

**EDAD 639:
Foundations of Higher Education Administration
Texas A&M University**

Tuesdays 4-7pm, 601 Harrington

Instructor: Dr. Vicente M. Lechuga
Term: Fall 2005
Phone: 845-7257
Email: vlechuga@tamu.edu
Office: 562 Harrington Tower
Office Hours: Tuesdays from 10-11am or by appointment

I. Introduction and Overview

Purpose

The central purpose of this class is to provide an overview, both historical and contemporary, of higher education institutions. Students often wonder why it is necessary to study foundations, especially since solutions to relevant issues are constantly being debated. For example, how can we reduce the rising cost of postsecondary education? This question is not just an economic or institutional decision. Rather it involves a number of complex issues that require one to understand the internal and external constituencies that influence higher education institutions.

This course provides an introduction to the roles and functions of higher education from historical and contemporary perspectives, and is designed for graduate students who aspire to serve in administrative and instructional capacities on college and university campuses. Such work is performed in the midst of complicated interactions among diverse groups of people, complex organizational structures, and key events that are shaped in part by an institution's mission, history and traditions, current exigencies, administrative care, faculty talents, governance, and student characteristics. These factors influence what one contributes to, how one fits in, and the meanings one makes of an institutional setting. Thus, an important implication is that administrative and instructional effectiveness depends, in part, on the extent to which one understands and appreciates these and other contextual factors. Knowledge and appreciation of the historical and philosophical underpinnings of the field, as well as current and forthcoming issues facing higher education will enable one to thoughtfully navigate complex organizational settings and contribute to learning, student development, and societal advancement. This introductory course serves as a foundation from which to start lifelong learning about colleges and universities.

Goals & Objectives

This course was strategically designed with the hope and expectation that students will:

- Become informed critics and persuasive spokespeople for higher education.

- Understand the importance of historical, philosophical, and theoretical factors that shape the development of postsecondary institutions in the US.
- Develop the ability to evaluate and interpret philosophical arguments and provide a forum where individuals can discuss and appreciate different philosophical viewpoints.
- Become familiar with major current and historical trends in higher education.
- Identify and apply basic theoretical strategies and frameworks to facilitate meaningful in-class and out-of-class discussions for postsecondary learners.
- Support arguments and improve writing skills to meet the standards for graduate work.
- Develop critical and analytical skills and the ability to reflect upon ideas.
- Be inspired to become active, life-long learners and make valuable contributions to the higher education profession.

II. Expectations

Students are expected to:

- Attend every class session
- Arrive on time and prepared
- Complete all reading assignments for each class session
- Actively participate in meaningful discussions and other in-class activities
- Turn in written assignments on the specified due dates*

Class sessions will be almost exclusively based on discussion, reflection, and sharing, i.e. seminar format. This format affords students the opportunity to provide insight into and integrate their personal experiences with the selected course topics. The topics will likely stimulate varied perspectives; therefore, students should be prepared to effectively organize and clearly articulate their viewpoints. Furthermore, students are expected to critically analyze all topics discussed in class. Additionally, group work will give students the opportunity to learn cooperatively and collaborate on more comprehensive course assignments.

**Note: All assignments that are not handed in on time will be marked down.*

Discussion Agreement

By participating in this graduate-level seminar course, you are agreeing to abide by the following ground rules for discussion:

- Promote an environment conducive to learning.
- If something did not make sense, ask about it because it is likely that others have the same questions.
- Respect differences of culture, nationality, values, opinion and style.
- Welcome disagreement and debate, as they provide opportunities to learn.
- Seek to understand first before trying to be understood.
- Encourage participation and recognize that everyone has something to contribute.
- Promote clear communication—be specific, give examples, and ask questions.

- Speak for yourself. Let others speak for themselves.
- Add to what has already been said, be conscious of time.

Writing Style

All assignments must be typed, using Times New Roman 12pt. font, 1-inch margins and should conform to the style and reference notation format outlined in the *Publication Manual of the American Psychological Association Fifth Edition* (2001). The APA manual is a required text for this course, and an essential tool for survival in graduate school. Please study it carefully and refer to it often. If you are unsure about certain APA formatting and citation rules, refer to the manual. Even if you think you are sure, still double-check the manual. Points will be deducted from your papers if they are formatted incorrectly.

III. Books and Course Materials

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

Altbach, P. G., Berdahl, R. O., Gumpert, P. J. (1999). *American higher education in the twenty-first century: Social, political, and economic challenges*. Baltimore, MD: Johns Hopkins University Press.

Birnbaum, R. (1988). *How colleges work: The cybernetics of academic organization and leadership*. San Francisco: Jossey-Bass.

Tierney, W. G. (Ed.) (1998). *The responsive university: Restructuring for high performance*. Baltimore, MD: Johns Hopkins University Press.

Articles and other reading assignments will be handed out in class

IV. Assignments & Grading

- 1) Issue paper (6-7 pages) – 20%
- 2) Position paper (6-7 pages) – 20%
- 3) Synthesis paper (5 pages) – 25%
- 4) Co-lead a class (40-45 minutes) – 15%
- 5) Participation & Preparation – 20%

V. Academic Dishonesty

“An Aggie does not lie, cheat or steal, or tolerate those who do”.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to

authenticate one's work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

Plagiarism - The appropriation of another person's ideas, processes, results, or words without giving appropriate credit. Examples include but are not limited to:

- Intentionally, knowingly, or carelessly presenting the work of another as one's own (i.e., without crediting the author or creator).
- Failing to credit sources used in a work product in an attempt to pass off the work as one's own.
- Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources. Students are permitted to use the services of a tutor (paid or unpaid), a professional editor, or the University Writing Center to assist them in completing assigned work, unless such assistance is explicitly prohibited by the instructor. If such services are used by the student, the resulting product must be the original work of the student. Purchasing research reports, essays, lab reports, practice sets, or answers to assignments from any person or business is strictly prohibited. Sale of such materials is a violation of both these rules and State law.
- Failing to cite the World Wide Web, databases and other electronic resources if they are utilized in any way as resource material in an academic exercise.
- Other similar acts.

VI. Course Schedule & Topics

August 30	Introduction and Course Overview
September 6	Emergence of Higher Education, the Medieval University, Colonial Colleges
September 13	Liberal Arts Colleges, Community Colleges and Research Universities
September 20	Women's Colleges, Historically Black Colleges and Universities (HBCU's), Native American and Hispanic Serving Institutions (HSI's)
September 27	Colleges and Universities as Organizations – Part I (<i>1-pg issue summary</i>)
October 4	Colleges and Universities as Organizations – Part II
October 11	Students and Decision-Making
October 18	Federal, State, and Legal Issues in Higher Education (<i>Issue Paper Due</i>)
October 25	Strategy and High Performing Institutions

November 1	Access and Equity
November 8	Affirmative Action
November 15	College Costs (<i>Position Paper Due</i>)
November 22	Financial Aid
November 29	Faculty Issues
December 6	The Market, New Competitors, and other External Forces (<i>Synthesis Paper Due</i>)

Syllabus Subject to Change

