Georgia Southern University
College of Education
Department of Leadership, Technology, and Human Development

Course Syllabus: History of American Higher Education
EDLD 7432
Fall 2017

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Office Hours: Tuesdays 9am – 12pm

Syllabus subject to revision with notice from instructor.
COURSE OVERVIEW & OUTCOMES

History of American Higher Education
This course is an analysis of the historical evolution of American higher education. The course examines the conceptual belief that American higher education is a culmination of historical development that directly influences every aspect of higher education administration. It considers historical precedents that shaped the structuring and management of vocational/technical institutes, 2-year and 4-year colleges, and comprehensive universities.

Prerequisite
Admitted to M.Ed. program or permission of instructor.

Rationale for this course
Cohen (2010) stated it most effectively when he wrote,

“Reading the history of higher education teaches appreciation for the power of tradition. Practically every aspect of contemporary higher education can be traced to the formation of universities in the latter part of the nineteenth century, and many to the colleges in the Colonial Era. Some aspects were present in the universities of medieval Europe. This stability of form effects a counterpoise quite familiar to anyone who has attempted to modify any aspect of an institution. Understanding history is thus essential for those who would reform higher education.” (p. 1)

The overarching goal of this course is to provide prospective educational leaders with knowledge that “American higher education is a culmination of historical development which directly influences every aspect of higher education administration” (GSU catalog, p. 502), and that understanding that development is critical to enacting reform.

Course Objectives
Upon completion of the course, the student will be able to
• identify and reflect on some aspects of the history of higher education by examining one college or university of your choice,
• discuss a very important but often overlooked debate that had great meaning in the history of American higher education,
• describe the eras, topics, events, and overall trends that are addressed in the text and their relationship to one another,
• compare and contrast the nine Colonial Colleges established between 1636 and 1769,
• discuss the impact of the Colonial Colleges on existing institutions,
• discuss specific trends and events that occurred during each of the six eras in the history of American higher education,
• identify course-related topics from the professional literature and write a review of the material, and
• write an essay / historical monograph in which the historical development of a current issue in higher education is traced.
Relationship to COE Conceptual Framework

The course objectives specifically address the four commitments that form the College of Education's conceptual framework:

Commitment to the Knowledge and Dispositions of the Profession

- Participants will examine their role as administrators within the environment of historical events that have shaped American higher education.
- Participants will acquire an understanding of the role of administration in the history of American higher education.

Commitment to Diversity

- Participants will analyze history in confronting multicultural, diversity, and equity issues.
- Participants will understand how historical events have influenced diversity issues.

Commitment to Technology

- This is an Internet-based course.
- Participants will use word processing software in the completion of written assignments.
- Participants will use web-based resources to complete assignments.

Commitment to the Practice of Continuous Reflection and Assessment

- Participants will reflect on decisions that they make using discussions, simulations, or case studies.
- Participants will reflect on decisions made by others within the context of their organization.

Structure of the course

During this course, you will encounter weekly learning modules based on the course objectives. These modules will direct you to resources such as readings in the course text, posted documents in PDF format, and/or sites on the internet that are relevant for the course topics. Activities will vary from independent work to using the Folio discussion boards. All assignments should be completed and submitted via the directions given.

Due dates for assignments will be included in the learning modules and on each assignment. Assignments are generally due no later than 11:30pm of the due date. Assignments received late may result in a lower grade.

Learning Modules will be opened by Monday afternoon of each week and assignments will be due the following Sunday unless otherwise noted.

Required Texts


Additional readings may be assigned and/or recommended throughout the semester.
**Recommended Resources**


** Expectations **

This is a fast-paced course that requires engagement. Make sure to review the due dates for the assignments to orient yourself to the flow of learning. You are expected to log into the course site on the first day of each learning module to access the new module, orient yourself to the due dates for the week, and plan your time. Online courses can be deceiving. Often new online learners expect them to be easier than face-to-face classes and are surprised at how challenging they can be. If you find yourself in need of assistance, it is your responsibility to reach out for extra help. I am here to help you as needed, but I need you to maintain open communications with me throughout the class.

Online participation is required and candidates are expected to interact often and contribute insight to the discussion drawing from source material as well as personal experiences and opinions. Read all assigned material in the timeframe outlined in Folio so that you have the background and understanding to fully contribute to the class discussions and assignments. A key component of the course is to synthesize and discuss issues, knowledge, and experiences (as is appropriate to graduate level work). You will have the opportunity to do so online through thoughtful, reflective postings and discussions based on what you are learning in the course.

The intent of the coursework is to link historical issues presented in the readings with the practical aspects of leadership in today’s milieu. To facilitate linkages among the issues presented during the course and learners’ own experiences, I expect students to

- ask questions whenever the need arises,
- collaborate with colleagues in a professional manner,
- follow directions and complete all portions of assignments,
- write with clarity,
- demonstrate the ability to analyze and synthesize material,
- cite carefully and appropriately from the body of professional literature, and
- submit products that demonstrate pride in one’s work and attention to detail.
- read the assigned chapters in the text,
- engage in dialogue with peers regarding questions and topics generated,
- discuss topics related to the study of the history of American higher education,
- actively engage in discussions, problem-solving activities, and inquiry exercises,
- complete and submit assignments by the assigned due date, and
- integrate the use of technology into learning and research efforts.
COURSE ASSESSMENTS & GRADING

Class Discussions and Participation

As this is an online course, it is important that you are an ACTIVE learner in this course. Participation will be measured through a variety of methods. Most weeks, you will be expected to engage in discussion board posts. Typically, this includes you posting your thoughts to a discussion prompt and then replying to at least two or three of your classmates’ thoughts. If you find a comment pertinent to your situation, or something you can respond to through your experience, please post a reply.

Your active and thoughtful participation in discussion activities is very important. You are expected to engage in a discussion through replies and failure to do so will lower your grade. The assigned readings should be completed prior to your post so you can contribute insightful ideas and questions and be prepared to respond knowledgeably and insightfully to the ideas and questions of others. It is your responsibility to actively contribute to the discussion.

General Scoring Rubric for Discussion/Participation

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<tr>
<th>Points awarded</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>50-42</td>
<td>41-32</td>
<td>31-0</td>
</tr>
</tbody>
</table>

Content of Communication

Addressing issues presented thoroughly and reflectively.

All sections of the issue presented are addressed. The student clearly demonstrates evidence of reflective thinking and provides clear and coherent linkages based upon class material, theory, readings and/or personal experience.

Not all sections of the issue presented are addressed or the student does not provide evidence of reflective thinking or clear and coherent linkages based upon class material, theory, readings and/or personal experience.

Responses are too brief or not all sections of the issue presented are addressed and the student does not include evidence of reflective thinking.

Points toward your discussion/participation portion are ongoing and account for 40% of the final grade.
**Written Assignments**

There will be three written assignments spread throughout the course. Each assignment will have specific directions that are provided in the assignment description.

The assignments will be evaluated as follows:
- Content quality (adherence to the assignment, completeness, appropriate length)
- Clarity of expression (clear, concise writing; easy to read and understand).
- Correctness of grammar, spelling, sentence structure, vocabulary, punctuation, and adherence to APA style (where applicable)

Each assignment is worth 100 points for a total of 300 points (30% of final grade)

<table>
<thead>
<tr>
<th>Points awarded</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>Content quality (adherence to the assignment, completeness, appropriate length)</td>
<td>Organization enhances the main ideas. Supporting information is presented logically, with no extraneous details. All points are clearly defined. All questions are answered completely.</td>
<td>Contains some interesting ideas, but the writer does not explore them thoroughly. Lacks detailed explanation or supporting examples. Questions are answered with minimum effort and little detail.</td>
<td>No clear direction. Main ideas are vague and connections are confusing or incomplete. Questions are not answered or answered incorrectly</td>
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<tr>
<td>Clarity of expression (clear, concise writing; easy to read and understand)</td>
<td>The writing flows and shows a high level of sophistication. Strong and specific words are used to convey meaning.</td>
<td>Generally applies standard English usage and appropriate word choices. Sentences are grammatical, but sometimes stiff or choppy.</td>
<td>Sentences are choppy, awkward, and hard to follow. Vocabulary is limited and words are used incorrectly</td>
</tr>
<tr>
<td>Correctness of grammar, spelling, sentence structure, vocabulary, punctuation, and adherence to APA style (if applicable)</td>
<td>Proofreading is thorough. Correct spelling and punctuation throughout. APA style is used appropriately.</td>
<td>Contains occasional spelling, punctuation, and typographical errors, but the errors are not overly distracting. Needs more thorough proofreading. Some errors with APA style.</td>
<td>Frequent spelling, punctuation, and typographical errors. No evidence of proofreading. Many errors with APA style.</td>
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**Historical Analysis Essay**

You will write a clearly defined historical monograph that reflects the historical development of a selected issue in higher education administration that identifies and analyzes a current topic or issue that impacts higher education administrators and/or higher education institutions and present a historical analysis of how the topic or issue developed. Detailed information about this essay is included at the end of the syllabus.

**This essay is worth 300 points (30% of final grade).**

**Information relating to written assignments**

It is expected that ALL submitted work be well written and free of grammar and spelling mistakes. Points will be deducted from an assignment’s overall grade if spelling or grammar errors are present. Use peer review appropriately to polish your written assignments prior to submission for a grade and make use of electronic tools such as the grammar check tool in your word processing software. If you would like or need extra help with your writing, please use the University Writing Center http://class.georgiasouthern.edu/writing-center/. All formal assignments should be submitted in APA format, in accordance with the 6th edition.

- Create papers and assignments using word processing equipment double-spaced with 1” margins (sides, top, and bottom).
- Use a standard font (for example, Times New Roman), double spaced, with font size of 11 or 12.
- Submit all written assignments as email attachments or through associated dropboxes through the course website.
- Proofread your paper and/or ask someone familiar with APA style to proofread your paper to double check for all of the items on which you will be evaluated.
- Written assignments submitted late will have points deducted.
- Paper format and style should be consistent with the *Publications Manual of the American Psychological Association* (APA), 6th edition. NOTE: Some class activities / readings will be devoted to the key features of APA style. You are expected to familiarize yourself with APA style, as it is required throughout the program.
- For an excellent web resource for APA information visit the Online Writing Lab at Purdue University. (https://owl.english.purdue.edu/owl/section/2/10/).

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Value</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Discussions/Participation</td>
<td>400</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Written Assignments (3)</td>
<td>300</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Historical Analysis Essay (1)</td>
<td>300</td>
<td>November 13 (topic due 10/16)</td>
</tr>
<tr>
<td><strong>Total possible points</strong></td>
<td><strong>1000</strong></td>
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Note: Bonus points may be awarded for exceptional work and extraordinary contributions of learning opportunities for all class members.

**Letter Grade**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>910 – 1000 of possible points</td>
</tr>
<tr>
<td>B</td>
<td>810 – 909</td>
</tr>
<tr>
<td>C</td>
<td>710 – 809</td>
</tr>
<tr>
<td>D</td>
<td>600 – 709</td>
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COURSE POLICIES

Instructor’s Communication Policy
Email is the quickest way to reach me, but I may be reached through any of the methods listed in this syllabus. I check e-mail daily beginning Mondays after 9am through Fridays at 5pm, and I agree to respond to your inquiries within 48 hours during this time. If I do not respond, please resend your email.

Student email
Georgia Southern University created an email account for you when you registered for classes. Your GSU email is your “official” email for the university, the department, and for this course. You are expected to read all email communication sent to you from students and the instructor.

Responsible attendance and absences
As an adult learner, you most likely have multiple roles and commitments to juggle. In addition to being a student, you may be an employee, a parent, a community leader, or a caregiver to a family member. If you are a full-time candidate, you are working to learn a wide variety of new skills and to meet the expectations for multiple courses. As your instructor, I too have many responsibilities and multiple roles. Therefore, we need to work together to accomplish the intended learning outcomes for this course.

Responsible attendance, even for an online course, means that you will plan your schedule so that you can manage your time and complete your assignments and assessments on or before the date on which they are due. ALL module sessions are mandatory even though they are online class sessions.

Deadlines
It is your responsibility to meet all of the deadlines for every learning module and course assignment. Assessments will be given due dates. Assessments not turned in on the designated due dates and times will be considered late and will have points deducted.

Class modifications
Check the entry page of Folio for notices concerning changes / modifications to the class. I will inform you of any changes via email or via a News Item. If there is a need to make adjustments in the schedule, I will provide written notification of the change.

Course concerns
Early questions result in better learning. If you have concerns about any of the assignments or your performance, please contact me via campus email (csorgen@georgiasouthern.edu).

Ethics and professional behavior
Students are expected to behave in an ethical manner at all times. Violations of the academic dishonesty policy will not be tolerated. The consequences of dishonest behavior will be commensurate with the activity to include, but not be limited to, a grade of ‘F’ for that activity or for the class, dialogue with administrators, and / or dismissal from the college.
**How to maximize this learning experience**

- Take charge of and be responsible for your own learning. Raise questions, probe, explore; go after what you need.
- Be open. Use your imagination, consider new possibilities and create something new for yourself.
- Give as well as receive. Give liberally to co-learners and be prepared to receive a great deal from them.
- Have fun. Plan to enjoy this opportunity to learn and to grow in many ways.

**UNIVERSITY POLICIES**

**Academic Integrity**

Candidates at Georgia Southern University are an essential part of the academic community, and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. Georgia Southern University considers academic integrity as essential part of each candidate's personal and intellectual growth. Instances of academic dishonesty are addressed consistently. All members of the community contribute actively to building a strong reputation of academic excellence and integrity at Georgia Southern University.

It is each candidate’s responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. The Office of Judicial Affairs is located in Russell Union room 2023 (912-486-7301). Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials.
- Unauthorized copying of an assignment in computer programming, or the unauthorized examination or view of the computer, specifically during examinations.
- Possession and/or unauthorized use of tests, notes, books, calculators or formulas stored in calculators not authorized by the instructor during an examination.
- Providing and/or receiving information from another student other than the instructor, by any verbal or written means.
- Observing or assisting another student's work.
- Violation of the procedures prescribed by the professor to protect the integrity of the examination.
- Cooperation with a person involved in academic misconduct.

A candidate who has been accused of academic dishonesty will be asked to meet with the course instructor. The matter can be resolved informally at the College level and/or an academic sanction can be imposed. If the student opposes the decision, he/she may appeal to the College Dean.

**Accommodations for Students with Disabilities**

Any candidate who has a disability that substantially limits learning in a higher education setting may contact the Student Disability Resource Center for information regarding their eligibility for reasonable accommodations. The Center is Building 805 and the office telephone number is 478-0666.
**Diversity**

Together, we maintain an intellectual culture that is accessible, disciplined, safe, and committed to excellence. By our behavior with one another, we endorse a culture of diversity, celebrating the uniqueness of the individual and developing our understanding and tolerance of differences in gender, ethnicity, age, spiritual belief, sexual orientation, and physical and mental potential. We take responsibilities for sustaining a caring culture, nurturing growth and fulfillment in one another and in the larger communities of which we are a part. We insist on a culture of civility, united in our rejections of violence, coercion, deceit, or terrorism. We work to increase collaboration, cooperation, and consensus within rational dialogue characterized by mutual respect and consideration.

This is a responsible culture. We expect each member of our community to carry out responsibly his or her duties for preserving the integrity, quality, and decency of our environment and our discourse.

In order to accomplish the above-mentioned expectations and responsibilities, everyone must engage in certain specific behaviors. Inside the classroom, the students are expected to respect the sanctity of the teaching/learning process by expressing respect for the faculty member as the organizer and guide through this learning experience, as well as for fellow students. Disruptive, disrespectful, discriminatory, harassing, violent and/or threatening behavior is explicitly prohibited.

Students are expected to be responsible for their own learning and, in return, can expect responsible teaching from the faculty member.
SELECTED BIBLIOGRAPHY


HISTORICAL ANALYSIS ESSAY

In this activity you will research, develop, and articulate a historical monograph/essay that highlights one or more of the major developmental periods and/or events in higher education administration. You are required to research and analyze a current higher education topic or issue from a historical perspective to demonstrate an understanding of how historical events have directly influenced aspects of higher education administration.

You will write a clearly defined historical monograph that reflects the historical development of a selected issue in higher education administration that identifies and analyzes a current topic or issue that impacts higher education administrators and/or higher education institutions and present a historical analysis of how the topic or issue developed. You should propose a way in which school leaders can monitor and work to minimize or remove negative impacts that have resulted or might result in the future. All of these areas must be present in order to meet the expectations of this assignment.

You are required to submit a one-page overview of your topic to the instructor for approval via Folio no later than October 16, 2017. Your paper will be evaluated based on several criteria. Along with the information included above, these include the depth and breadth of understanding you demonstrate about the topic and related issues you choose to analyze; the appropriateness, effectiveness and insightfulness; the content, clarity, and quality of your analysis and your writing, as well as the use of appropriate English composition (spelling, grammar, punctuation, syntax).

You must use 12-point font in your paper and should include a minimum of five scholarly references (not including your textbooks). For other matters (e.g., citations and references), be consistent with APA style requirements. All papers should include a description of the significance of the topic addressed, a statement of the problem or issue that you will analyze, a critical review of the relevant literature, a thoughtful analysis of the topic—which constitutes the core of the paper—and implications for policy, practice, and future research.

Please limit your historical analysis paper to no more than 8 pages (maximum). DUE on November 13, 2017 by 11:30pm 30% of final grade

Components of the assignment:

1. Candidate is able to identify and analyze a current issue in higher education administration for presentation in a historical monograph.
2. Candidate is able to present a complete and thorough historical perspective on the identified topic or issue.
3. Candidate is able to identify the relationship between the current issue and how the issue developed from a historical perspective.

Syllabus subject to revision with notice from instructor.
Conceptual Framework Outcomes:

1. **Commitment to the Knowledge and Dispositions of the Profession.** Candidate uses his/her knowledge of issues facing higher education administrators to clearly and succinctly conceptualize a historical perspective on the issues.

2. **Commitment to Diversity.** The historical monograph must address concepts of diversity, with particular attention to prevailing topic or issue for analysis.

3. **Commitment to Technology.** The candidate must prepare the historical monograph and submit in electronic format. The monograph should give evidence of research using a variety of technologies.

4. **Commitment to the Practice of Continuous Reflection and Assessment.** Completion of the historical monograph forces the candidate to continuously assess and reassess current topics and issues in higher education administration from a historical perspective.

Higher Education Standards Addressed in this Assignment

1. Candidates who complete the program are competent and knowledgeable educational leaders who can define and demonstrate the theoretical and practical foundational basis of informed, ethical leadership behavior in diverse and complex post-secondary institutions.

2. Candidates who complete the program are competent and knowledgeable educational leaders who facilitate positive and effective instructional programs incorporating the rights and varied needs of all students in diverse and complex post-secondary institutions.

3. Candidates who complete the program are knowledgeable and competent educational leaders who can develop and implement policies that promote research, scholarship, professional development, and technology utilization as appropriate in diverse and complex post-secondary institutions.

4. Candidates who complete the program are competent and knowledgeable educational leaders who have the skills and ability to effectively communicate in both written and verbal formats and collaborate with the institution's constituents, and stakeholders to respond to community needs and interests as appropriate in diverse and complex post-secondary institutions. Candidates who complete the program are competent and knowledgeable educational leaders who have the ability to manage the organization, resources, and operations for the efficiency and effectiveness of diverse and complex post-secondary institutions.
## Historical Analysis Essay Rubric

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<th>Program Learning Outcome</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td><strong>Rating</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
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1. **Current Issue:** Candidate is able to identify and analyze a current issue in higher education administration for presentation in a Historical Monograph

   - Candidate provides fragmented or incomplete development of the proposed topic or issue in higher education administration.
   - Candidate provides a fragmented connection between the current topic and its historical background.
   - Candidate fails to clearly articulate the topic or issue for analysis.

   - Candidate presents an issue that has significance for higher education administrators and/or higher education institutions.
   - The issue is clearly articulated.
   - The candidate positions the issue in historic/contexts.
   - Some paragraphs need additional research and/or editing.

   - All aspects of Acceptable proficiency in this Learning Outcome are demonstrated, plus the following:
     - Candidate exhibits in the issue selection an awareness of the complex demands and challenges that impact higher education administrators and/or higher education institutions.

2. **Historical Perspective:** Candidate is able to present a complete and thorough historical perspective on the identified issue.

   - Candidate provides fragmented or incomplete historical perspective.
   - Candidate provides fragmented or incomplete association of historical significance and its relation to issue.

   - Candidate presents historical perspective that is grounded in the literature of higher education administration.
   - Some paragraphs need additional research and/or editing.

   - All aspects of Acceptable proficiency in this Learning Outcome are demonstrated, plus the following:
     - Candidate conducts a thorough analysis of the scholarly literature and demonstrates outstanding ability to identify major historical concepts related to the topic or issue.

3. **Relationship:** Candidate is able to identify the relationship between the current issue and how the issue developed from a historical perspective.

   - Candidate provides fragmented or inadequate analysis of the current issue in a historical context.
   - Candidate fails to tie current issue to historical events or ideas.

   - Candidate provides adequate analysis of the current topic or issue in a historical context.
   - Candidate demonstrates proficiency in developing the current topic or issue in a complete "thought line" or "timeline".

   - All aspects of Acceptable proficiency in this Learning Outcome are demonstrated, plus the following:
     - There is logic of connectedness between the current issue and its impact on current higher education administrators and/or higher education institutions.

**Overall Score:** (Average: Points Earned / three categories)

7 - 9 = Target; 4 - 6 = Acceptable; 0 - 3 = Unacceptable

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