point:</p> <p style="text-align: center;"> 5 4 3 2 1 Excellent Good Average Fair Poor </p>	<p>Topic: _____</p> <p>Presenter(s): _____</p>
<p><i>Introduction</i></p> <p>___ provided an overall view of the topic</p> <p>___ identified the purpose of the presentation</p> <p>___ introduced the topic clearly</p> <p>___ gained attention & interest</p> <p>___ justified the importance or need of the topic</p>	<p><i>Comments</i></p>
<p><i>Literature review</i></p> <p>___ provided a brief historical overview of the issue or topic</p> <p>___ discussed present status of the topic</p> <p>___ summarized points of view about the topic</p> <p>___ provided a concise review of relevant theory and research</p> <p>___ linked theory and research with the topic</p> <p>___ reviewed applicable court cases and legislation</p>	
<p><i>Reasoning</i></p> <p>___ main points fully supported</p> <p>___ major findings presented in a clear manner</p> <p>___ followed APA guidelines (term paper only)</p>	
<p><i>Conclusions</i></p> <p>___ discussed practical implications</p> <p>___ discussed research implications</p> <p>___ implications clearly derived from review of the literature</p> <p>___ discussed future trends affecting the issue under study</p>	