WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION BASIC
COURSE INFORMATION

COURSE TITLE: History of Higher Education
Course Number: MHE 7100

FACULTY MEMBER:

TERM:

OFFICE HOURS/METHOD OF CONTACT:

Technical Requirements that may be required to utilize technology in this course:
- A headset or microphone.
- A webcam.

I.   PROGRAM

http://www.wilmu.edu/education/clinicalstudies/conceptframework.aspx

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II.   HIGHER EDUCATION LEADERSHIP PROGRAM COMPETENCIES

The Higher Education Leadership EDD program standards were adapted from the 2015 ACPA/NASPA
Professional Competency Areas for Student Affairs Practitioners. Small adjustments in wording have

Advising and Supporting (A/S): Addresses the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. Through developing advising and supporting strategies that take into account self-knowledge and the needs of others, we play critical roles in advancing the holistic wellness of ourselves, our students, and our colleagues (ACPA & NASPA, 2015).

Assessment, Evaluation, and Research (AER): Focuses on the ability to design, conduct, critique and use various AER methodologies and the results obtained from them, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education (ACPA & NASPA, 2015).

Law, Policy & Governance (LPG): Includes the knowledge, skills and attitudes relating to policy development processes used in various contexts, the application of legal constructs, compliance/policy issues, and the understanding of governance structures and their impact on one's professional practice (ACPA & NASPA, 2015).

Leadership (LEAD): Addresses the knowledge, skills,

Technology (TECH): Focuses on the use of digital tools, resources, and technologies for the advancement of student learning, development, and success as well as the improved performance of student affairs

Learning Outcomes -- Students will be able to:

- Assess the role of rankings in modern higher education and the connection between these rankings and the earliest foundations of higher education
- Articulate an understanding of the role of early faculty members
- Moderate between seemingly opposing points of view on the education of those who have historically been denied access to education
- Analyze the role of the federal government in shaping the behavior of institutions of higher education through policy and funding

Goal 3: Students will compare and contrast curricular models, institutional models, and philosophical perspectives that have shaped American higher education.

Learning Outcomes -- Students will be able to:

- Describe the purpose and intentions for the colonial colleges
- Evaluate the role of various institutional types (including but not limited to land grant institutions, minority serving institutions, normal schools, and community colleges) in expanding access to higher education.
- Explain the importance of the Student Personnel Point of View in shaping the philosophical approach of higher education to student care.

Goal 4: Students will synthesize information from various sources in order to demonstrate their knowledge through written and oral methods.

Learning Outcomes -- Students will be able to:

- Describe and analyze, in writing and orally, the issues that have challenged higher education both historically and currently

IV. REQUIRED COURSE MATERIALS

- American Psychological Association. (2010). *Publication*

	% of Final Grade
Reflection Papers	25%
Interview Paper	25%
Policy Paper	25%
Participation & Engagement	25%

Reflections
Throughout the course, students will complete reflection papers that encourage students to think critically about course topics. Students will be expected to connect their higher education experiences to their readings.