EPE 612 is intended to give the student a broad overview of contemporary higher education. To achieve this end, the course will examine major trends, issues, and problems facing colleges and universities from a variety of perspectives, including historical, administrative, public policy, governance, and faculty. The primary objectives of the course are to assist the student in developing an understanding of 1) various components and operations of higher education and 2) the interaction of these components and operations. The foundation provided by this course will serve as a basis for further study, reasoned judgment, and (hopefully) determination of appropriate policy development for the college and university of the late 21st century.

Course Aims

The specific aims of the course are:

1. to introduce higher education as a field of study and professional area in which to work;

2. to familiarize the student with the literature and terminology of higher education;

3. to provide an overview of the diverse institutional and environmental factors that influence higher education;

4. to examine the interaction of these various factors and how the resulting decisions influence higher education and vice-versa;

5. to develop the critical skills necessary for the analysis and evaluation of important higher education issues; and

6. to enhance the written and verbal communication skills necessary for effective communication and leadership in a higher education setting.

Course Reading

Assigned readings for each class session are on overnight reserve in the COE Library. These readings will consist of two (2) parts. The first part contains the assigned readings for the first half of the course (through September 29). The second part, to be developed based on students' interests, will be available prior to September 29.

Course Requirements
Students are expected to prepare for class by completing assigned readings prior to the class meeting for which they are assigned. The additional course requirements (see below) should be fulfilled by reading literature and investigating topics pertinent to the subjects addressed in class sessions. The student's analysis and interpretation of class topics should reveal familiarity with the relevant sources of information, knowledge of alternative perspectives on the subject, and the ability to examine higher education issues critically and systematically.

In addition to the assigned readings, the following are required:
- active and thoughtful participation in class discussions;
- critiques of two (2) articles, one each from a different higher education journal (or other journals with the instructor's prior consent). Guidelines for the critiques will be provided well in advance of the deadline for the first critique. Both the article and the critique should be submitted together on the appropriate date;
- a short (4-6pp) paper, the topic of which is to be announced;
- a research paper on a topic of the student's choosing analyzing a significant higher education problem or issue. This paper should be 15-20 pages in length and will require the instructor's prior approval via a 1-2 page prospectus early in the term; and
- a 15-20 minute presentation on the topic of the final paper.

Grading

The student's final grade will be determined by the following weights:

- 15% Class participation (general and leading discussions)
- 20% Article critiques (@ 10% each)
- 15% Short paper
- 10% Class presentation on research paper
- 40% Final paper

Policy on Incompletes ("I" grades): Incompletes are permitted with the instructor's consent. All work needed to remove the "I" from the student's record must be submitted by the first day of class of the fall semester, 2000. Work submitted after that date will not be accepted and will result in a failing grade for the course.

Schedule of Events

August 25  Introduction; HE as a field of study

September 1  America's diverse HE system


September 8  Public policy


September 15   Administration


First Article Critique due

September 22  Issues of (in)equality


Short paper assigned

September 29   Faculty issues -- The role of research and research v. teaching


Prospectus for final paper due
October 6 -- Faculty –Student Interaction


October 13 -- Curricular Issues


October 20 -- Faculty & Students in the Classroom


Short paper due

October 27 -- Evaluation of faculty/teaching


November 3 -- -- Student Incivility/Student Rights


Second article critique due

November 10-- Service Learning/Impact of Extracurriculum


**November 17**  --  Tuition Increases/Student as Consumer


**November 24**  Work Week

**December 1**  Presentations  --  Session: 4-8:00 pm – Faculty Lounge

**December 8**  Presentations  --  Session: 4-8:00 pm – Faculty Lounge

**December 10**  Final projects due by 4:00pm.