

**Argosy University**  
COURSE SYLLABUS  
**E7136**  
May 09 to June 29, 2009

## "Higher Education in the US"

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**Faculty Information:**

Jacob Ng, Ed.D. - Has been involved in higher education in the State of California for the past 25 years. Currently serves as Associate Vice Chancellor of International Affairs, Distance and Community Education for the Peralta Community College District.

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**Meeting Dates:** May 16 & 17, June 6 & 7

**Course Hours:** 9:00am – 6:00pm

**Course Location:** Argosy University, Alameda, CA (Room TBA)

**Course Description:**

This course will provide students an opportunity to analyze and examine assessment and planning of American Higher Education. Theories and models of institutional arrangement, as well as governance and management processes are also considered in this course.

This course will provide students an opportunity to gain insight into current political and social controversies surrounding American public and private higher education. It will also enable students to gain understanding of the various social, political, and economic challenges of higher education in the twenty-first century in the US, as well as in the world. Students will develop critical thinking skills regarding each theme discussed in the chapters and related supplemental material.

The class assignments are designed to prepare students to gain valuable current knowledge through readings and activities during the course. The assignments consist of reading designated chapters in the textbook and writing papers on the selected topics discussed in class. Participation in class discussion and completing a final group project are crucial for students' learning outcome.

**Course Pre-requisites:** An inquisitive mind and positive attitude

**Course Length:** 8 Weeks

**Course Credit Value:** 3.0

**Required Text:**

Altbach, Philip G./ Berdahl, Robert O./ Gumport, Patricia J. (2005) *American Higher Education in the Twenty-First Century: Social, Political, and Economic Challenges* (2nd Ed.) Baltimore, MD: John Hopkins University Press

Lucas, Christopher J. (2006) *American Higher Education: A History* (2nd Ed.) New York, NY: St. Martins Press, Inc.

**Course Objectives:**

The objective of this class is to help students become familiar with the History of American higher education as well as the social, political, and economic issues surrounding higher education in the US in the 21<sup>st</sup> century.

**The course seeks to:**

- Analyze and discuss the fundamental challenges of higher education in the 21<sup>st</sup> century as demonstrated through a review of literature
- Examine critical issues such as finance, technology, curriculum, leadership dilemmas, academic freedom, autonomy and accountability, state and federal government, students and faculty, racial and legal issues facing American higher education
- Explore theories and models of institutional structures in higher education
- Analyze the governance and management processes in higher education
- Examine organizational behaviors as demonstrated through experiential learning

**Upon successful completion of the course, students will be able to:**

- Identify current major developments, issues and challenges related to K-12 and higher education policy.
- Formulate a rational approach to addressing a problem or issue facing higher education in the context of appropriate leadership levels.
- Tie the history of American education to the earliest periods as discussed in Lucas' *American Higher Education, A History* to modern institutional settings in the US and appreciate the value of education today.
- Present educational information in writing using appropriate media and technology that is concise, organized well supported, and in a professional manner appropriate to the audience.
- Access information from a variety of credible sources and apply that information to the solution of educational problems relevant to the improvement of higher education.
- Effectively use the Internet to investigate and conduct research on current literature that relates to contemporary problems and issues.

<b>Week</b>	<b>Module Topics</b>	<b>Readings</b>	<b>Assignments</b>
Week 1: 5/9	American Higher Education, A History	Chapter 1-9	Each student will be expected to follow the weekly assignments both in readings, papers & group projects
Week 2: Meeting: 5/16 & 5/17	American Higher Education in the 21 <sup>st</sup> Century	Chapters 1-5	<b>Individual Presentations/presentation papers due.</b>  <b>Turn in your one 6-8 pg "selected topic" paper</b>  <i>Choose your presentation topic from the list below. (Chapters 1-5)</i>
Week 3: 5/23	American Higher Education in the 21 <sup>st</sup> Century	Chapters 6-9	Discussion online based on reading assignments <b>due</b>
Week 4: 5/30	American Higher Education in the 21 <sup>st</sup> Century	Chapters 10-13	Discussion online based on reading assignments <b>due</b>
Week 5: Meeting 6/6 & 6/7	American Higher Education in the 21 <sup>st</sup> Century	Chapters 14-17	<b>Individual Presentations/presentation papers due.</b>

			<p><b>Turn in your one 6-8 pg “selected topic” paper</b></p> <p><i>Choose your presentation topic from the list below. (Chapters 6-9, 13-17)</i></p>
6 – 6/13			<b>Final Paper Due by June 13</b>
Week 7: 6/20 – 6/27			<b>GRADES SUBMITTED by JUNE 27</b>

**Supplemental Reading:** Students are encouraged to read *The Chronicle of Higher Education* for class discussion.

### **Chapter Presentations/Papers & Selected Topic Papers:**

Each student is required to **select two chapters** from the readings **and two “selected topics” from below**. You will do **Two Presentations** based on the chapters **and turn in a Total of Four Papers**.

**Presentations/Papers:** Each meeting you will do **one in class presentation and** turn in a **4-5 page paper on the Chapter** chosen from the textbook on the day of the presentation. Presentations should be around **45 minutes per student**.

**Selected Topic Papers:** Each meeting you will turn in an additional **6-8 page paper** (double spaced) based on the selected topics listed below.

This will mean you do a **total of two in class presentations (with papers) and two separate papers** from the selected topics.

**Course Evaluation:** The A-F grading system will be used for the course. Class grades will be given according to the following:

1. Attendance & Class Participation (20%)
2. Two Chapter Presentations – with papers (40%)
3. Two “Selected Topic” Papers (40%)

A Denotes exceptional accomplishment relative to the level necessary to meet course requirements

A-

B+

B Denotes superior accomplishment relative to the level necessary to meet course requirements

B-

F Denotes failure in accomplishment relative to the level necessary to meet basic course requirements and is unworthy of credit

NOTE: No late work will be accepted without prior approval from the Professor or valid medical reason.

**APA style should be used for all papers and project reports, including the references.**

Selected topics for Individual/Group Presentations, Papers & Projects:

The following topics should be presented and written based on a controversial point of view.

**AHE, A History 1-9, AHE 21<sup>st</sup> Century 1-5**

1. Evolving American University (Postwar – A History, Ch. 5)
2. Maturation and Development of American Education (A History, Ch. 6)
3. Postwar Higher Learning in America (A History, Ch. 7)
4. Contemporary Challenges and Issues Facing Higher Education (A History, Ch. 8, 9)
5. Autonomy and Accountability (21<sup>st</sup> Century, Ch. 3)
6. Academic Freedom (21<sup>st</sup> Century, Ch. 4)
7. Challenges Facing Higher Education in the 21<sup>st</sup> century (21<sup>st</sup> Century, Ch. 5)

**AHE, 21<sup>st</sup> Century 6-17,**

1. Federal Government in Higher Education (21<sup>st</sup> Century, Ch. 6)

2. States and Higher Education (21<sup>st</sup> Century, Ch. 7)
3. Legal, Faculty and Student Issues on campus (21<sup>st</sup> Century, Ch. 8)
4. The Realities of the Professoriate (21<sup>st</sup> Century, Ch. 10)
5. Student and Leadership Dilemma's (21<sup>st</sup> Century, Ch. 11, 12)
6. Finance, Research, Technology and Curriculum in Higher Education (21<sup>st</sup> Century, Ch. 13-16)
7. Race and Intellectual Properties (21<sup>st</sup> Century, Ch. 17, 18)

### **Selected Topics**

1. Institutional Effectiveness as a Leadership and Management Process
2. Importance of Diversity on School Campus
3. Importance of Workforce Development and Vocational Programs
4. Importance of Student Learning Outcomes in Academic Programs and Designs
5. Enhanced Learning Effectiveness: Online VS Class Lecture
6. Importance of Shared Governance in the Decision Making Process, such as, Hiring
7. The Advantages and Disadvantages of Open Door Policies in the Community College System
8. Acquired Other Sources of Revenue for the Institution, such as, Grants, Contract Ed, International Education, etc...
9. Leadership of Board of Trustees or Governing Board of the Higher Education System or Institution
10. Entrepreneurial Management in American Higher Education
11. Improving the Success Rates of Students in the School Systems
12. Roles of Student Services in the Response to Reduced Support Services
13. Faculty Practices and Attitudes as Teachers and Scholars
14. Expanding Partnerships between High Schools and Community Colleges or Universities
15. Enhancing the Image of the School/University through Public Relation
16. Strategic Management of Institution in a Dynamic Environment
17. The Challenges and Obligations Facing the Education in the Twenty-First Century
18. The role of Technology and Communication
19. Globalization of the American Institutions
20. The Role of the Principal/Presidents in the School Systems
21. Open Door Admissions, Transfer and Terminal Curriculum of the Community Colleges