University of Wisconsin-Madison
School of Education
Educational Leadership and Policy Analysis

ELPA 701: Introduction to Higher, Continuing, and Postsecondary Education
Fall 2007

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Class Time: Mondays, 4:40pm-7:10pm (Educational Sciences Building room 304)

Office Hours: Thursdays, 10:30 am – 1:30pm or by appointment

Course Overview:

ELPA 701 is an introductory survey course examining the professional landscape, institutions, policies, practices, culture and context of higher, continuing, and postsecondary education. The course content is organized into four overarching sections or themes: (1) history, culture, context and scope of higher education institutions; (2) student life and the role of student affairs administrators; (3) academic life and the role of academic leadership; (4) institutional governance and the role of state and federal governmental policy. Within each sector we will examine, where possible, legal issues, relevant policy and practice, similarities and differences between types of institutions, critical and emerging issues and future directions.

Required Texts:

Rudolf, Fredrick, (1962, 1990) The American College and University
Veysey, Laurence R. (1965) The Emergence of the American University
Levine, Arthur (1993) Higher Learning in America 1980-2000
Bickel, Robert D and Lake, Peter F. (1999), The Rights and Responsibilities of the Modern University: Who Assumes The Risks of College Life?

Recommended Texts:
American Psychological Association. (2001) Publication manual of the American Psychological association (5th ed.). Washington, DC: Author

Strunk, W. and White E.B. Elements of Style (4th ed.)

Course Objectives
To build an understanding of the historical, cultural, social, legal, and economic foundations of higher, postsecondary, continuing, and adult education systems/institutions.
To examine core functions of higher education and postsecondary institutions, and stakeholders including missions, governance, students and student services, academics including curriculum, instruction and organizational structure and advising, accountability and accreditation.
To review and analyze the roles of key figures in higher and postsecondary institutions including faculty, administrators, advisors, lawyers, students and student personnel professionals, regents and senior administrative leadership.
To examine important policy and legal issues in higher and postsecondary institutions and;
To consider the implications for practice of policy and legal issues

Course Requirements and Expectations

Successful completion of the following assignments is necessary to fulfill the requirements of this course. Due dates and expectations for course assignments are included in this syllabus. **As a matter of fairness and a courtesy to everyone in the class, there will be penalties associated with late papers and incompletes (except in reference to emergencies, professional development, or prior approved situations): (1) the professor will not provide extensive written feedback; and (2) grades will be automatically lowered one letter grade for tardiness.** Each of the written assignments should be prepared and submitted in accordance with format standards of the American Psychological Association (APA) 5th edition. The headings, text references, and lists of references in your submitted papers should comply with the APA format. Answers to frequently asked questions concerning APA style can be found at http://www.apastyle.org/faqs.html

In this course students will have a choice between two major projects; (1) a history project or (2) a qualitative inquiry project. The details of each are described below:

History Project
Option one is to write a 20 page paper using multiple sources on the history and development of any of the following options: (1) a single world-class institution; (2) a single institutional type (e.g., small colleges, religious institution or otherwise specialized institutions such as community colleges, or continuing/distance educational institutions); and (3) a sub-area within postsecondary and or higher educational institutions. For

example, the history and development of athletics, admissions, student services, academic advising, or law, medical, pharmacy or nursing schools). Your paper should identify and examine the contributions of significant leaders, important policy developments or other similar influencing factors. Papers should include a chronological time line and discuss current status and identify what issues emerge for further study. Your paper including all references should be written using the APA publication style manual as your guide. Two copies of a draft of your literature review are due on October 29. These will be shared with one peer for review and comments. One copy will also be submitted to Dr. Crim for review and comments. These will not be graded. Finally, you will also be required to prepare, submit and present a brief 15 minute presentation of your paper during one of two class dates at the end of the semester. The due date for the final paper is December 10, 2007. However, papers will be presented either December 3, 2007 or December 10, 2007.

Qualitative Voices Project

Option two is to develop and gain approval of a question of inquiry that can be investigated by planned qualitative investigation. After identifying a question of interest, review the literature on the question or topic and write a literature review. Then plan and conduct interviews provided by five key informants selected using purposeful sampling methods. Key informants are individuals purposefully selected because they are highly likely to have insight or information on the question of interest. Summarize the information and develop key themes if present. Write and submit a 20 page paper describing the project. Develop a 15 minute power point presentation describing the project. Both the paper and the presentation should include, the problem or question for the study, a brief review of selected relevant literature, a description of the informants (if needed) and why they were selected, the question or interview guide developed for the study, a description or summary of the findings, conclusions and implications for further study,. Students will be asked to present your power point to class. A draft of the literature review is due October 29 to exchange for peer review and comment.

Grading on the major projects

Either the history project or the qualitative voices projects will be worth a total of 60% of your final grade. The papers are worth 50% and the presentations worth 10% of your grade.

Literature Summary Papers

Each student will be responsible for completing the assigned readings each week. Based on the over arching subject area students should submit a **two to three page** summary of the readings with personalized reflections on the implications for practice. Each paper should be a thoughtful reflection on the problems, concerns or issues raised by the readings and your thoughts about the implications for stake holders, policy, or future research **(Four papers @5% each for a total of 20%).** If references to literature are used then they should be cited using APA guidelines. Due dates are listed below:

Literature Summary Topic	Due Date
History/culture/context (Readings from sessions 1-5)	October 8
Students/student Affairs/student Life	October 29
Academic affairs/teaching and learning/senior Leadership/governance	November 19
Federal and state role in higher education	December 3

Class Participation

Class participation is essential for successful completion of this course. Students are expected to demonstrate during both discussion and through questions asked during the lecture portion of each class that they have read the materials, viewed the video clips and are familiar with course content. Prior to each session, each student will submit in writing One of the following based on his or her review of the assigned reading material: 1) A clarification question; 2) A discussion/reflection question and 3) A thoughtful or profound observation regarding the implications for research or practice in higher or postsecondary education. **(20%)**

Expectations

Students are expected to ready and study all assigned readings before the specified class period, noting questions and issues to discuss in class. Course content will be covered with a variety of teaching methods including but not limited to: lecture, guest discussion, research projects, critiques, group work, simulations, and student presentations.

Accommodations

People with disabilities will be fully included in this course. Please inform the professor if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. Confidentiality of the shared information will be strictly maintained. Certain accommodations may require the assistance of the McBurney Disability Office on campus. The Mcburney disability center can be reached at (608) 263-2741 or via email at frontdesk@mcb.wisc.edu.

Grading

Grades will be letter grades of A B C D or F

Academic Honesty

Students are strongly encouraged to familiarize themselves with UWS 14, the administrative code which governs academic misconduct for UW-Madison as well as the procedures which guide investigations of misconduct. This information is available on the web site for the Offices of the Dean of Students at http://www.wisc.edu/students/saja/misconduct/UWS14.html . Generally speaking the standards and expectations of graduate students are high regarding academic conduct and in this course UWS 14 will be enforced.