

HISTORY & PHILOSOPHY OF HIGHER EDUCATION

LEAD 7840

3 Semester Hours (Fall 2013)

**Dewar College of Education
Valdosta State University
Department of Curriculum, Leadership, & Technology
Higher Education Leadership**

Conceptual Framework: Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Instructor Information

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*The above office hours are subject to change based upon the instructor's conference travel and meeting schedules. I encourage students to make sure I am available before making a trip to the SLP Building. If you come by and the door is shut, please knock; I sometimes work with the door closed.

Required Textbooks

Heineman, K.J. (2001). Put your bodies upon the wheels: Student revolt in the 1960s. Chicago: Ivan R. Dee.

Lucas, C.J. (2006). American higher education: A history (2nd ed.). New York: Palgrave Macmillan.

Recommended Textbooks

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association.

Supplemental Learning Resources

This course will include the use of supplemental text relevant to course material. Required and/or beneficial learning materials can access these additional readings on BlazeVIEW D2L.

Course Description

A retrospective contemporary and prospective examination of the social, cultural, political, and philosophical contexts from which the current issues that affect higher education have evolved.

Course Purpose

This course is a study of the history and philosophy of higher education and student affairs. Students will be introduced to the environments, institutions, and individuals that shaped higher education in the United States. Readings and course activities relating to the historical record and perspective to contemporary policy and practice.

Course Objectives & Outcomes

Through regular class participation and conscientious completion of assignments, students are expected to achieve the following designated learning outcomes:

- Objective: Show increased knowledge of higher education history through course readings, assignments, and periodic assessments.
 - Outcome: Students will be able to identify multiple moments in time that have shaped HESA.
- Objective: Demonstrate effective communication and presentation skills.
 - Outcome: Students will be able to present an accurate analysis of a higher education institution and how historical events have shaped the institution.
- Objective: Demonstrate knowledge gained on ways to handle conflict and student activism.
 - Outcome: Students will be able to complete a case study on an issue and identify ways to best address the issue given past unsuccessful attempts to address the issue.

College of Education Conceptual Framework Standards (CFS)

(* Indicates which standard(s) applies to this course)

I. *CONTENT AND CURRICULUM*

Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.

II. *KNOWLEDGE OF STUDENTS AND THEIR LEARNING**

Educators support the intellectual, social, physical, and personal development of all students.

III. *LEARNING ENVIRONMENTS**

Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. *ASSESSMENT*

Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. *PLANNING AND INSTRUCTION*

Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. *PROFESSIONALISM*

Educators recognize, participate in, and contribute to teaching and learning as a profession.

Learning Outcomes for VSU's Core Curriculum

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>

Universal Student Learning Outcomes for VSU's Higher Education Graduates

Part 5a.1. Foundational Studies

- Discuss the philosophical foundations of the profession, referencing historical and contemporary documents, to indicate how values guide practice.
- Apply a recognized professional organizations' code of ethics or ethical principles to professional work.

Part 5b.2. Student Characteristics and Effects of College on Students

- Translate theoretical knowledge about student characteristics and collegiate environments into meaningful learning experiences for students with diverse backgrounds.

Part 5b.3. Individual and Group Interventions

- Design interventions for individuals and groups using appropriate resources and referral practices.

- Identify and explain contemporary issues facing higher education and create viable solutions.

Part 5b.4. Organization and Administration of Student Affairs

- Apply knowledge of leadership, organizational functions, and management practices.
- Demonstrate professional competencies in budgeting, finance, and strategic planning.
- Explain statutory case law and higher education policies and relate understanding to decision-making.

Part 6. Practical/Professional Competencies

- Develop and/or improve skills in the following areas:

Collaborative Work	Conflict Mediation	Leadership for Change
Critical Thinking	Effective Verbal & Written Communication	Informed Decision-Making
Networking & Professional Development	Work with Diverse Population	

Professor’s Expectations of Students

This course is designed to be an interactive experience for all participants, with frequent opportunities to discuss, reflect upon, and apply course readings and concepts. Rather than just summarizing the readings, I expect students to critically engage with and building upon the ideas described in the course reading. **For this to be achieved, everyone must come to class prepared.** Students are responsible for completing the week’s assigned readings and activities **prior to class.**

Cultivating this type of classroom environment also requires that students be active participants in the learning process. Students will be graded on their engagement and classroom participation. This does not mean that students have to speak a certain number of times in each class or that talking a lot will guarantee full credit; rather, students are expected to make thoughtful contributions, ask questions, listen attentively, and participate in class activities.

A note on the syllabus: it is intended to a living, fluid document, not a static set of rules for us to abide by. It may change based on need for greater depth, group interest in a particular topic, or time constraints. While sometimes this will mean additional assignments or work outside of the classroom that may or may not be graded, often adjustments to the syllabus will be in the students’ favor. I am open to change and adjustment and welcome discussion and feedback.

Attendance Policy

Your presence in class is required given the blended nature of our course and the limited time we have together. All students are required to attend all courses—barring emergency, or previously approved absences from the professor. If emergency circumstances prevent a student from attending class, he/she should contact the instructor prior to class as a professional courtesy. Absences or repeatedly arriving late to class and/or leaving early will result in a reduction of the student’s final course grade. Students are encouraged to communicate with a classmate to obtain notes or materials in the case of approved absences.

Students are expected to engage with the course material and with each other through our online mediums in between the face-to-face courses. There will certainly be some weeks that other obligations take priority-and that’s okay; but I encourage you to consistently interact with this course material on a weekly basis. Your consistent engagement will provide you with a better educational experience.

Recognition of Religious Pluralism

Accommodations will be made for students in need of alternative assignment due dates, or who need to miss class time in observance of religious holidays. It is important to notify me of your needs for extension at least three weeks prior to these occasions.

Classroom Conduct/Professionalism

The importance of professionalism and ethics can never be overstated. Professional attire, language, and demeanor convey maturity, responsibility, and indirectly encourage individuals to make positive judgments. In addition, you are representing your institution, office, and program. Your professionalism is a direct reflection on your institution and training. Hence, respectful language, use of evidence based practices, and active participation are expected.

I understand that several students prefer to use their laptops/tablets to enhance their learning experience by take notes in class or even looking up content that we are discussing; I may even ask you to do that at points in time so feel free to bring them. I ask, however, that you use these tools as way to engage not disengage or distract. The same goes for PDAs and smart phones. Eating and drinking is also acceptable; however, I ask is that students please try to avoid bringing snacks or foods that are overly loud or disruptive when eaten.

As current and future higher education professionals, there are guiding principles and values to ensure daily work with and on behalf of students remains effective and beneficial. The National Association of Student Personnel Administrators (NASPA) along with the American College Personnel Association (ACPA) and several other student affairs related professional organizations each promote professional tenets. Below are some key professional practices:

- **Integrity** – High moral principles exhibiting authentic, honest, just, and ethical behavior.
- **Innovation** – Continuously seeking improvement through new and creative approaches.
- **Inclusion** – Seeking ways to ensure access, acknowledgement, opportunity, and participation for all.
- **Inquiry** – Supporting research and scholarship to add to the knowledge base of the profession and ensure that data informs practice.
- **Diversity** – Continuously working to gain or enhance multicultural competence.
- **Communication** – Free and open exchange of ideas in a context of mutual respect.
- **Advancement and dissemination of knowledge** – Stay abreast of literature relevant to college students and their learning as well as to the effectiveness of student affairs professionals. Seek opportunities for professional development and personal growth.
- **Outreach** – Advocating for issues that are of concern to students, student affairs professionals and the higher education community.

Safe Space

In order to facilitate participation and help all students feel comfortable sharing their thoughts and ideas in the classroom, it is important that we create a respectful, open environment where everyone is valued. It is more than okay to express strong feelings or disagree with classmates' ideas, but I ask it is done respectfully. Bullying behaviors or actions that create a hostile learning environment will not be tolerated. Please be thoughtful about your words and actions, and focus on critiquing ideas rather than an individual's qualities as a person. Finally, I ask that you regard personal matters shared in classroom discussions as confidential.

Electronic Mail Student Notification Policy

Official communication with students in this class will be conducted via VSU e-mail. Course announcements and updates will be posted on BlazeVIEW. Students are expected to check e-mail on a frequent and regular basis in order to stay current on class activities and assignments. Unless otherwise notified, the instructor will use the e-mail provided to the University as the official address.

Dewar College of Education Policy Statement on Plagiarism

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website <http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>

The consequences for acts of academic dishonesty in the Dewar College of Education are:

First Offense:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form <http://www.valdosta.edu/coe/studentsinfo.shtml>
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty <http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>

Second Offense:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form and the policy will be followed <http://www.valdosta.edu/coe/studentsinfo.shtml>
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty <http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml> According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

Accessibility Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or e-mail: access@valdosta.edu

Student Opinion of Instructon

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>

Course Requirements

Late Assignments, Incompletes, and Extra Credit

The instructor will not accept late assignments for credit. In addition, incompletes will not be issued for this class unless there are major emergencies (e.g., hospitalization) and only after consultation and mutual agreement upon a contract specifying a timeline for completion of all required work. The instructor will not offer an incomplete for the class simply because the student desires more time to complete course requirements. Finally, there will be no extra credit assignments.

Assignment Format

The assessments in this course are designed to measure acquisition of knowledge, skills, and cognition while developing students' intellectual curiosity. It is my goal that these will result in understanding and wisdom. All formal writing assignments should be completed following the guidelines for style and citation outlined in the APA manual – evaluation of proper formatting will be included in the grading of all assignments. All assignments should be typed in Times New Roman, 12 pt. font with one-inch margins on all sides. Please do not use alternative fonts or sizes, or adjust the margins. If an assignment has obviously not been proofread or APA Style is not followed, the instructor reserves the right to reduce the assignment by one letter grade.

Course Evaluation

You will be asked to provide the instructor with informal feedback regarding aspects of the course. At the conclusion of the class, you will have the opportunity to evaluate the course and the instructor. Grades and quality points represent the instructor's final estimate of the student's performance in a course. The following letters denote course grades:

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|--|---|
| 90-100% = A (Excellent; 4 quality pt/hr) | 65-69% = D (Passing; 1 quality pt/hr) |
| 80-89% = B (Good; 3 quality pt/hr) | ≤ 65% = F (Failing; 0 quality pt/hr) |
| 70-79% = C (Satisfactory; 2 quality pt/hr) | WF = Withdrew Failing (0 quality pt/hr) |

Grading	
A	<ul style="list-style-type: none"> • Student attends and is engaged in at least 100% of class sessions in their entirety. • As a part of participation and engagement: <ul style="list-style-type: none"> ○ Engages in critical reflection in individual and group settings ○ Provides thoughtful and constructive feedback to peers • Student completes and submits all assignments on time. <ul style="list-style-type: none"> ○ Written work is well organized, clear, concise, compelling arguments and illustrate critical thinking and analysis; Uses APA style appropriately; is grammatically sound; and a evidences scholarly curiosity.
B	<ul style="list-style-type: none"> • Student attends and is engaged in at least 90% of class sessions in their entirety. • As a part of participation and engagement: <ul style="list-style-type: none"> ○ Occasionally engages in critical reflection in individual and group settings ○ Provides mostly thoughtful and constructive feedback to peers • Student completes and submits all assignments on time. <ul style="list-style-type: none"> ○ Assignments are organized, mostly clear, concise, compelling argument and occasionally illustrates critical thinking and analysis; APA style is loosely adhered to at best; has some grammatical errors.
C	<ul style="list-style-type: none"> • Student attends and is engaged at least than 80% of class sessions in their entirety. • As part of participation and engagement: <ul style="list-style-type: none"> ○ Engages in surface level reflections in individual and/or group settings ○ Infrequently provides thoughtful and constructive feedback to peers; and/or engages in

	<p>behavior that contribute to class environment.</p> <ul style="list-style-type: none"> • Student completes and submits assignments on time. <ul style="list-style-type: none"> ○ Assignments fulfill the minimum requirements. ○ Written work is somewhat organized but fails to synthesize multiple ideas and literature into a coherent argument; APA style is loosely adhered; paper may suffer from some grammatical errors.
D-F	<ul style="list-style-type: none"> • Student attends and is engaged in less than 80% of class sessions in their entirety. • As part of participation and engagement: <ul style="list-style-type: none"> • Student rarely engages in course material or reflections in individual and/or group settings • Infrequently provides thoughtful and constructive feedback to peers; and/or engages in behavior that distracts and/or does not contribute to a collaborative learning community • Student does not complete at least two assignments on time. • Written work: lacks organization, is not clear and concise, and/or only examines issues at the surface level; APA style is lacking and/or loosely adhered to; has repetitive grammatical errors.

Course Assignments

Class Attendance & Participation (10%) – Due Weekly

As aspiring and practicing professionals in higher education, you will need to establish a sense of comfort in participating and leading discussions. There will be several different ways to participate in the classroom setting, including: asking questions or provoking a topic of conversation; participating in small group conversations; and presenting research to class participants.

Integrative Comments (10%) – Due Weekly

Each week you are to make an entry on the course’s BlazeVIEW discussion board and respond to at least one classmate’s post. Students are required to submit a short (approx. 175 words) contribution to the discussion thread weekly in response to guiding questions provided for the week. These questions and the discussion are designed to invigorate class discussions and to identify topics of interest. In responding to the prompt, you expected to synthesize literature-not simply, retell it; for example, synthesis may involve integration of multiple literature or arguments or application of material to or from other aspects of higher education. Also, please share any burning questions emerging from your reading. Students should submit the discussion entry no later than 12:00 p.m. (noon) each Monday before class, and then comment on your peers posts by noon of the day of class (Tuesday). Please cite references. **Also**, each of you has one “get out of ICs” card that you can use any week of the semester—please email at least one day in advance of class to let me know you’re using your card.

Group Institutional History Project (15%) – Due September 10th

This assignment is an opportunity to learn about the history of an institution that you have not attended and practice presentation and writing skills, which are important to HESA professionals. Students will work collaboratively on a project (paper & presentation). Groups will select a piece of paper from a box during the first class to determine what institution you will write and present on. You are to describe how your selected institution was founded; key historical events and institutional details; student demographics; traditions; how it has changed over time; and, how that institution has contributed to the broader history of higher education. Together you will write a 10-12 page paper and prepare a 20 minute presentation chronicling the history of the institution. For the presentation you are to dress in casual professional attire (khaki/chino pants or slacks and a buttoned shirt, or a dress, or skirt will suffice). Be prepared to answer a few questions on your institution.

Midterm Exam* (30%) – October 1st

The midterm will include a selection of topics, of which you will be asked to choose a number to “define” or explicate (ex, Normal Schools or *Lehrfriet*). The midterm exam will also include at least one short essay question, which will ask you to demonstrate how your growing historical knowledge of higher education to construct an argument.

Final Exam* (35%) – December 2nd

Though larger in scope and number of questions than your midterm, your final exam will be formatted very similarly. This exam will be cumulative, although more of the topics you will be asked to define will come from the second half of our course. In addition to at least one short essay question, this exam will also include a more complex essay question which will ask you to demonstrate how your knowledge of higher education history can be applied to the work of higher educational professionals.

**Nota Bene:* While most of my courses involve assignments that are seminar paper oriented, I believe that the acquisition of historical knowledge and a student’s ability to apply that knowledge is best demonstrated by their ability to explain historical topics, construct arguments with that knowledge, and examine historical precedents’ impact upon the present realities of our field without the aid of literature sources.

Course Calendar & Assignment Deadlines

Date	Topic, Readings, & Assignments
Aug. 13	Course Overview & Introductions Review Syllabus; Submit Student Information Sheet (in class exercise)
Aug. 20	Historical Antecedents of Higher Ed & Colleges of the Reformation, 1636-1740s Readings <ul style="list-style-type: none"> ○ Lucas, Ch. 1-3 (Purposeful Skimming) ○ Geiger, “The Ten Generations of American Higher Education” (BV) IC1 Due
Aug. 27	Colonial Colleges, 1745-1775 Readings <ul style="list-style-type: none"> ○ Lucas, Ch. 4 ○ Geiger, Ch. 2 IC2 Due
Sept. 3	Rise and Fall of Republican Higher Education, 1776-1800 Readings <ul style="list-style-type: none"> ○ Geiger, Ch. 3 (BV) ○ Geiger, Student Life & Student Rebellions Ch. 4.1 (BV) ○ The Second Great Awakening CH. 4.2 (BV) IC3 Due
Sept. 10	Institutional History Projects – Class Presentations Group Papers Due
Sept. 17	Transformation of the Colleges, 1800-1820s Readings <ul style="list-style-type: none"> ○ Geiger, The Rise of Professional Education Ch. 4.3 (BV) ○ Geiger, The Crisis of the 1820s, Ch. 5.1-5.2 (BV) ○ Yale Report[s] of 1828: Higher Education Resources Hub: History: http://www.higher-ed.org/resources/Yale/1828_curriculum.pdf. IC 4 Due
Sept. 24	Regional Differentiation, 1820s-1850s Readings <ul style="list-style-type: none"> ○ Sugrue, “South Carolina College” pp. 91-114 & Findlay, “Denominations and the Western Colleges” pp. 115-126 (BV) ○ Solomon, Ch. 4 “The Push into Higher Education” IC 5 Due
Oct. 1	Midterm Exam
Oct. 8	The Transformation of the 1850 Readings <ul style="list-style-type: none"> ○ Lucas, Ch. 5 ○ Geiger, Ch. 6.1-6.4

	<ul style="list-style-type: none"> ○ Solomon, Ch. 5 “Women and the Modernizing of Liberal Education, 1860-1920” <p>IC6 Due</p>
Oct. 15	<p>Land-Grant Colleges and State Universities (Growth & Standardization, 1890s-WWI)</p> <p>Readings</p> <ul style="list-style-type: none"> ○ Lucas, Ch. 6 ○ Morill Act and Second Morill Act, http://www.higher-ed.org/resources/morrill_acts.htm ○ Williams, Ch. 6 “The Association and the Emerging Federal Relationship” <p>IC7 Due</p>
Oct. 22	<p>Hierarchical Differentiation, Between the Wars</p> <p>Readings</p> <ul style="list-style-type: none"> ○ Gasman & Geiger, “Introduction: African American Education before the Civil Rights Era” (http://books.google.com/books?id=QUPODFICmBwC&printsec=frontcover&source=gbs_ge_summary_r&ad=0#v=onepage&q&f=false) ○ Hutchins & Great Books at Chicago <ul style="list-style-type: none"> ○ Short Bio: http://president.uchicago.edu/directory/robert-maynard-hutchins ○ Hutchins, “The Higher Learning in America” (BV) <p>IC8 Due</p>
Oct. 29	<p>Postwar Higher Education: The Academic Revolution, 1945-1975</p> <p>Readings</p> <ul style="list-style-type: none"> ○ Lucas, Ch. 7 ○ Hineman, Ch. 1-3 <p>IC9 Due</p>
Nov. 5*	<p>Student Revolutions & Activism in the 1960s</p> <p>Readings</p> <ul style="list-style-type: none"> ○ Hineman, Ch. 4-7
Nov. 12	<p>Privatization and the Current Era, 1975-2010</p> <p>Readings</p> <ul style="list-style-type: none"> ○ Lucas, Ch.8 ○ Geiger (2010) Postmortem for the Current Era: Change in American Higher Education, 1980-2010 (BV) <p>IC10 Due</p>
Nov. 19	<p>VSU’s 100-Year History, Guest Speaker: Archivist & Author, Deborah Davis</p> <p>Readings</p> <ul style="list-style-type: none"> ○ Brief History of VSU (BV) ○ VSU Mission & Vision (online) ○ VSU Archives (BV) <p>Prepare two questions for Deborah Davis, author & librarian</p>
Nov. 26	<p>University Closed for Thanksgiving Holiday</p>
Dec. 3	<p>Final Exam “A Celebration of Knowledge”</p>

*Online Class Session