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Spring 2-1-2022

### EDLD 662.50: History of Higher Education

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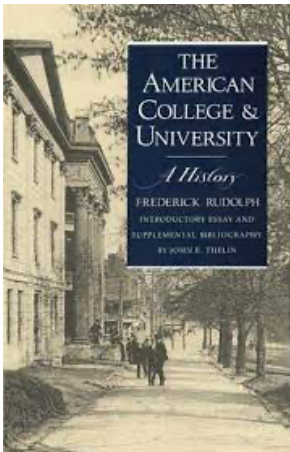
The University of Montana  
Department of Educational Leadership  
EDLD 662: History of Higher Education  
On-line

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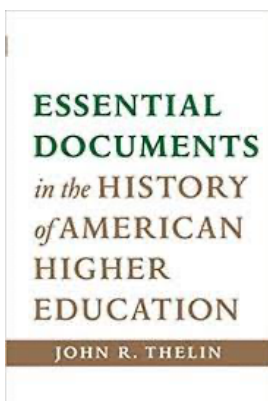
**READING RESOURCES:**

Required texts for this course are below. In addition to these texts, required reading will include PDFs provided by Dr. Turner on the week they are assigned.

*The American College & University – A History* by Frederick Rudolph



*Essential Documents in the History of American Higher Education* by John R. Thelin



## **COURSE DESCRIPTION:**

Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Survey of the historical roots of higher education from world and comparative perspectives; examination of the historic and contemporary missions, organizational structures, governance, and administration of various types of postsecondary and higher education institutions in America and abroad.

## **Moodle:**

Moodle discussions are required weekly: Each student must participate in each Moodle discussion at least 3 times in a week. If there are 2 discussions for that week you must be in both discussions with an original thread and 2 responses to class mates.

Class participation points will be awarded each week from these discussions. The Week will run from Tuesday through Monday. You will need to (a) post your original thread (answer one question comprehensively with substantive information and citations in the discussion, and (b) respond to 2 of your classmate's original discussion threads before Monday at midnight of the following week. Discussion posts will be graded each week. Each class discussion will be monitored for student participation. Each class students will receive one of the following scores for their participation:

- 3 points for thorough contributions that stimulate discussion including interacting with other students. Comprehensive answer to one question and responding to 2 of your classmates original threads. You also cited from the text or another resource to support your post.
- 2 points for contributions that stimulated discussion including interacting with other students. You may have tangentially cited from the text and not from another resource(s) to support your answer(s).
- 1 point for contributing only in a cursory manner.
- 0 points for not participating.

Since this is a graduate level course, discussion posts should utilize correct punctuation, grammar, and spelling. However, I too have typos so I understand, but be sure you read over your response or original threads before you enter it into the discussion.

**Papers:** There will be two papers due for this course.

*Paper 1:* One can view the history of higher education through the lens of inclusion. As America's system of higher education evolved, it included student populations once without access. Rudolph highlights these eras of increased inclusion. For this 10 page paper, you will identify an era of inclusion and discuss its parameters (who, when, why, etc.). If you are having difficulty identifying a path forward, please contact me for discussion. APA 7<sup>th</sup> edition formatting is required. A summary of this paper must be posted on Moodle for your classmates to see.

*Paper 2:* Higher education has evolved substantially since Rudolph's text was published. In 10 pages or less, identify one contemporary example of inclusion. This can be marginalized groups who have experienced inclusion or those who are currently fighting for inclusion. Similar to Paper 1, this paper will discuss the parameters of your chosen student population through the use of outside literature. Sources must include scholarly, peer reviewed articles and reputable media outlets. If you are having difficulty identifying a path forward, please contact me for discussion. APA 7<sup>th</sup> edition formatting is required. A summary of this paper must be posted on Moodle for your classmates to see.

## Grade Weights

Moodle Discussion -----	30% (300 points)
Paper 1 -----	35% (350 points)
Paper 2 -----	35% (350 points)

January 18:	The Colonial College and Revolution
January 24:	The College Movement
January 31:	The Religious Life
February 7:	The Collegiate Way
February 14:	Reform and Reaction
February 21:	The Extracurriculum and Academic Balance of Power
February 28:	Financing the Colleges
March 7:	The Jacksonian Democracy and the Colleges
March 14:	The Crisis of the 1850's
March 21:	<b><i>Spring Break – No Class</i></b>
March 28:	The Dawning of a New Era and The Emerging University
April 4:	The Elective Principle and the Education of Women – <b>PAPER 1 DUE</b>
April 11:	Flowering of the University Movement and Progressivism
April 18:	The Rise of Football and the Academic Man
April 25:	The Organized Institution and the Counterrevolution
May 2:	An American Consensus
May 9:	Finals week – <b>PAPER 2 DUE</b>

## Missions

- ***The University of Montana Mission Statement***

The University of Montana-Missoula pursues academic excellence as demonstrated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation and the world ([www.umt.edu/mission.aspx](http://www.umt.edu/mission.aspx)).

- ***PJW College of Education and Human Sciences Mission Statement***

The College of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity, and ethical behavior. We work together producing and disseminating knowledge to advance the physical, emotional, and intellectual health of a diverse society.

- ***Educational Leadership Mission Statement***

The mission of Educational Leadership at The University of Montana is to develop leaders for learning organizations who are guided by respect for knowledge, human dignity, and ethical behavior. This is accomplished by providing high quality academic and professional opportunities. We subscribe to a definition of leadership wherein individuals assume evolving roles within influence relationships requiring their contributions in order to achieve mutual purposes.

## CONCEPTUAL FRAMEWORK

The Professional Leadership Education Unit has adopted a conceptual framework that places central value on learning as a collaborative endeavor. The faculty in the Professional Leadership Education Unit believes that an educational orientation is insufficient and outmoded if it is based on isolated content, is teacher-dominated, and directed primarily toward passive students learning alone. Thus, it is the Unit's intent that education candidates at The University of Montana-Missoula will experience a cohesive learning community during their own preparation, with the goal that they will be disposed and equipped to create communities of learners in their own future educational settings.

The faculty has identified three essential elements of learning communities which form organizing themes or strands that permeate all the programs and drive the candidate proficiency outcomes:

- *Integration of Ideas*

Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations. *Students will utilize previous subject knowledge, outside readings, personal*

*experience, and address actual educational problems in their development of their understanding of leadership primarily in an education setting.*

- *Cooperative Endeavors*

In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals. *Students will participate in a variety of group projects and be assessed in ability to be a contributing member to Moodle discussions and interactions with and support for classmates when appropriate.*

- *Respect for Diversity and Individual Worth*

By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence. *Students are required to adhere to the Department of Educational Leadership's Professional Standards for Student Performance. They are also expected to participate in all tasks and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion.*

#### **ACCOMMODATIONS:**

"Students with disabilities will receive reasonable accommodations in this online course. To request course modifications, please contact me as soon as possible. I will work with you and Disability Services in the accommodation process. For more information, visit the Disability Services website at <http://www.umat.edu/dss/> or call 406.243.2243 (Voice/Text)."

#### **COURSE ASSIGNMENTS:**

In addition to the assigned readings, expectations of class participation and adherence to the *Professional Standards for Student Performance*, each student will be required to complete the following assignments:

**THE SYLLABUS IS SUBJECT TO CHANGE.**

**APPENDIX A**

**PROFESSIONAL STANDARDS FOR STUDENT PERFORMANCE**

Graduate students in the Department of Educational Leadership at  
The University of Montana are expected to:

- Demonstrate professional vision in the practice of educational administration
- Accept responsibility and accountability for class assignments in their role as members of the class
- Demonstrate growth during the period of their graduate career
- Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives
- Demonstrate imagination and originality in the discussion of educational leadership issues
- Understand the relationship between theory and practice and the value of reflective leadership
- Demonstrate a moral, humanistic, ethical and caring attitude toward others
- Demonstrate an ability to build trust and positive relationships with others
- Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions
- Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor
- Demonstrate an ability to express himself/herself well in speech and writing, and
- Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

**FAILURE TO DEMONSTRATE THE AFOREMENTIONED QUALITIES ON A CONSISTENT BASIS MAY  
RESULT IN REMOVAL FROM CLASSES AND/OR THE EDUCATIONAL LEADERSHIP PROGRAM.**

## APPENDIX B

Name of the Assignment

Your Title

by

Your Name

Submitted to  
Dr. Roch Turner

In Partial Fulfillment of the Requirements of  
EDLD 595: Comparative International Education

The University of Montana  
Spring 2022