

Education 580 Fall 2006

Critical Issues in American Higher Education

Stanley R. Levy
Adjunct Professor
376 Education

Office Hours by Appointment
s-levy1@uiuc.edu
244-0776

This course is a seminar. It will explore critical issues in American higher education. From your readings in other courses, there has almost always been a “crisis” perceived in higher education. Today is no different, with concerns that focus upon governance, financing, access, control, and structural concerns. Exploration of these and similar topics will be accomplished in large measure by the combined efforts of the class. We will identify specific topics together on the first day of class. From that point on, students will work in teams developing background on the topic, the reading assignments, and making such presentations or facilitating discussion as each team deems advisable. The focus of our class meetings will be on each specific topic, with active participation by all class members expected.

The examination of each topic should include a definition of the critical issue and related problems, some manifestations of that issue, possible solutions where appropriate, and an assessment/evaluation of the significance to teaching and learning, governance, and administration in colleges and universities. The format chosen for presentation will be each group’s choice: formal lecture, power point presentation, interactive discussion, problem questions, and so forth.

Students are expected to have read the following prior to enrolling in the class

Altbach, Philip, Patricia J. Gumport, and D. Bruce Johnstone, Ed. *In Defense of American Higher Education*. Baltimore: The Johns Hopkins University Press. 2001.

Altbach, Philip, Robert O. Berdahl, and Patricia J. Gumport. *American Higher Education in the Twenty-first Century*. Baltimore: The Johns Hopkins University Press. Second Edition. 2005.

Duderstadt, James J. and Farris W. Womack. *Beyond the Crossroads: The Future of the Public University in America*. Baltimore: The Johns Hopkins University Press. 2003

Rudolph, Frederick. *The American College and University: A History*. Athens: University of Georgia Press. 1990.

Thelin, John R. *A History of American Higher Education*. Baltimore: The Johns Hopkins University Press. 2004.

In presenting its topic each team will produce a suggested bibliography of books, journal articles, essays from *The Chronicle of Higher Education*, or other media which will serve as background reading for the class. While it would be useful to cite in advance a minimum or maximum number of citations, that number will rest with each team. The background readings should be sufficiently elaborate and complete that an informed discussion can take place. The reading list which will serve as a common starting point for the discussion must be distributed to the class two weeks before the actual discussion. Each team will also have the option of preparing a brief paper that can be sent electronically to the class 2 days prior to the day of the discussion. Each member of the class who's not on the team should come with 3 - 4 questions and/or comments to share on the day of the class. A calendar for the presentations will be initiated at the first class meeting.

The final project for the semester will be a complete discussion of an issue in higher education, other than the one presented by the team on which the student served. The discussion paper can be on any topic approved by the instructor. The paper should discuss in depth a particular topic, with appropriate, relevant, and timely citings from the professional literature and from other media. The paper should place in the broader context of higher education its significance, relevance, and scope of the issue selected. The final three weeks of the class will be devoted to presentations and discussion of these longer individual efforts. Once again a lottery will be used for determining who presents on what date.

Each paper in a final, edited form (no more than 25 pages including notes and bibliography) will be submitted to the instructor on the last day of instruction. Papers may be submitted electronically or in hard copy. 12 point type is to be used. APA style manual is to be followed. Those who wish to do so may submit in advance a draft of the final paper for review and comment by a date which will be mutually agreed upon.

Every graduate student in the department, indeed in the College, is expected to comply in fact and in spirit with the academic integrity policy of the Campus. www.uiuc.edu/unit/vcres/ai/

There will be no final examination. 50 percent of the grade will be determined by the final paper; 25 percent will be based upon the team effort; the final 25 percent will be dependent upon the individual's participation in and contributions to her/his team and in the classroom discussions.

8.25.06