

Educational Leadership and Policy Analysis 701 ~ Fall 2007 (draft 8-30-07)

Introduction to Higher, Continuing and Postsecondary Education

Date and Time: Fridays (4-9 pm) and Saturdays (8-5 pm), 3 sessions

Sept 7/8; Nov 16/17; and Dec 7/8

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Course Overview

ELPA 701 is an introductory course examining the professional landscape, institutions, policies, practices, and connective aspects of higher, continuing, and postsecondary education. The course content is organized into five sections each focusing on an organizational sector: community and technical colleges; four-year institutions; graduate and professional education; minority-serving and other special mission institutions. Within each sector the major topics include: mission and purpose, students and student affairs, faculty, academic affairs/teaching and learning, governance/policy/legal affairs, and evaluation/accountability. The integrative or cross-cutting topics explore: the connections to compulsory education (e.g., literacy development, advanced placement, teacher education), systemic alignment and reform initiatives (e.g., K-16 councils, dual credit programs, and program articulation/joint degree programs), critical and emerging issues, and future directions.

This section of ELPA 701 will focus on the issues and promising practices for developing and maintaining K-12/higher and postsecondary institution partnerships that advance the quality and equity of student learning opportunities.

Course Objectives

- To build an understanding of the historical, social, and economic foundations of higher, continuing, postsecondary, and adult education systems and institutions.
- To recognize and analyze the current roles and challenges for key postsecondary and adult education stakeholders, including students, faculty, administrators, and external publics.
- To examine the core and diverse functions of postsecondary and adult education institutions, including mission, governance, clientele, curriculum, instruction, and accountability and accreditation.
- To locate, summarize, and evaluate critically the professional and research literatures, reports, and web-based resources pertaining to postsecondary and adult education.

Expectations for Participation

- Complete all assigned readings (articles, web pages, etc.) and post three reflective discussion questions to share for each class meeting. Your questions should be *analysis questions* (i.e., to promote reflection, critique, and discussion). These questions should not be general in nature on the topic being addressed (e.g., what are major challenges confronting leaders of 2-year colleges.) To assure that guest presenters have an opportunity to consider your question, please post your questions on the Learn@UW website by 11:00 pm on the Wednesday before each class session. The questions will be incorporated into the class lectures and discussions.

- Attend each class session and actively engage in both small group and large group discussions in ways that contribute to a wider understanding of the course material for all students. Attendance and participation by everyone assures a rich and dynamic learning experience for everyone.

Special Notice:

I wish to fully include persons with special challenges in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or assessments for this course to enable you to fully participate. Every effort will be made to maintain the confidentiality of the information you share with me. You may also contact the McBurney Disability Resource Center, 905 University Avenue (263-2741), if you have questions about campus policies and services. Questions or concerns about disability accommodations can be brought to the attention of Associate Dean Mariamne Whatley (262-2463) or with Ken Scott (262-3107), the administrator in the Department of Educational Leadership and Policy Analysis.

Readings and Assignments

The reading material for this course is drawn from a set of articles and chapters describing the major contemporary, classical and critical dimensions of higher, continuing, and postsecondary education, as well as the social, cultural and political forces shaping policy and practice within these fields. Approximately 6-10 readings or web-based resources will be assigned for each weekend session. All required readings (and some recommended supplemental readings) may be accessed via the course website. There are five major assignments for this course, the details of which may also be accessed via the course website. A summary of the assignments is as follows:

Title	Points	Due Date
Participation (presence, posted questions)	20	Each Session
Inquiry Project Plan	0	10/1
List of Literature for CA Papers	0	9/10
Critical Analysis Paper 1	10	9/16
Critical Analysis Paper 2	10	10/7
Critical Analysis Paper 3	10	10/28
Inquiry Project: K-12/HPCE Partnership Case Study or Field Study	30	12/8
Final Take-Home Examination	20	12/15

Grade Distribution Standards A --- 90-100 points; AB -- 89-80; B -- 79-70

Also, please note the following:

- Each written assignment should be prepared and submitted in accordance with the 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. For guidance, see the related links available in the "Research and Writing Resources" links section of the course website.
- Assessment rubrics are available on the website for each of the assignments. Please review these rubrics closely as your plan and complete the assignments. The general feedback you receive on specific assignments should be addressed and reflected in assignments submitted thereafter.
- Assignments submitted after the due date will receive a 10% penalty prior to grading.
- Take-home exams submitted after the deadline will not be accepted.
- All assignments should be turned in electronically via the course website.
- As this course is expected to evolve in response to the emerging interests of the students and the instructor, the course readings and schedule may change throughout the semester. Please stay tuned to the course website for updates. All efforts will be made, of course, to avoid untimely changes.

Course Schedule (tentative)

Mtg. #1 (9/7-8): Introductions; Overview of readings and assignments; Orientation to research resources

Mtg. #1 (9/7): School-to-college transition; Historical perspectives on and purposes for HCP education

Mtg. #2 (9/8): Two-year colleges: WTCS and UW Colleges; HPCE Students and Student Affairs

Mtg. #3 (to be scheduled): Team Meetings to Review and Approve Inquiry Project Plans;

Mtg. #4 (11/16): Baccalaureate institutions/ public; Faculty

Mtg. #5 (11/17): Baccalaureate institutions/private; Faculty Development; Curriculum/Teaching/Learning

Mtg. #6 (12/7): Minority Serving and Proprietary Institutions; Accountability and Accreditation

Mtg. #7(12/8): Graduate and Professional Schools; Inquiry Project Presentations

Critical Analysis Papers

During the semester each participant will prepare three critical analysis papers. A critical analysis paper is a concise summary and reflective critique/discussion of a refereed journal article, published book chapter, or recently published national report on topics and issues germane to higher, postsecondary and continuing education. To gain a comprehensive perspective on the challenges and dynamics of higher, postsecondary and continuing education, you are encouraged to select articles, chapters, or reports that represent the different HPCE sectors, e.g. 2-year colleges, 4-year colleges, special mission institutions, etc. The topics or literature addressed in the critical analysis papers should also inform your literature search for the Inquiry Project.

Each paper should be organized in the format outlined below. The numbers in parentheses represent the maximum point value for each portion of the assignment. Each paper should be prepared as a Word document, then cut and pasted into the Critical Analysis Paper webpage (see link in the navigation bar above).

1. The full and correctly formatted APA citation for the published document. (1 point)
2. Summary: a 200-300 word narrative highlighting the problem addressed, inquiry methods used, and key findings and recommendations. (2 points)
3. Critique and Implications: a 500-1000 word analysis of the study focusing on the quality and feasibility of the findings and recommendations for improving educational policy and/or practice. In this section, please cite other studies, policies or practices in high school redesign settings that support or contradict the findings or recommendations. A well-written critique meets the following criteria: Are all of the major assumptions and pertinent limitations clearly acknowledged by the author? To what extent were the investigation methods appropriate and rigorous? Do the findings support, contradict, or extend existing theories, research, policy, and/or practice? What are the implications, beyond those cited by the author(s), for improving educational practice, policy and/or future research? (6 points)
4. Supporting References--a list of references used in the analysis, critique, and discussion of the primary document. Reading material assigned for the seminar should be cited where appropriate. The references used by the author(s) in the article cannot be used as supporting references in your Critique and Implications section, since they were used to inform the arguments and assumptions presented in the original manuscript. (1 point)

To ensure that we have a wide range of literature examined this semester, please submit a list of the articles or chapters you plan to read and critique by September 10.

Critical Analysis papers can be prepared for any of the documents in the List of Additional Literature and Supplementary Resources found at the end of the syllabus.

Inquiry Project: K-12/HPCE Partnership Case Study or Field Study

The Inquiry Project is the major learning experience for the course. It provides you with an opportunity to identify, plan and execute a small scale investigation regarding one or more K-12/HPCE partnerships. The project enables you to obtain an in-depth understanding of policies and practices that link K-12 and higher, continuing, and postsecondary education systems to improve student learning outcomes and transitions, strengthen pre-service and in-service educator preparation and development, and/or provide new or expanded community-based learning experiences for higher education students. Additionally, the project should: expand your familiarity with and proficiency in problem identification and conceptualization, inquiry methods, and reporting practices; broaden your knowledge of current issues and related issues, trends, and developments; and to enhance your capacity for using research and inquiry in your professional practice or advanced graduate study.

By September 24, you should submit to the instructor a list of 1-3 topics or questions which represent the potential focus of your Inquiry Project. Submit your list of topics/questions via the [course discussion board](#). Among the criteria to be employed in the selection of a topic or research question, please consider the following: (a) a topic that is important to you as well as relevant to your professional practice or graduate studies—this could be a pilot or preliminary investigation of a larger topic you are exploring, (b) a topic that is of interest to others at the institutional, state, national or international level—who would find this report valuable beyond you and the professor?, and (c) a topic or question that can be fully and effectively examined within the scope of 3 months and the time and resources available—including consideration of available or readily obtainable data and information.

The following examples of inquiry project titles/research questions may be helpful in considering various projects or studies:

1. To what extent are Wisconsin school districts across offering dual credit opportunities to high school students? How are these opportunities accessed by different students in different regions of the state? In what ways are students advantaged or disadvantaged by dual credit opportunities?
2. Professional development school partnerships have emerged in several Wisconsin communities that are designed to restructure and improve teacher education programs and professional development resources. To what extent are these partnerships achieving their goals? Can promising practices from these partnerships be documented and replicated in other communities?
3. How are technology intensive learning resources, such as virtual schools and professional development networks, affecting the relationships between secondary schools and higher education institutions in Wisconsin?
4. In 2003 the UW System provided each high school with a Freshman Success Report describing the initial paths taken by 2001-2003 graduates entering one of the UW campuses the following fall. What findings and recommendations can be gleaned from these reports for strengthening teaching, learning, assessment, and college transition practices for individual high schools, districts, or the state?
5. Among others, ACHIEVE.org, the National Governor's Association, and the National High School Alliance have argued that all high school graduates should meet both college readiness and work readiness standards adopted by states. Using a set of college and work readiness standards, compile and analyze a set of individual student records from a recent cohort of graduates (e.g., 2001-05) from a target high school(s) to determine the extent to which graduates are meeting these standards. To what extent have local Wisconsin high schools adopted work and college readiness standards as graduation requirements?
6. Recently, the Wisconsin Technical Colleges and UW System have expanded their transfer and program articulation agreements to provide postsecondary education students with greater access to academic and career majors. To what extent have enrollments in these programs increased in the past five years? Are all groups of students receiving comparable benefit from these new transfer initiatives?

The final Inquiry Project report should be not more than 25 double spaced pages, and presented in the following sequence. The report should include a set of headings that are similar to the following:

- Executive Summary
- Introduction
- [Review of Literature](#) (incorporate Critical Analysis papers as appropriate)
- Inquiry Methods (must include [interviews with 5 stakeholders](#))
- Findings
- Conclusions, Observations, and Discussion
- References
- Appendices, if appropriate

In addition, you should plan and deliver an oral presentation of the paper to members of the class near the end of the semester. Tentatively, a portion of the final class session will be reserved for 10-15 minute oral presentations of each project. You are encouraged to use a Power Point or similar presentation software package to organize a set of slides summarizing the purpose, procedures and findings from your project.

The option of a conducting a team-based Inquiry Project is available. By October 1, you should identify and develop a team consisting of no more than four class members with a shared interest in a particular set of research questions or topics. When formulating the team-based Inquiry Project, team members should collectively develop and submit by September 24 a project and accountability plan, which outlines the research questions and data collection/analysis plans. All team members should sign the Project Description and Accountability Plan prior to its submission. The plan should indicate clearly who is responsible for specific project activities and products. The scope of the project should be greater than that undertaken in individual Inquiry Projects, and reflect the number of team members participating. The collective and individual roles, responsibilities, and performances of the team will be self-assessed confidentially by team members through a checklist provided to teams in September. The self-assessment scores provided by each of your team members will comprise half of the grade awarded for the Inquiry Project.

The 30-point assessment rubric for the Inquiry Project report and oral presentation can be found [here](#). The Report and Presentation should be complementary in style and coverage with the presentation document simply reflecting the highlights of each section of the paper.

If you choose to engage the Inquiry Project in a team (4 students max per team), you can find the Team Assessment Form [here](#).