**HIED545: Foundations in Higher Education and Student Affairs**

***Syllabus***

HIED 545

This course provides an overview of the basic structures, functions, participants, constituencies, tensions, and challenges facing higher education and student affairs in the United States. The course goals are to (1) introduce students to the overall structure of higher education and student affairs, (2) examine the societal and individual purposes of higher education, (3) gain exposure to key concepts in higher education and student affairs, (4) examine internal and external actors important to higher education and student affairs, (5) understand the roles of various individuals in colleges and universities, (6) evaluate contemporary challenges facing higher education and student affairs, and (7) provide an opportunity for students to improve their analytical and written and oral communication skills.

Overview

HI ED 545: Higher Education and Student Affairs in the United States is an introduction to the educational context and major organizational and academic characteristics of higher education, including an analysis of current issues and future trends. The course provides an overview of the basic structures, functions, participants, constituencies, tensions, and challenges facing higher education and student affairs in the United States.

Four reoccurring themes will occur in this course: history, diversity of students, variation of institutions, and stratification, which will provide you with continuity. In addition, the course has been divided into three major modules: the organizations that exist within the higher education system, issues related to faculty, and the student experience.

Upon successful completion of this course, you should be able to do the following:

1. Analyze, identify, and articulate the driving factors behind current trends/issues in higher education.
2. Look for and evaluate available written or verbal information regarding higher education for validity, impact on the field, and usefulness for personal growth and development.

Materials

Please review the following information for your required course materials.

Required Text(s)

The required text for this course is:

* Bastedo, M. N., Altbach, P. G., & Gumport, P. J. (2016). *American higher education in the twenty-first century: Social, political, and economic challenges* (4th ed.). Baltimore, MD: Johns Hopkins University Press. ISBN: 9781421419909

Library Resources & eReserves

In addition to the materials listed above, your course may have readings assigned for each lesson. These readings are listed on your Course Schedule. Please note, any assigned reading that does not have a link is an eReserve saved for you at the Penn State Library. These eReserves can be found using the Library Resources link on the Canvas Navigation menu.

As a Penn State student, you have access to many library resouces. To access these resources, click on the Library Resources link in the Canvas Navigation menu or directly via the [Libraries Home Page](https://libraries.psu.edu/world).

Course Requirements and Grading

The method for learning will involve a combination of assessments. The method for assessing learning in this course will include a variety of activities and exercises. The following paragraphs and tables will provide you with an at-a-glance overview of the assignment structure. All assignments are due on Sunday at 11:59pm ET unless otherwise specified. The dates for each lesson are included in the Course Schedule section of this document. Please review those dates carefully. If you have a conflict or find that you are going to be late submitting an assignment, please make arrangements with the instructor BEFORE the assignment is due (unless it is a true emergency situation). Failure to comply will result in a grade reduction at the discretion of the instructor.

While this course is asynchronous, your instructor may schedule synchronous sessions periodically throughout the course. Student and instructor feedback has indicated these sessions to be beneficial. Attendance at these sessions is highly encouraged, albeit not mandatory. If you are unable to attend a session due to work or time zone conflicts, please let your instructor know. They will identify an alternate activity for you. In addition, all synchronous sessions will be recorded for later viewing. Instructors choosing to convene synchronous sessions will send announcements early in the term about dates and times for these sessions.

Assignments

The method for assessing learning in this course will include a variety of activities and exercises. The following paragraphs and tables will provide you with an at-a-glance overview of the assignment structure. Additionally, more detailed information is included for each assignment in the lesson that it occurs.

Multi-Week Assignment: Institution Snapshot

There is one assignment that span several weeks: the Institution Snapshot. For this assignment, you will take a deep look into a single institution and make connections between your course learning and the field. Throughout the course, you will be provided with a series of questions and prompts. These questions and prompts have been designed to facilitate your reflections, thoughts, and ideas, and will be captured in a personal learning journal.

At two points in the course, you will be charged with the task of transforming your personal reflections into a formal presentation.

The following table provides details for the Institution Snapshot:

| **Deliverable** | **Point Value** |
| --- | --- |
| Personal Reflection Journal Entries (6) | 10 |
| Mid-Course Presentation | 5 |
| Institution Snapshot Paper | 20 |
| Final Presentation | 5 |
| **Total Point Value:** | 40 |

Lesson-Specific Assignments

The following table details the lesson-specific assignments that will occur throughout the course:

| **Lesson(s)** | **Assignment** | **Points Per Assignment** | **Total Point Value** |
| --- | --- | --- | --- |
| 1, 2, 6, 8, 11, 12 | Discussion Forums (8 total; 2 in Lesson 6 and 2 in Lesson 11) | 2 | 16 |
| 4, 9 | Position Papers (2) | 10 | 20 |
| 5, 7, 10 | Case Studies (3) | 8 | 24 |
|   |   | **Total Point Value:** | **60** |

Use of APA and Citations

This course includes both informal writing (personal reflections and discussion board responses) and formal writing (position papers, mid-course paper, and case study analysis). If you are referencing material from another source, you are expected to formally cite those sources using APA 6th edition. Likewise, all formal writing assignments should follow the APA style guide.

For those of you who are new to APA 6th edition or are simply looking for a refresher, the following is a list of common errors and missteps. This is by no way an exhaustive list, but is a good place to start.

1. There should be a proper running head in the top left-hand corner on the first page AND then on all subsequent pages. On the first page, the running head is written as "Running head: TITLE". On all subsequent pages, you remove the words "running head" and only have the TITLE IN ALL CAPS. In Microsoft Office, when you double click on the header, a new menu appears at the top of the screen. Click the "Different First Page" checkbox to have the first page different from the rest of the document.
2. The page number is in the top right-hand corner on the first page. On all subsequent pages, the page number is still in the top right-hand corner.
3. The font for EVERYTHING must be Times New Roman, 12 pt. That includes the running head. Please double check headers as Microsoft defaults to something else in the headings.
4. Speaking of headings, generally, papers need headings—they at least include primary headings, but possibly include secondary headings as well. This provides a road map for the reader and clearly marks sections. Good writers also ensure transitions between these sections.

Primary headings are bold and centered. Secondary headings are bold and left aligned. Tertiary headings are bold and indented with only the first word capitalized, end with a period, and are followed by text on the same line. However, you should focus on primary and secondary headings for assignments.
5. In-text citations: You need the author's last name and the publication year. For in-text citations appearing at the end of a sentence, a period goes AFTER the citation—not before.

There are a couple of ways to write in-text citations: Learning is fun (Nayor, 2015). According to Nayor (2015), learning is fun.

With quotes, and only quotes, you need page numbers: "Learning is fun" (Nayor, 2015, p. 4).
6. Now in terms of quotes, use these very, very sparingly. Why? Well, when you use quotes, it takes away your voice and puts in someone else's. It takes away from your content. Use them sparingly. Paraphrase.
7. While paraphrasing, remember that in the papers that you write, consider yourself the expert. To that end, do not use “I” statements, which includes we, our, and so forth. And be clear and succinct. Support your statements with citations.

For additional writing assistance, the [Graduate Writing Center](http://gwc.psu.edu/) is a resource available to you.

Grading

As detailed in the above tables, the total number of points available to be earned in this course is 100. As such, the letter grades will be based on the following scale:

| **Numerical Value** | **Letter Grade** |
| --- | --- |
| 93 - 100 | A |
| 90 - 92.9 | A- |
| 87 - 89.9  | B+ |
| 83 - 86.9 | B |
| 80 - 82.9 | B- |
| 77 - 79.9 | C+ |
| 70 - 76.9 | C |
| 60 - 69.9 | D |
| Below 60 | F |

 Assignments and Readings

The schedule below outlines the topics we will be covering in this course, along with the associated time frames and assignments. Note that assignments are due based on Eastern Time (ET). This ensures that all students have the same deadlines regardless of where they live. All lesson assignments must be submitted by 11:59 PM (ET) on the last day of the timeframe indicated below for the lesson.

In addition to the topics and assignments, the tables below list out the required readings for each lesson. Please note, these readings may be links, specific chapters from your text, and/or eReserves from the library. To access eReserves, click on the Library Resources link on the Canvas Navigation menu.

* **Course begins:** January 13, 2020
* **Course ends:**May 01, 2020
* **Course length:** 15 weeks

Lesson 1

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| Lesson 1 |
| ***Time frame:*** | January 13 - January 19, 2020 |
| ***Readings:*** | None |
| ***Assignments:*** | 1. Introduction Discussion Forum
2. Walk the Line Activity and Discussion Forum (Note: Please complete the activity by Friday to allow for time in the discussion forum.)
3. Review of the HI ED orientation space
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Lesson 2

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| Lesson 2 |
| ***Time frame:*** | January 20 - January 26, 2020 |
| ***Readings:*** | **Textbook*** Altbach, P., Gumport, P., & Berdahl, R. (2016).
	+ ​Chapter 1: The Ten Generations of American Higher Education

**Other Readings*** Van der Werf, M. (2001, March 30). [Loyola of Chicago may eliminate Classics Department](https://search.proquest.com/docview/214710481?accountid=13158). *The Chronicle of Higher Education*, p. A37.
 |
| ***Assignments:*** | 1. Institution Selection
2. Personal Reflection
3. 11th Generation Discussion Forum
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Lesson 3

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| Lesson 3 |
| ***Time frame*:** | January 27 - February 02, 2020 |
| ***Readings*:** | **Textbook*** Altbach, P., Gumport, P., & Berdahl, R. (2016).
	+ ​Chapter 7: Patterns of Higher Education Development
 |
| ***Assignments*:** | 1. Personal Reflection
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Lesson 4

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| Lesson 4 |
| ***Time frame*:** | February 03 - February 09, 2020 |
| ***Readings*:** | **Textbook*** Altbach, P., Gumport, P., & Berdahl, R. (2016).
	+ Chapter 8: The Federal Government and Higher Education (pp. 212 - 216)
	+ Chapter 9: The States and Higher Education (pp. 238 - 258 & pp. 266 - 280)

**Other Readings*** Harrison, D. (2011, April 1). [Are ‘charter universities’ the future of state-funded higher education?](https://diverseeducation.com/article/14978/) *Diverse Issues in Higher Education*.
 |
| ***Assignments*:** | 1. Position Paper: Analysis of Privatization Proposal
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Lesson 5

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| Lesson 5 |
| ***Time frame*:** | February 10 - February 16, 2020 |
| ***Readings*:** | **Textbook*** Altbach, P., Gumport, P., & Berdahl, R. (2016).
	+ Chapter 6: The Intersecting Authority of Boards, Presidents, and Faculty: Toward Shared Leadership

**Other Readings*** Rice, A. (2012, September 11). [Anatomy of a campus coup](https://www.nytimes.com/2012/09/16/magazine/teresa-sullivan-uva-ouster.html?pagewanted=all&_r=2&). *The New York Times*.
* Flaherty, C. (2014, July 22). [Driven out for speaking up?](https://www.insidehighered.com/news/2014/07/22/faculty-members-upper-iowa-u-say-they-lost-jobs-questioning-curricular-changes) *Inside Higher Ed*.
* Krantz, L. (2014, September 10). [Burlington College's future depends on community support, interim leader says](https://vtdigger.org/2014/09/10/burlington-colleges-future-depends-community-support-interim-leader-says/). *VTDigger*.
 |
| ***Assignments*:** | 1. Personal Reflection
2. Case Study: Governance Crisis
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Lesson 6

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| Lesson 6 |
| ***Time frame*:** | February 17 - February 23, 2020 |
| ***Readings*:** | **Textbook*** Altbach, P., Gumport, P., & Berdahl, R. (2016).
	+ Chapter 9: The States and Higher Education (pp. 259 - 266)
	+ Chapter 11: Financing American Higher Education: Reconciling Insitutional Financial Viability and Student Affordability
 |
| ***Assignments*:** | 1. Institution Finances Discussion Forum/Personal Reflection
2. Governance Crisis Discussion Forum
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Lesson 7

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| Lesson 7 |
| ***Time frame*:** | February 24 - March 08, 2020 (**NOTE: This time frame includes two lessons. Please refer to the next lesson for additional readings and activities due.**) |
| ***Readings*:** | **Textbook*** Altbach, P., Gumport, P., & Berdahl, R. (2016).
	+ Chapter 4: Harsh Realities: The Professoriate in the Twenty-First Century
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| ***Assignments*:** | 1. Mid-Course Presentation
2. Case Study: Faculty Analysis Scenario
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Spring Break

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| Semester Break |
| ***Time frame*:** | March 09 - March 15, 2020 |
| ***Readings*:** | * None
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| ***Assignments*:** | 1. None
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Lesson 8

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| Lesson 8 |
| ***Time frame*:** | March 16 - March 22, 2020 |
| ***Readings*:** | **Textbook*** Altbach, P., Gumport, P., & Berdahl, R. (2016).
	+ Chapter 3: Curriculum in Higher Education: The Organizational Dynamics of Academic Reform

**Other Readings** * Roksa, J., & Arum, R. (2011). [The state of undergraduate learning](http://ezaccess.libraries.psu.edu/login?url=http://dx.doi.org/10.1080/00091383.2011.556992). *Change: The Magazine of Higher Learning*, *43*(2), 35–38.
* Roksa, J., & Arum, R. (2012). [Life after college: The challenging transitions of the academically adrift cohort](http://ezaccess.libraries.psu.edu/login?url=http://dx.doi.org/10.1080/00091383.2012.691857). *Change: The Magazine of Higher Learning, 44*(4), 8–14.

**Course Reserves*** Grigsby, M. (2009). Using the cultural tool kit. In *College life through the eyes of students*(pp. 91-142). Albany, NY: State University of New York Press.
 |
| ***Assignments*:** | 1. Current Events Discussion Forum
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Lesson 9

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| Lesson 9 |
| ***Time frame*:** | March 23 - March 29, 2020 |
| ***Readings*:** | **Textbook*** None

**Other Readings*** University of Wisconsin-Superior. (2011). [*The student personnel point of view, 1937*](https://www.naspa.org/images/uploads/main/Student_Personnel_Point_of_View_1949.pdf).
* American College Personnel Association. (1994). [*The student learning imperative: Implications for Student Affairs*](http://www.myacpa.org/sites/default/files/ACPA%27s%20Student%20Learning%20Imperative.pdf).
* Quaye, S. J., & Harper, S. R. (Eds.). (2014). [Making engagement equitable for students in U.S. higher education](https://books.google.com/books?id=Y3Y9BAAAQBAJ&lpg=PA13&ots=dH7cbYeQ-i&dq=harper%20and%20kuh%20student%20engagement&pg=PA1#v=onepage&q&f=false). In *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations* (2nd ed., pp. 1–11). New York, NY: Routledge.
 |
| ***Assignments*:** | 1. Personal Reflection
2. Position Paper
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Lesson 10

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| Lesson 10 |
| ***Time frame*:** | March 30 - April 05, 2020 |
| ***Readings*:** | **Textbook*** Altbach, P., Gumport, P., & Berdahl, R. (2016).
	+ Chapter 12: Extending Opportunity, Perpetuating Privilege: Institutional Stratification amid Educational Expansion

**Other Readings*** Carnevale, A., & Strohl, J. (2013). [*Separate & unequal: How higher education reinforces the intergenerational reproduction of white racial priviledge*](https://georgetown.app.box.com/s/zhi9ilgzba9ncmr16ral). Washington, DC: Georgetown University, Center on Education and the Workforce.
* Hamilton, L., & Armstrong, E. A. (2012). [The (mis)education of Monica and Karen](https://courses.worldcampus.psu.edu/canvas/sp20/22011---7266/content/15_lesson/printlesson.html). *Contexts, 11*(4)*,*22–27*.*
* Burke, L. (2014). [*Reauthorizing the Higher Education Act—toward policies that increase access and lower costs*](https://www.heritage.org/education/report/reauthorizing-the-higher-education-act-toward-policies-increase-access-and-lower). Washington, DC: The Heritage Foundation. Retrieved from www.heritage.org/research/reports/2014/08/reauthorizing-the-higher-education-acttoward-policies-that-increase-access-and-lower-costs
* Carey, K. (2013, February 13). [Obama's bold plan to reshape American higher education](https://www.chronicle.com/blogs/conversation/2013/02/13/obamas-bold-plan-to-reshape-american-higher-education) [Blog post]. *The Chronicle of Higher Education*. Retrieved from chronicle.com/blogs/conversation/2013/02/13/obamas-bold-plan-to-reshape-american-higher-education/
 |
| ***Assignments*:** | 1. Case Study: Intervention Identification
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Lesson 11

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| Lesson 11 |
| ***Time frame*:** | April 06 - April 19, 2020 (**NOTE: This time frame includes two lessons. Please refer to the next lesson for additional readings and activities due.**) |
| ***Readings*:** | * None
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| ***Assignments*:** | 1. Student Charges Discussion Forum/Personal Reflection
2. College Choice Discussion Forum
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Lesson 12

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| Lesson 12 |
| ***Time frame*:** | April 20 - April 26, 2020 |
| ***Readings*:** | **Textbook*** Altbach, P., Gumport, P., & Berdahl, R. (2016).
	+ Chapter 10: The Legal Environment: The Implementation of Legal Change on Campus
	+ Chapter 13: The Diversity Imperative: Moving to the Next Generation

**Other Readings*** Bell, D. (2003). [Symposium: On Grutter and Gratz: Examining “diversity” in education: Diversity’s distractions](http://ezaccess.libraries.psu.edu/login?url=http://dx.doi.org/10.2307/3593396). *Columbia Law Review*, *103*(6), 1622–1633.
* Schmidt, P. (2008). [“Bakke” set a new path to diversity for colleges](http://ezaccess.libraries.psu.edu/login?url=http://search.proquest.com/docview/214656823?accountid=13158). *The Chronicle of Higher Education*, *54*(41), A1.
 |
| ***Assignments*:** | 1. Institution Snapshot: Final Paper
2. Bell Discussion Forum
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Lesson 13

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| Lesson 13 |
| ***Time frame:*** | April 27 - May 01, 2020 |
| ***Readings:*** | * None
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| ***Assignments:*** | 1. Institution Snapshot: Presentation
2. Course Reflection Discussion Forum
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