



**EDAD 5356:
History, Principles, and Philosophy of Higher Education Administration
Fall 2018**

Instructor Information:

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Course Information:

Course Title:	History, Principles, and Philosophy of Higher Education Administration
Course Number:	EDAD 5356.001
Semester:	Fall 2018
Course Location and Time:	PH 210, 5:30pm

Catalog Description:

This course is for current and prospective faculty, administrators, and staff seeking to learn about the American higher education system. The topics addressed include the history, recent developments, and strategies for future management and administration, finance, organization, governance, and the mission and role of higher education in American society.

Learning Outcomes:

1. Understand the historical development of American higher education
2. Gain knowledge of the role of political, social, and economic forces shaping and influencing American higher education
3. Explore the relationship between underrepresented student populations and higher education systems
4. Understand the philosophical underpinnings of institutions of higher education in different sectors
5. Develop knowledge on a contemporary issue confronting American higher education

Required Textbook:

Cohen, A.M., Kisker, C.B. (2010). *The shaping of American higher education: Emergence and growth of the contemporary system* (2nd Ed.). San Francisco, CA: Jossey-Bass. The Electronic version is available at the UTA library

*Other assigned readings are located on the course Blackboard page, under Course Materials.

Course Policies and Requirements

Attendance:

Class attendance is critical to learning, and students are expected to attend every class and actively participate in class discussion. Class will begin promptly at 5:30pm, and students are expected to be ready to begin class at that time. If circumstances prevent anyone from attending class or arriving on time, please send me an email or leave a voicemail message as a professional courtesy. After an absence, it is

the student's responsibility to follow up with a classmate for class notes. Absences, arriving late to class, or leaving early from class *will* affect the course participation grade.

Professional Dispositions:

Each student/candidate in the College of Education at UTA will be evaluated on Professional Dispositions by the faculty and staff in each professional education course per semester. These dispositions are identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as "unacceptable" in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions. If digression(s) are not, or cannot be successfully remediated as in the case of an egregious digression, a determination will be made by Committee on continuation or dismissal from the College of Education.

The College of Education Conceptual Framework serves as a guide for our professional education programs. It highlights our commitment to excellence across courses and clinical experiences and reflects current research and alignment to professional standards. This document describes how we are dedicated to the development of highly skilled and ethical education professionals who are also intellectual and educational leaders. The UTA College of Education Conceptual Framework may be found at this link: <http://www.uta.edu/coed/about/conceptual-framework.php>

Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Disability Accommodations:

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.
Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Title IX:

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.

Academic Integrity:

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Incomplete Policy:

The grade of Incomplete (I) is given only when a student has passing grades in 2/3 of assigned work, but, because of extenuating circumstances, cannot complete all of the course work by the end of the semester. Extenuating circumstances include (1) incapacitating illness which prevents a student from attending classes; (2) a death in the immediate family; (3) change in work schedule as required by an employer; or (4) other emergencies deemed appropriate by the instructor. *A grade of Incomplete should not be requested, nor given, for lack of completion of work because of procrastination or dissatisfaction with the grade earned.*

Once the appropriate work is completed, the instructor must submit to the Registrar's Office a completed change of grade form, signed by both the instructor and the chairperson of the department. If no grade change is submitted within 365 days of the grade of Incomplete being assigned, the default grade indicated above will be applied to the course.

Any exceptions to the regulations listed in the student catalog pertaining to grades of incomplete require the approval of the instructor, Graduate Advisor, and department chair.

Electronic Communication:

Page 3 of 9

This syllabus is current as of August 26, 2018. I reserve the right to adjust this syllabus to meet the educational needs of the students in this course. Please check Blackboard for the most current course syllabus.

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Campus Carry:

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Emergency Phone Numbers:

In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. The non-emergency number is 817-272-3381.

Emergency Exit Procedures:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located at the end of the hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Emergency Phone Numbers:

In case of an on-campus emergency, call the UTA Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381

In-class Technology:

Students may use technology in the classroom as needed to meet the course learning outcomes. Technology should not be used excessively or for work that is irrelevant to the class discussion or

assignments. Students are encouraged to not use technology during the class discussions in order to fully focus on the facilitator and dialogue.

Guidelines for Submitting Assignments

Written work is due in the Assignments tab on Blackboard by midnight (CST) on the due date, and *all file names must include your last name*. All assignments should have correct APA (6th Ed.) formatting, including but not limited to cover pages, citations, reference lists, headings, and subheadings. If students foresee missing a deadline, it is their responsibility to contact me in person or via email prior to the assignment's due date. *All assignments received after midnight (CST) will be lowered half a letter grade for every day they are late (e.g., from B+ to B for one day late).*

Course Assignments:

1. Participation – 10 points (Ongoing)

Class participation is instrumental to learning and development, and active engagement is expected for graduate students. Each student is expected to read all of the required assignments, reflect and critique the readings, and engage in class discussions. Participation will be evaluated on listening, participation, quality of contributions, impact of contributions, and frequency of contributions.

When participating in online discussions, students are expected to post at least three times to the online discussion board. Students participating in the discussion should respond to the same thread, *not create a new thread*. The initial post must be made by the next day, *Tuesday (midnight, CST)*, and it should be a well-developed response of approximately 100 words. Students are expected to submit the remaining two responses to the discussion posts by *midnight (CST) each Sunday*. I encourage everyone to post early, in order to immediately begin discussion.

While I welcome a wide variety of perspectives and experiences, I expect class contributions to not demean a person or groups of people. In order to promote a safe space and supportive learning community, students are expected to approach the course content, instructor, and one another with civility and respect.

2. Chapter Co-Facilitator – 15 points

Each student will lead one course discussion on assigned readings. For in class discussions, students are expected to facilitate discussion for at least 30 minutes and create a one-page summary handout on their reading. Discussion facilitations should begin with an introduction/overview to the course reading (approximately 3-5 minutes), advance to an in-depth discussion of the reading with a three-question discussion protocol (at least 20 minutes), and then conclude with a wrap up of the course dialogue (approximately 5 minutes). *Please note: The facilitator should not use their time to summarize the course reading because students are expected to have already read the assigned readings.* The facilitation protocol (discussion questions) and one-page summary are to be submitted under the Assignments tab on Blackboard the *Sunday before their in-class facilitation (midnight, CST)*.

When facilitating online, the student will create a new thread for the week's discussion and a one-page summary handout. Facilitators are responsible for identifying and posting ONE class prompt (e.g., questions, a scenario, pro/con debate, critique) each *Monday by midnight (CST)*. The initial post is worth 6 points. *The facilitators are required to respond at least three more times to the online discussion* (9 points, 3 points x 3 responses). The facilitator should be actively engaged in the online dialogue. Their role is to synthesize postings, offer further insight or clarification, provide additional resources, or further the discussion with questions and comments.

3. Institutional History Project – 75 points (Ongoing)

a. Topic Proposal – 5 points (September 17)

The proposal is a brief (approximately 1 page, excluding references) description of the institutional event you want to study (1 point), a description of the time period/decade selected (1 point), the rationale for examining this event (2 points), and correct APA (1 point). After the topic proposal is approved, students may proceed with their history project.

b. Annotated Bibliography – 10 points/each, 30 points total (October 15)

The final project requires five primary sources, however this assignment only requires annotations for three primary sources. Primary sources are immediate, first-hand accounts of individuals directly involved in the incident under investigation. Primary sources include newspaper articles, diaries/journals, pictures, artwork, and texts from original documents. Each annotation should include a short summary (approximately one paragraph, 3 points), two questions you have after reading the text (4 points), and a reflection (approximately one paragraph) on how the source relates to readings in class, your personal or professional experiences, or your individual topic (3 points).

c. Paper Outline Draft – 10 points (November 5)

Students will submit a draft, detailed outline (approximately 3-4 pages) that includes the major sections of the final paper. The outline is a rough draft of the final paper, and it will be used to provide feedback for the final paper. We will discuss the drafts and conduct peer review in class.

d. Final Presentation – 5 points (November 26)

Students will present their paper findings for 7-10 minutes in class. Students may volunteer to present early, if they are ready. The presentation PowerPoint is to be submitted under the Assignments tab on Blackboard.

e. Final Paper – 25 points (December 3)

Each student will identify an American institution of higher education and develop a research paper that describes a 10-year period within the institution's history. The paper should begin with a brief history/introduction to the institution (e.g., the mission statement of the institution, overview of strategic goals, description of student population, faculty, staff, and curriculum, 5 points). Next, students are to identify a major event during the decade selected and include the social and historical context of the selected decade (10 points). Describe the key actors and incidents during the selected time period and explain how it led to any applicable changes to the student body, faculty, or curriculum (5 points). Students must use at least five primary sources from the college or university website or archives. The paper should follow all APA guidelines (3 points) and must be between 7-10 pages (2 point), excluding cover page and references. The final paper is to be uploaded under the Assignments tab on Blackboard.

Grading Scale

Students are expected to keep track of their performance throughout the course and seek guidance early if their performance drops below satisfactory levels. I will use the grading scale below. *Please note: No rounding up for final grades.*

90-100	A
80-89	B
70-79	C
60-69	D
Anything lower than 60	F

Fall 2018 Schedule			
Class No.	Meeting Date	Topic	Readings/Assignments Due
1	August 27	Course Overview Why Study the History of Higher Education?	
2	September 3	Holiday: No Class Meeting	
3	September 10	Establishing the Collegiate Form in the Colonies: 1636-1789	Chapter 1, Cohen and Kisker Discussion Facilitator:
4	September 17	Access to Higher Education: Gender and Higher Education	Chapters 1-2, "Women's Colleges in the United States: History, Issues, and Challenges," Irene Harwath (Book available online through the UTA library) Discussion Facilitator: Topic Proposal Due
5	September 24	The Diffusion of Small Colleges in the Emergent Nation: 1790-1869	Chapter 2, Cohen and Kisker Discussion Facilitator: Morrill Act of 1862 (https://www.ourdocuments.gov/doc.php?flash=true&doc=33&page=transcript) Morrill Act of 1890 (http://www.1890universities.org/history)
6	October 1	Access to Higher Education: Native American Students and Tribal Colleges and Universities	The Choctow Nation, Crum Discussion Facilitator: TCU Defining Success, Penn CMSI

		<i>Guest Speaker: Craig Marroquin</i>	Executive Summary, Institute for Higher Education Policy
7	October 8	Access to Higher Education: African American Students and Historically Black Colleges and Universities	HBCUs, Allen, Jewell, Griffin, & Wolf <i>Discussion Facilitator:</i> Industrial Education, Washington The Talented Tenth, Du Bois Degrees of Separation, Allen & Stone
8	October 15	University of Transformation as the Nation Industrializes: 1870-1944 (Online Discussion)	Chapter 3, Cohen and Kisker <i>Discussion Facilitator:</i> Annotated Bibliography Due
9	October 22	Access to Higher Education: Latinx Students and HSIs	From Visibility to Autonomy, MacDonald, Botti, & Clark <i>Discussion Facilitator:</i> From Capacity to Success, <i>Excelencia</i> in Education Realizing Student Success, Benitez & DeAro
10	October 29	Access to Higher Education: Asian American Students and AAPISIs	Asian Americans in Higher Education (p. 13-47), Pak, Maramba, & Hernandez <i>Discussion Facilitator:</i> Defining AAPISIs, Laanan & Soko
11	November 5	Mass Higher Education in the Era of American Hegemony: 1945-1975	Chapter 4, Cohen and Kisker <i>Discussion Facilitator:</i> Paper Outline Draft Due

12	November 12	Maintaining the Diverse System in an Era of Consolidation: 1976-1993	Chapter 5, Cohen and Kisker <i>Discussion Facilitator:</i>
13	November 19	Privatization, Corporation, and Accountability in the Contemporary Era: 1994-2009 (Online Discussion)	Chapter 6, Cohen and Kisker <i>Discussion Facilitator:</i>
14	November 26	Class Wrap Up	Presentation Due
15	December 3	No Class Meeting	Final Paper Due