EAD 870: Foundations of Postsecondary Education
Higher, Adult, & Lifelong Education
Michigan State University

Spring 2006

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Office Hours:
Tuesday, 2-5 pm (sign up on my door) or by appt.

COURSE OBJECTIVES
This course examines major events in the development of colleges and universities in the United States and the philosophical, historical, and social forces that have influenced this development. The course examines contemporary issues in higher education by exploring the intersections of historical, philosophical, and sociological forces that have shaped and continue to shape U.S. higher education, as well as the ways in which higher education has shaped society. International/comparative higher education is also introduced. The course entails course readings and class preparation, take-home exams, a research paper, an international/comparative higher education exploration, and an assignment following the diversification of U.S. higher education across time.

REQUIRED READINGS
There are two books from which many course readings are taken:


Other course readings will be posted in the ANGEL course site or available through the MSU library website. It will be your responsibility to locate and print these readings.

STRONGLY RECOMMENDED FOR YOUR BOOKSHELF

Washington, DC: American Psychological Association. [known generally as “the APA manual,” this style guide will be used in nearly every EAD course you take]

ADDITIONAL RESOURCE

If you do not already have ready access to the *Chronicle of Higher Education*, you may want to consider getting your own subscription. If you already subscribe but do not receive the daily electronic news updates, you may want to activate this service now (it is free to Chronicle subscribers; go to the website to get instructions on how to get the daily news service).

The *Chronicle* maintains an excellent website that is free whether or not you subscribe to their newspaper. Some of its links are restricted to Chronicle subscribers, but most are not. You can also access the *Chronicle* in hard and electronic copy through the MSU library.
USEFUL/INTERESTING WEBSITES

www.apastyle.org/index.html (APA style manual home page)
http://www.acenet.edu (American Council on Education)
www.naspa.org (National Association of Student Personnel Administrators)
www. myacpa.org (Association of College Personnel Administrators)
www. chronicle.com (The Chronicle of Higher Education)
www.ashe.ws (Association for the Study of Higher Education)
www.aera.net/divisions/j (Division J: Postsecondary Education of the American Educational Research Association)
www.Studentaffairs.com (a private site with excellent links, including instructions to sign up for listservs related to student affairs)
www.Higher-Ed.org (a private higher ed resource site; links to many useful and interesting higher ed sites)
www.insidehighered.com (Inside Higher Ed – an online higher ed publication)

COURSE REQUIREMENTS: ASSIGNMENTS AND EVALUATION

• Readings and topical assignments.
  You should come to class ready to discuss all readings. Although it is not required, some students find it helpful to prepare questions or comments on each reading. Periodically I will assign an exercise or other preparation to be done prior to the next class session. These assignments will form the basis of class discussion and group work. Because readings and topical assignments are critical to active class participation, your grade in this area will be reflected in your participation grade.

• Historical Personae project.
  At the start of the course, all students will be assigned a persona representing a group of people who were – or would become – participants in U.S. higher education (e.g., white male sons of ministers; black females; Jewish immigrants from Eastern Europe; etc.). Over the course, students will be called on to comment on the role their personae would have taken in higher education at various points in time. The project will be evaluated through the “active participation” grade (see below) and an essay as part of the written final exam. More details will be provided in class.

• Active participation in face-to-face class discussions. (20%)
  Active participation requires attendance, preparation (through readings and topical assignments), and willingness to contribute to discussions in a variety of group configurations (pairs, small groups, entire class, etc.). Absence from any session will result in a deduction in your grade in this area, at a rate of 1 percentage point for any partial session and 2 points for any whole session.

• Mid-Term and Final Examinations. (20%)
  - Mid-term Exam: A 4-6 page essay answering a question chosen from a group of three or more. The essay should draw on course and/or outside readings to support your claims. Upload to ANGEL 2/23.
  - Final Exam: A 4-6 page essay describing the history in higher education of those people represented by your persona (see above). The essay should draw on course and/or outside readings to support your claims. Upload to ANGEL 4/27.
• **MSU at 150 Research Project. (35% paper, 5% presentation)**
  Students will be divided into topical teams such as Student Life, Academic Colleges, Residential Colleges, Faculty Life, and so forth. Within each team, students may work as individuals or in groups of two or three to complete a substantive research project on the history of the topic at MSU. It is the responsibility of the team as a whole to be sure that within their team topic, individual topics are covered well and evenly. For example, the team assigned to residential colleges would want to be sure that Lyman Briggs, Justin Morrill (now defunct), and James Madison were all covered. Each individual, dyad, or triad will prepare research papers of 12-15 pages (1 person), 23-26 pages (2 people), or 28-30 pages (3 people). The author(s) of each paper will also be responsible for a presentation of no more than 5 minutes per person (e.g., if a pair of students collaborated on a paper, they would have 10 minutes to present; a solo author would be limited to 5 minutes). Presentations may include media of any sort; **I will need to know BEFORE April 4** if you need any AV equipment not standard in our classroom.

• **International/Comparative Higher Education PowerPoint presentation. (10%)**
  Pairs of students will be assigned a nation (not the US) and will prepare a PowerPoint presentation no longer than 3 slides and no longer than 3 minutes in which they will describe the nature and status of higher/postsecondary/tertiary education in that nation. Presentations will take place on April 20, and PPT presentations must be uploaded to ANGEL by April 18 at 10 pm.

• **Three short essays reflecting on your goals for yourself and the course (1-2 pages each). (10%)**
  - Essay I: Self and course objectives: Due in class 1/19.
  - Essay II: Midsemester self and course evaluation: Due in class 3/2.
  **Note:** These essays are ungraded (i.e., treated on a credit/no credit basis) and may take alternative forms, such as bulleted lists.

In class, you will receive more explicit instructions for completing course assignments. Please ask if you have questions regarding how you will be evaluated in this course.

All papers should be double-spaced in 12-point font (preferably Times) with 1 inch margins all around. They should **always** fall within the page range listed in the syllabus. Page ranges refer to text of paper, not title page and/or references. [Note: Some faculty count these differently. It is in your best interests to inquire if you are not sure.]

All citations and reference lists should conform to the style manual of the American Psychological Association (5th edition).

**Note on absences and late assignments:**
Class attendance is required and is included in the class participation grade. Nevertheless, students may occasionally need to absent themselves from class meetings for reasons of illness, family, or work. In fairness to students who attend and participate in every class session, an absence for any reason will result in a reduction in the absent student’s class participation grade. This reduction is on the order of 2 points per class missed, or 1 point for partial absence. For example, if you miss one face-to-face session but are otherwise present on time and actively contributing, you would receive 18 of 20 possible points for participation (out of the 100 total points for the course). For the purposes of this policy, being late to class or leaving early for any reason constitutes a partial absence and
will result in a 1 point reduction in accumulated points toward your final grade. Everyone gets one “free miss” before losing participation credit. **Missing more than 3 class sessions will result in no credit for the course.**

Whenever it is possible, advance notice of absences is appreciated. An email message or phone call to someone who will be in class (instructor or student) is generally adequate to keep us from worrying about you. It is critical that you find out what happened in class the day you were absent; be sure to contact a peer or me for announcements, etc.

Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements with me in advance and there will be no deduction in your grade.

All assignments are expected during the session noted on the syllabus. Unless prior arrangements have been made with me, late submissions will not be accepted and will result in a grade of 0 for that assignment. Grades for late submissions that are accepted may be reduced.

**Evaluation of assignments:**
Assignments earning an “A” grade will be of excellent quality, reflecting critical thinking, creativity, and mastery of course material. They will be well organized and clear. They will be free of errors in syntax, grammar, and APA format. An “A-” grade might result from minor deductions in any of these areas.

Assignments earning a “B” grade will be of good quality, reflecting a solid grasp of the course material and clear, well-organized writing style. They might contain some errors in syntax, grammar, or APA format, but will not be seriously flawed. A “B-” grade might result from more significant reductions in these areas.

Assignments earning a “C” grade will be of acceptable quality, reflecting familiarity with course material. They might contain weaknesses in organization and errors in syntax, grammar, or APA format. A “C-” grade might result from more severe weaknesses.

Assignments earning below a “C-” are unacceptable and will receive no credit.

**Course grades:**
The grading system at MSU is on a four-point scale, with course grades reported in half points (4.0, 3.5, 3.0, 2.5, etc.). Any grade below a 3.0 is a sign of serious problems for continued graduate work and merits discussion with me and/or your academic advisor. For the purposes of assigning a final grade, the following table applies:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94 or more</td>
<td>4.0</td>
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<tr>
<td>88-93 points</td>
<td>3.5</td>
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<tr>
<td>81-87 points</td>
<td>3.0</td>
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<tr>
<td>74-80 points</td>
<td>2.5</td>
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<tr>
<td>73 or fewer</td>
<td>0 (no credit for course)</td>
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**A note for students with disabilities:**
If you require any accommodation or services, please inform me or contact the Resource Center for Persons with Disabilities (www.msu.edu/unit/rcpd), 120 Bessey, 353-9642.

**Additional MSU resources:**
- The Graduate School (www.grad.msu.edu), 118 Linton, 355-0301
- Learning Resources Center (www.msu.edu/unit/lrc), 209J Bessey, 355-2363
- Ombuds’ Office (www.msu.edu/unit/ombud), 129 North Kedzie, 353-8830
- Writing Center (http://writing.msu.edu), 300 Bessey, 432-3610
COURSE SCHEDULE

January 12 – Welcome, Introduction, What do we mean by ‘Foundations’ of Postsecondary Education?

January 19 – Origins of higher education institutions in the world and colonial colleges in the US

Readings for today: (please read in this order)
- Thelin, A history of American higher education, introduction and ch 1

Assignment due: Self/Course goals (hard copy)

January 26 – Antebellum through first Land Grant Act (1800-1862)

Readings for today:
- Thelin, A history of American higher education, ch. 2
- Horowitz, Campus life, ch. 1, ch. 2, ch. 3
- The Morrill Act, 1862. [ANGEL]

The Transformation and Diversification of U.S. Higher Education

February 2 - Transformation and diversification of institutional types, purposes, missions, curricula

February 9 - Diversification of participants

Readings for today:
- MacDonald, V., & García, T. (2003). Historical perspectives on Latino access to higher education, 1848-1990. In J. Castellanos & L. Jones (Eds.), The majority in the minority: Expanding the representation of Latina/o faculty, administrators and students in higher education (pp. 15-43). Sterling, VA: Stylus Publishing. [ANGEL]
- Thelin, A history of American higher education, ch. 5
- Horowitz, Campus life, ch. 9


Toward a Loosely-Structured Model of U.S. Higher Education in the 20th Century

February 16 – Early 20th Century

Readings for today:
- Horowitz, Campus life, ch. 4, ch. 5, ch. 6, ch. 7

[February 18 – Graduate Research Colloquium]
**February 23 – Mid-Century: GI Bill, Brown v. Board**

*Readings for today:*
- Horowitz, *Campus life*, ch. 8
- The GI Bill of Rights. [ANGEL]
- 1940 Statement of Principles – AAUP. [ANGEL]
- Thelin, ch. 6

*Assignment due:* Mid-term Exam (upload to ANGEL by 4 pm)

**March 2 – Late 20th Century: Activism, Changes, and Challenges**

*Readings for today:*
- Horowitz, *Campus life*, ch. 10, ch. 11, ch. 12
- The Higher Education Act of 1965. [ANGEL]
- Thelin, ch. 7
- Thelin, ch. 8

*Assignment due:* Mid-semester reflection on self/course goals (hard copy)

[March 9 – Spring Break]

**Challenges for Higher Education in the 21st Century**

**March 16 – Institutional Culture and Students**

*Readings for today:*

March 23 – Diversity, Equity, Access, and Affirmative Action in context

Readings for today:
- Go to http://www.lib.umich.edu/govdocs/affirm.html and read enough documents to be able to a) explain what the two suits were about, b) what the Supreme Court decisions said, and c) what the Supreme Court decisions mean for selective admissions processes in higher education.
- Read http://www.michigancivilrights.org/ballot.htm

March 30 – Accountability, Autonomy, and Faculty Culture

Readings for today:

Assignment due: Individual/Group Papers

April 6 – no class meeting

April 13 – MSU at 150: Reports of Individual and Group Research

Assignment due: Individual/Group Papers and PowerPoint presentations

TUESDAY, April 18 – Upload Int’l PPT to ANGEL by 10 pm
April 20 – Higher Education in International/Comparative Contexts

Readings for today:

Assignment due: 3-slide PowerPoint presentation on assigned nation

April 27 – Closing
Assignment due: Final Exam on historical persona uploaded to ANGEL by 4 pm

MONDAY, May 1
Assignment due: Final Self and Course evaluation uploaded to ANGEL by 5 pm