

Syllabus

Course Overview

Have you ever wondered about ongoing strife between faculty and administration? Have you wondered why student associations came about, or the admission requirements in the 1600s at Harvard? In this course, we will explore the history of higher learning from antiquity to the present day. From the ancient Babylonians to the American colonists, you will see what societies thought young adults should learn. We will focus on the societal, cultural, and economic influences throughout each historical period, all the while critically analyzing the causes for change throughout the centuries. You will see many direct connections to our current system of higher education. The evolution of higher education practices will often be quite evident, as will be the effect on the current state of higher education organizational structures and policies. Having an awareness of past practices will assist you in understanding contemporary ones.

We will look at the pedagogy of ancient philosophers, the antics of students in Europe, and the progressive professionalism of faculty. We will determine the factors of early American culture that inspired the colonists to establish colleges as soon as they addressed the basic necessities of living. We will examine the evolution of curricula throughout time, along with governance structures, policies, and practices.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Recognize historical philosophical influences in higher education.
- 2 Determine the factors of American culture, including past social and economic issues, that influenced current higher education.
- 3 Analyze the historical origins and development of higher education in the United States and examine their relation to current practices and organizational structures.
- 4 Critically analyze the causes of change in higher education models from social, economic, political, and historical perspectives.
- 5 Critically examine the evolution of higher education and its effect on the current state of higher education organizational structures, policies, and practices.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

eBook

Pulliam, J. D., & Van Patten, J. J. (2013). *The history and social foundations of American education* (10th ed.). Boston, MA: Pearson. ISBN: 9780132626132.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Altschuler, G., & Blumin, S. (2009). *The GI Bill: A new deal for veterans*. Cary, GB: OUP Oxford.
- Burgan, M. (2006). *What ever happened to the faculty?* Baltimore, MD: Johns Hopkins University Press.
- Jolly, J. L. (2013). *Historical perspectives: The Servicemen's Readjustment Act of 1944*. *Gifted Child Today*, 36(4), 266–268.
- Monroe, E. B. (2007). *The influence of the Dartmouth College case on the American law of educational charities*. *Journal of Supreme Court History*, 32(1), 1–21. doi:10.1111/j.1540-5818.2007.00147
- Rogers, S. (2006). *Education*. In *All things Chaucer: An encyclopedia of Chaucer's world*. Santa Barbara, CA: ABC-CLIO.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- 100 Milestone Documents. (n.d.). [Transcript of Morrill Act –1862](http://www.ourdocuments.gov/doc.php?doc=33&page=transcript). Retrieved from <http://www.ourdocuments.gov/doc.php?doc=33&page=transcript>
- 100 Milestone Documents. (n.d.). [Transcript of Serviceman's Readjustment Act \(1944\)](http://www.ourdocuments.gov/doc.php?doc=76&page=transcript). Retrieved from <http://www.ourdocuments.gov/doc.php?doc=76&page=transcript>
- American Association of Community Colleges. (n.d.). [Community colleges past to present](http://www.aacc.nche.edu/AboutCC/history/Pages/pasttopresent.aspx). Retrieved from <http://www.aacc.nche.edu/AboutCC/history/Pages/pasttopresent.aspx>
- American Association of Community Colleges. (n.d.). [Community college finder](https://www.aacc.nche.edu/college-finder/). Retrieved from <https://www.aacc.nche.edu/college-finder/>
- American Association of University Professors. (n.d.). [1940 statement of principles on academic freedom and tenure](https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure). Retrieved from <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>
- American Council on Education Division of Government & Public Affairs. (2008). [ACE analysis of Higher Education Act reauthorization \[PDF\]](http://www.acenet.edu/news-room/Documents/ACE-Analysis-of-2008-Higher-Education-Act-Reauthorization.pdf). Retrieved from <http://www.acenet.edu/news-room/Documents/ACE-Analysis-of-2008-Higher-Education-Act-Reauthorization.pdf>
- C-Span 3. (2012). [The Morrill Land Grant Act of 1862 \[Video\]](https://www.c-span.org/video/?305177-1/morrill-land-grant-act-1862). | Transcript Available from <https://www.c-span.org/video/?305177-1/morrill-land-grant-act-1862>

- Lopez, M. H., & Fry, R. (2013, September 4). Among recent high school grads, Hispanic college enrollment rate surpasses that of whites [Blog post]. Retrieved from <http://www.pewresearch.org/fact-tank/2013/09/04/hispanic-college-enrollment-rate-surpasses-whites-for-the-first-time/>
- O'Hara, R. J. (2011). American higher education and the "collegiate way of living." *Community Design (Tsinghua University)*, 30(2): 10–21. Retrieved from <http://collegiateway.org/reading/ohara-2011/>
- O'Hara, R. J. (n.d.). The Yale Report of 1828, Part I. The Collegiate Way. Retrieved from <http://www.collegiateway.org/reading/yalereport-1828/>
- O'Hara, R. J. (n.d.). The Yale Report of 1828, Part II. The Collegiate Way. Retrieved from <http://collegiateway.org/reading/yale-report-1828/curriculum>
- Trainor, S. (2015, Oct. 20). How community colleges changed the whole idea of education in America [Blog post]. Retrieved from <http://time.com/4078143/community-college-history/>
- U. S. Department of Education. (n.d.). Higher Education Act of 1965, 1998 Higher Education Act amendments subpart 2—Federal early outreach and student services programs [PDF]. Retrieved from <http://www2.ed.gov/about/offices/list/ope/trio/triohea.pdf>
- U. S. Government. (1890). Second Morrill Act of 1890, 26 Stat. 417, 7 U.S.C., § 321 et seq. Retrieved from <http://www.blackpast.org/primary/second-morrill-act-1890>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Library

The following suggested readings may be available in the Capella University Library. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool. If the full text is not available, you may be able to request a copy through the Interlibrary Loan service.

- Hune, S. (2002). Demographics and diversity of Asian American college students. *New Directions for Student Services*, 97, 11–20.
- Laden, B. V. (2004). Hispanic-Serving institutions: What are they? Where are they? [PDF]. *Community College Journal of Research and Practice*, 28(3), 181–198.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool. If the full text is not available, you may be able to request a copy through the Interlibrary Loan service.

- Anderson, J. D. (1989). *The education of blacks in the south, 1860–1935*. Chapel Hill, NC: University of North Carolina Press.
- Brill, E. H. (1969). Religion and the rise of the university: A study of the secularization of American higher education, 1870–1910 (Doctoral dissertation).
- Cohen, A. M., Brawer, F. B., & Kisker, C. B. (2013). *The American community college (6th ed.)*. San Francisco, CA: Jossey-Bass.
- Eisenmann, L. (2007). *Higher education for women in postwar America, 1945–1965*. Baltimore, MD: Johns Hopkins University Press.
- Olivos, E. M., & Mendoza, M. (2010). Immigration and educational inequality: Examining Latino immigrant parents' engagement in U.S. public schools. *Journal of Immigrant & Refugee Studies*, 8(3), 339–357.
- Rooks, N. M. (2006). *White money/Black power*. Boston, MA: Beacon Press.
- Whitehead, B. (2012). *Women's education in early modern Europe: A history, 1500 to 1800*. New York, NY: Routledge.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Association of Community Colleges. (n.d.). Datapoints. Retrieved from <http://www.aacc.nche.edu/PUBLICATIONS/DATAPOINTS/Pages/default.aspx>
- U.S. Department of Education. (n.d.). Family Educational Rights and Privacy Act (FERPA) <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

- U.S. Department of Health & Human Services. (n.d.). [Summary of the HIPAA privacy rule](https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html) <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

Projects

Project >> Historical Review of Higher Education

Project Overview

This paper provides an opportunity to explore a topic related to the history of higher education that is of significance to you. You may approach this topic in two ways:

1. You may approach the topic strictly from a historical perspective, in which case you will trace the origins and development of a particular aspect of higher education and then determine how that topic relates to current practices and organizational structures. For example, you might map out the origins and development of student life, the professionalism of faculty, or curricula and relate them to current practices.
2. You may apply historical research to a contemporary professional problem or issue affecting the educational system, such as admissions policies, and trace its origins and changes throughout higher educational history.

Regardless of your approach, your paper must do the following:

- Discuss the historical philosophical influences in higher education that inform your topic.
- Determine the factors of American culture, including past social and economic issues, that influenced current higher education relative to your topic.
- Analyze how the historical origins and development of higher education in the United States influenced your chosen topic and how they affect current practices and organizational structures.
- Critically analyze the causes of change in higher education models as they pertain to your topic from social, economic, political, and historical perspectives.
- Critically examine the evolution of higher education and its effect on the current state of the organizational structure, policies, and practices of your chosen topic.

Refer to the individual assignment descriptions for detailed directions for completing each element of the project. Your course project should meet the following requirements:

1. Paper should be about 2500 to 3000 words (excluding references and citations) and include a cover page, abstract, table of contents, introduction, summary and conclusions, and references.
2. Paper should be formatted in current APA style with special attention to headings, citations, and references.
3. Paper should have the following structure:
 - Cover page:
Center the following: title of paper, your name, course number, and course name.
Lower left-hand corner: your home address, phone number, e-mail address, and instructor's name.
 - Abstract:
The abstract is a brief summary of your paper and should be about one-half page in length.
 - Table of Contents:
The table of contents contains all of the headings and subheadings of your paper.
Headings and subheadings should be listed in the same way they are written in the body of the paper (see APA manual, current edition). For example, if a heading is italicized and indented five spaces, it should be formatted that way in the table of contents.
All pages corresponding to the headings are flush right.
 - Introduction and Summary or Conclusion.
 - References:
Resources and citations are formatted according to current edition [APA style and format](#).

Note: Your instructor may also use the [Writing Feedback Tool](#) to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

Unit 1 >> Historical Origins: Antiquity to the 17th Century

Introduction

As a backdrop to early colonial American higher education, higher learning from antiquity to the 17th century shows the origins of student-teacher relationships, curricula, physical locations of institutions, and general educational practices. We will identify and discuss the antecedents of contemporary practices and their influences on modern-day institutions of higher education. You might be amazed at the similarities in faculty-student relationships to those we experience today.

A timeline for the history of higher education is provided to assist you in placing important events in a historical framework. The timeline notes significant changes in higher education while pointing out individual events within general periods. Refer to it often to keep events in historical perspective and to see how the content of each unit relates to those events.

In our review of the earliest documentation of higher learning, we will draw some interesting parallels to contemporary pedagogical methods and curricula. We will begin our discovery with the earliest known documentation of a dialogue between a teacher and a student from ancient Babylonian culture, dating between 1720 and 1625 BCE.

Scribes of the ancient Mesopotamian and Egyptian courts are the first known professionals who required an education. Their studies were conducted in a tablet house and house of books, respectively. We will also look at the early teachers in classical Greece, who conducted their lectures in open marketplaces. We will note changes in philosophy as educational priorities changed over time, and we will also see how some learning traditions passed unchanged from culture to culture.

As we continue to explore higher learning through the ages, take note of repetitive learning philosophies, such as the importance of the classics and rhetorical pedagogy. Note adjustments in teaching philosophies as they relate to a means of reconciling education with Church doctrine. As we enter the 15th century, we will begin to see some distinct similarities with contemporary practices. But we will see differences as well in the physical spaces of learning and the curricula.

While the Renaissance was a time of cultural rebirth, the 15th century was also fraught with devastation, including the Black Plague and the Hundred Years War. These events in turn affected the philosophy of education and the curricula. We will reflect on the development of scientific inquiry in the 17th century and its implications for contemporary higher education. As we continue our exploration through the ages, consider why the European university remained virtually unchanged throughout the 16th, 17th, and 18th centuries.

What lessons can be learned from the 3,000 years prior to the founding of the first college in America in 1636?

Reference

Lucas, C. J. (1994). *American higher education*. New York, NY: St. Martin's Press.

Learning Activities

u01s1 - Studies

Readings

In *The History and Social Foundations of American Education*, read:

- Chapter 1, "Introductions: Applying History to Education Today," pages 2–28.
- Chapter 3, "American Education: Our European Heritage and the Colonial Influence," pages 89–112.

As you read, note the similarities between past and contemporary practices.

Use the Capella University Library and the Internet to read:

- O'Hara, R. J. (2011). American higher education and the "collegiate way of living." *Community Design (Tsinghua University)*, 30(2): 10–21. Retrieved from <http://collegiateway.org/reading/ohara-2011/>

- Rogers, S. (2006). [Education](#). In *All things Chaucer: An encyclopedia of Chaucer's world*. Santa Barbara, CA: ABC-CLIO.

Multimedia

- View [Timeline of Higher Education](#) to review significant changes in higher education and learn about their relation to individual events within general periods. The purpose of this timeline is to help you connect the major social, economic, and political happenings over time with the evolution of higher education.

u01s1 - Learning Components

- Examine topics of historical interest related to higher education.
- Examine current practices of a selected topic in higher education.

u01s2 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom for storage, as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus [ePortfolio](#) page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

u01d1 - Past Practices

As you reflect upon the readings from Chapter 3 of your text, you will notice myriad differences between past and present culture and education. For this discussion:

- Identify, compare, and contrast two practices from the American colonial period to current practices. Consider how educational institutions were linked to religion or admission practices and describe who was allowed to have access to higher education.
- Using the unit readings and optional additional readings, make a brief but clear case for your comparison.
- Format your post and any necessary citations using APA style and format.

Response Guidelines

Respond to the post of at least one learner, supporting his or her comparison by providing additional specific examples of current practices that reflect past practices.

Course Resources

Graduate Discussion Participation Scoring Guide

APA Style and Format

u01d1 - Learning Components

- Examine topics of historical interest related to higher education.
- Research a contemporary topic linking historical aspects of that topic and its relevance to the higher education landscape.
- Research higher education historical topics.

u01d2 - Historical University Letter

Imagine yourself a student, parent, or faculty member in a medieval or postmedieval university and write a letter about a personal incident that bears a striking resemblance to a current challenge in higher education.

For this discussion:

- Select an incident true to the time but ensure that it strongly resembles a current higher educational challenge.
- Write a 300–400 word, informal letter in the first person to a friend, family member, or colleague, in which you describe this incident as if you recently experienced it at an institution that existed during this time period. Be sure to indicate in some way the role of the person to whom you are writing.

Response Guidelines

Respond sympathetically to at least one other learner's letter, offering advice to the student, parent, or faculty member.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d2 - Learning Components

- Examine topics of historical interest related to higher education.
- Research current and past literature that illustrate the influences over the time period for a selected topic in higher education.
- Research the central ideas of historical development of a chosen research topic in higher education.

u01d3 - Institutional History

We choose to attend a particular institution for a host of reasons: its proximity to home, cost, academic programs, or location. However, few may consider the history and origin of the institution.

For this discussion, choose an institution of higher learning with which you have a relationship. Investigate the history of the institution and provide background on how it was founded.

Response Guidelines

Review at least one post from another learner and post a follow-up question about his or her chosen institution.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d3 - Learning Components

- Examine topics of historical interest related to higher education.
- Research the central ideas of historical development of a chosen research topic in higher education.

Unit 2 >> Higher Education in the American Colonies

Introduction

Some of our founding fathers had this to say about the need for education:

After God had carried us safe to New England, and we had builded our houses, provided necessities for our livelihood, reared convenient places for God's worship, and settled the civil government: one of the next things we longed for, and looked after was to advance learning and perpetuate it to posterity. (Schurleff & Pulsiter, 1855–1861, as cited in Lucas, 1994, pp. 103–104).

And so it was only 16 years after the Puritans landed in Plymouth that the first college was founded in Newton (later named Cambridge). In this unit, we will explore the early colleges in America. You will assess the similarities and differences to contemporary academic curricula, faculty and student roles, educational philosophy, and extracurricular activities.

Reference

Lucas, C. J. (1994). *American higher education: A history*. New York, NY: St. Martin's Press.

Learning Activities

u02s1 - Studies

Readings

In *The History and Social Foundations of American Education*, read:

- Chapter 4, "American Education: The American Revolution," pages 115–136.

As you read, note the struggles and challenges that colonial academics faced as they sought to bring education to the New World.

u02s1 - Learning Components

- Research current and past literature that illustrate the influences over the time period for a selected topic in higher education.
- Research the central ideas of historical development of a chosen research topic in higher education.

u02s2 - Assignment Preparation

The final paper for this course will encompass the history of a subject, its current practices, and how we may use our past to anticipate our future.

You will focus on a topic of your choice and examine its past, present, and future. To clearly understand the final course assignment and expectations, refer to the scoring guide in Unit 10.

This week, prepare for your first assignment, Topic, in Unit 3, in which you will create a one-page description of a topic and explain the purpose for your course project.

Read the assignment directions and scoring guide to aid your topic selection; some examples are included. If you would like early feedback on your topic choice, contact your instructor. Note that you will analyze specific types of institutions during this course, but avoid analyzing a specific institution for a final project topic.

This week, begin your topic draft that will include your introduction, central ideas, past-to-future connection, and real-world application.

SafeAssign

It is a best practice to submit your assignments to SafeAssign.

SafeAssign is a source matching tool that supports the development of your skills in preparing your written coursework. When you submit your work to SafeAssign, a report is generated that you can use to ensure that you have used your sources both ethically and effectively. The report will highlight any areas that could be of concern and might be considered plagiarism. SafeAssign does not provide feedback on your overall writing; it is only a tool to determine how well you have used your resources. It is very important that you always submit your work as a draft so that you can make revisions before submitting your final work for a grade.

You can learn more about how to use SafeAssign reports on the [SafeAssign](#) Campus page.

u02s2 - Learning Components

- Examine topics of historical interest related to higher education.
- Research current and past literature that illustrate the influences over the time period for a selected topic in higher education.
- Examine current practices of a selected topic in higher education.
- Research a contemporary topic linking historical aspects of that topic and its relevance to the higher education landscape.
- Research the central ideas of historical development of a chosen research topic in higher education.

u02d1 - Colonial College Charter

Imagine you are the founder of a colonial college in western Massachusetts in 1720. You are providing several acres of land and a modest endowment. You seek to exemplify the philosophical ideals of what you hope will become your sister institutions:

- Harvard.
- William and Mary.
- The Collegiate School at New Haven (renamed Yale).
- The College of Philadelphia (later the University of Pennsylvania).
- The College of New Jersey (renamed Princeton).
- King's College (now Columbia).

Note: You are not attempting to create a revolutionary institution, but one that will reflect the established ideals of the colleges of 1720.

A *charter* is a "written instrument that creates and defines the franchises of a city, educational institution, or corporation" (Merriam-Webster, n.d.).

Research the college curriculum of one of the institutions listed above or some other colonial college. Your goal is to create a college charter for an institution *you* would have created during this time period.

- Create a name for your college.
- Write a short charter for your college and include the mission, goals, and objectives, and a description of the type of student you hope to attract and serve.
- The charter should have headings for each of the preceding elements and should contain about 200–300 words.

Response Guidelines

Respond as an interested stakeholder to the post of at least one other learner. Identify yourself and respond to the charter as a proponent or an opponent, and explain why, given your personal or professional interests.

Reference

Merriam-Webster Online Dictionary. (n.d.). Retrieved from <https://www.merriam-webster.com/dictionary/charter>

u02d1 - Learning Components

- Research current and past literature that illustrate the influences over the time period for a selected topic in higher education.

u02d2 - Colonial Curriculum

As president of the newly formed colonial college you described in the previous discussion, you must now develop a curriculum outline for the colonial college student.

Your curriculum outline must include the following:

- The subjects required in each of the four years of study.
- A rationale for your choice of subjects; simply listing the course and subjects is not enough. Justify your choices according to the time frame. Base your rationale on the material contained in the charter, along with the information from the readings this week pertaining to colonial college curricula.

Response Guidelines

Respond to at least one other learner's post in the form of a cover letter to the college in application for a position as a tutor or faculty member. In your letter, identify qualities that make you perfect for the job of teaching students at this college and using this curriculum.

Course Resources

u02d2 - Learning Components

- Examine topics of historical interest related to higher education.
- Research current and past literature that illustrate the influences over the time period for a selected topic in higher education.

Unit 3 >> Higher Education in the Antebellum Period, 1790–1869

Introduction

In this unit, we will examine the effects of the rapid expansion of America and a parallel increase in the number of higher education institutions. To evaluate the effects of expansion, we will identify and compare the changing roles of the president, boards, and faculty. We will also look at the effects of change expressed by the faculty of Yale in The Yale Report of 1828.

The opening of the west, the Louisiana Purchase, and the close of the Revolutionary War were some of the most significant events that contributed to the dramatic growth of college institutions during this period. While the connection between the northeast and the west grew stronger, the separation between the north and the south widened. In addition to the development of the western territories, manufacturing in the north and agriculture in the south presented a need for more specialized training. The spirit of free enterprise arose and educational institutions were founded for every need.

The government, in tandem with philanthropists, contributed to the rapid growth of institutions of all types, awarding land unconditionally. Accreditation was far into the future, but a settlement that had a college was considered to be more civilized and legitimate than those that did not.

We will explore other factors that contributed to the vast expansion of colleges, the roles of the board and the president, trends toward faculty professionalism, the controversy surrounding classical versus professional curricula, and the development of public colleges.

Learning Activities

u03s1 - Studies

Readings

To prepare for your second discussion question this week, as you read the following selections critically, note the language and spirit in which they were written.

From the Capella library, read:

- Monroe, E. B. (2007). [The influence of the Dartmouth College case on the American law of educational charities](#). *Journal of Supreme Court History*, 32(1), 1–21. doi:10.1111/j.1540-5818.2007.00147

From the Internet, read:

- O'Hara, R. J. (n.d.). [The Yale report of 1828, Part I](#). Retrieved from: <http://www.collegiateway.org/reading/yalereport-1828/>
- O'Hara, R. J. (n.d.). [The Yale report of 1828, Part II](#). Retrieved from <http://collegiateway.org/reading/yale-report-1828/curriculum>

Multimedia

- View [Timeline of Higher Education](#) to help you contextualize important events. The timeline outlines significant changes in higher education while noting individual events within historical periods. Refer to it often to keep events in their historical perspective and to see how the content of each unit relates to those events.

u03s1 - Learning Components

- Research the central ideas of historical development of a chosen research topic in higher education.

u03a1 - Topic

Overview

Philosopher and novelist George Santayana (1905) famously wrote, "Those who cannot remember the past are condemned to repeat it." Social, cultural, and economic influences have always shaped the development of higher education curricula, culture, practices, and governance. As an educational leader, having an in-depth understanding of the forces that impact your efforts will make you more effective in doing your job and shaping the future. We learn from the past to guide us to a better future; thus, understanding what has and has not worked in the history of higher education is imperative to future success.

The final paper for this course should encompass the history of a subject, its current practices, and how we may use the past to anticipate our future. You may focus on a topic of your choosing, but you must examine the history, current practices, and future implications for the topic.

Throughout your career, you will have to analyze issues to effect change. A search for understanding begins with identifying a topic and a meaningful reason for the analysis.

For example, if you currently hold a job in distance education, or decide this would be a subject you would like to explore for the final, you would include an examination of the history of distance education and look at its past, present, and future implications. You would explore the early stages of distance education from early correspondence courses through courses offered via television, and then to the present, where we have moved to completely online universities.

Some examples of possible topics are: continuing education credits; history of accountability to stakeholders (performance-based funding); history of competitive advantage; history of for-profits to nonprofits; history of funding; history of advising; use of technology in higher education; and cost of education, financial aid, and student debt.

Because course discussion posts examine specific types of institutions, you should avoid analyzing a specific institution for a final project.

Take the time now to read the course project to ensure you understand the intent of the final paper and review the Historical Review of Higher Education scoring guide for the final assignment in Unit 10 to understand how your work will be assessed.

Assignment Instructions

Your first assignment is to create a one-page description of a topic and the purpose for your course project. A helpful link to the Capella library is included in Resources.

To establish a basis for sound analysis, complete the following:

- **Introduce the topic.** Describe the issue, event, or concept you intend to explore clearly and succinctly.
- **Describe central ideas.** Discuss the central ideas relating to the historical origins and development of this topic in higher education.

- **Connect past to future.** Explain the relationship of your topic to contemporary issues or practices in higher education.
- **Apply your topic to real-world situations.** Describe your reason for choosing the topic. Connect your topic with the role it plays, the impact it has or will have in your current or future professional setting.

Submit your topic for instructor approval.

Reference

Santayana, G. (1905). *The life of reason*. New York, NY: Charles Scribner's Sons.

Course Resources

[Capella University Library](#)

u03d1 - Public and Private Roles

As a result of institutional growth in the early 19th century, college governance and organizational structure formed what would become present-day institutional governance structures. The Dartmouth College case "helped lay the foundations for the legal distinction between a 'public' and 'private' college" (Lucas, 1994, p. 114).

Describe the roles and responsibilities of the board, the president, and the faculty and compare and contrast their roles to those of today. Explain how they differed for a private or a public college. Substantiate your post using information and appropriate citations from this week's readings.

Response Guidelines

Respond as a board member, president, or faculty member during this period to the post of at least one learner, expressing concerns that you have that are outside your jurisdiction.

Reference

Lucas, C. J. (1994). *American higher education: A history*. New York, NY: St. Martin's Press.

Course Resources

Graduate Discussion Participation Scoring Guide

[The Influence of the Dartmouth College Case on the American Law of Educational Charities](#)

u03d1 - Learning Components

- Examine topics of historical interest related to higher education.

u03d2 - The Yale Report

The rapid expansion of America during the Antebellum period influenced curriculum changes that would endure for years. Debates among advocates of vocational curricula and those who supported classical studies ensued. "Following its 1829 publication in the prestigious *American Journal of Science and Arts*, the Yale Report quickly became the most widely read and influential pronouncement on education of the time" (Lucas, 1994, p. 132).

In many ways, the Yale Report could be adapted to address current issues relating to the core liberal arts curriculum versus practical, professional studies.

In the spirit of the Yale Report (linked in Resources), write a paragraph defending the use of a core liberal arts curriculum and its place in a curriculum that prepares students for practical professions.

Response Guidelines

Respond as the chair of a curriculum committee to the post of at least one learner. Make suggestions for how this general defense should be clarified to move from generalities to a program of study. In other words, what balance of specific courses would you recommend, and why?

Reference

Lucas, C. J. (1994). *American higher education: A history*. New York, NY: St. Martin's Press.

Course Resources

Graduate Discussion Participation Scoring Guide

[The Yale Report of 1828, Part I](#)

[The Yale Report of 1828, Part II](#)

u03d2 - Learning Components

- Examine topics of historical interest related to higher education.

Unit 4 >> Reconstruction, Growth, and Evolution, 1870 & 1890; 1910

Introduction

During the period of post-Civil War reconstruction, growth, and evolution in the United States, the university began to emerge as the prominent institutional type. Colleges of all types began to emerge, such as those offering specialized studies and those catering to particular student interests, abilities, and ethnicities. The expansion of higher education institutions, curriculum offerings, and enrollment increased exponentially during this period. In this unit, we will continue to explore the social, economic, and political influences contributing to the rigorous development of higher education.

Cohen (1998) contends that several factors that fell into place prior to 1870 paved the way for the formation of the university. These factors include:

1. Reduced involvement of higher education with religion.
2. Liaisons between higher education and professional groups.
3. Adoption of a service-to-the-community role.
4. Allowance and in some cases encouragement of a professionalized faculty.
5. An increased respect for research and the elevation of farming, mechanics, and industry to professions worthy of study.
6. An increased respect for science, more so, than for the humanities.
7. A lengthening of college education, to include graduate study and accessing sizable funding (pp. 103, 104).

The first universities founded in America were Cornell (1869) and Johns Hopkins (1876). Many established colleges followed suit by expanding their programs to include graduate and professional schools. Most private colleges, however, lacked the funding to become universities. Some redefined themselves as teaching colleges or junior colleges. Yet many small, private, liberal arts colleges survived while maintaining their individual distinctions.

The Morrill Acts of 1862 and 1890 shaped the identity and purpose of public state institutions and provided a basis for implementing more practical curricula. While the first act provided land for these institutions, financial resources afforded to the concept of utilitarian education did not appear until after the passage of the second act. The second act also provided a mandate that people of all races must be accommodated, although "separate but equal" facilities were permitted.

The growing democratization of American higher education resulted in the influx of women, African-Americans, and Jews. However, these populations faced intense prejudice, and higher education was slow to accept them and treat them as equals to the white male. In this unit, we will read several articles pertaining to the struggles faced by women and African-Americans.

Reference

Cohen, A. M. (1998). *The shaping of American higher education*. San Francisco, CA: Jossey-Bass.

Learning Activities

u04s1 - Studies

Readings

In preparation for the unit discussions, complete the following:

In *The History and Social Foundations of American Education*, read:

- Chapter 7, "Development of Modern American Education After 1918 – Minority Women," pages 216–218.
- Chapter 10, "Issues in Modern American Education – The Changing Role of Women in Education," pages 337–339.

On the Internet, read the following selections. As you read the Morrill Acts, notice how the first Morrill Act paved the way for greater access to education, but how the Second Morrill Act provided *tangible means* by which access could be achieved, particularly by African-Americans. Note, too, what work still needed to be done for African-Americans to gain true equal access.

- 100 Milestone Documents. (n.d.). [Transcript of Morrill Act – 1862](http://www.ourdocuments.gov/doc.php?doc=33&page=transcript). Retrieved from <http://www.ourdocuments.gov/doc.php?doc=33&page=transcript>
- CSpan 3. (2012). [The Morrill Land Grant Act of 1862 \[Video\]](https://www.cspan.org/video/?3051771/morrilllandgrantact1862C-Span3). Available from <https://www.cspan.org/video/?3051771/morrilllandgrantact1862C-Span3>. | [Transcript](https://www.cspan.org/video/?3051771/morrilllandgrantact1862C-Span3). Learn about the Act, the 150-plus year history of land-grant universities, and the associated federal policies.
- U.S. Government. (1890). [Second Morrill Act of 1890](http://www.blackpast.org/primary/second-morrill-act-1890), 26 Stat. 417, 7 U.S.C., § 321 et seq. Retrieved from <http://www.blackpast.org/primary/second-morrill-act-1890> Click [here](#) for ADA-compliant PDF.

Multimedia

- View [Timeline of Higher Education](#) to see the history of higher education, provided to help you place important events in a historical framework. The timeline outlines significant changes in higher education, while pointing out individual events within historical periods. Refer to it often to keep events in their historical perspective, and to see how the content of each unit relates to those events.

Optional Readings

Depending on your choice of subjects for the discussions in this unit, you may want to refer to one or more of the following selections, located in the Capella library:

- Anderson, J. D. (1989). *The education of blacks in the south, 1860–1935*. Chapel Hill, NC: University of North Carolina Press. ISBN: 0807842214
- Brill, E. H. (1969). *Religion and the rise of the university: A study of the secularization of American higher education, 1870-1910* (Doctoral dissertation). Available from ProQuest Dissertations and Theses Global database. (UMI No. 7015693)
- Eisenmann, L. (2007). *Higher education for women in postwar America, 1945– 1965*. Baltimore, MD: Johns Hopkins University Press. ISBN: 9780801887451
- Olivos, E. M., & Mendoza, M. (2010). Immigration and educational inequality: Examining Latino immigrant parents' engagement in U.S. public schools. *Journal of Immigrant & Refugee Studies*, 8(3), 339–357.
- Rooks, N. M. (2006). *White money/Black power*. Boston, MA: Beacon Press. ISBN: 9780807032701
- Whitehead, B. (2012). *Studies in the history of education: Women's education in early modern Europe: A history, 1500 to 1800*. New York, NY: Routledge. ISBN: 9780815324676

u04s1 - Learning Components

- Discuss factors over the period of time related to the selected topic.
- Research social, economic and political aspects of a selected topic.

u04d1 - Land Grants

The intent of the Morrill Act of 1862 was to revitalize state universities that were struggling to survive (Lucas, 1994).

- Visit the Web site of a land-grant institution of your choice.
- Use this week's readings in the course texts and the original Morrill Act documents of 1862 and 1890 to discuss characteristics of the institution such as its mission, course offerings, and majors.
- Note the connections between its current state and the original intentions of its land-grant status.

Response Guidelines

Respond to the post of at least one other learner and critique the current state of the university discussed in the post. State whether you think the university has stayed true to the original intention of the Morrill Acts and why or why not.

Reference

Lucas, C. J. (1994). *American higher education: A history*. New York, NY: St. Martin's Press.

Course Resources

Graduate Discussion Participation Scoring Guide

u04d1 - Learning Components

- Examine topics of historical interest related to higher education.

u04d2 - Obstacles to Educational Opportunities

As you have learned, historically, higher education was generally only open to a select few and certainly closed for women and minorities.

Your task for this discussion is to research a marginalized segment of society to learn when access to higher education was granted to its members, in what way, and how that has changed over the years. You may focus on women, African-Americans, members of the LBGTQ community, immigrants, members of various religions, or any other group.

Explore societal obstacles faced by one of these groups. In your post, note the persons or groups who supported them philosophically or financially and those who opposed them. Also, identify the institutions that were opened specifically for members of this group, and their prescribed courses of study.

Response Guidelines

Respond to at least one other learner's post regarding a group other than the one you investigated. Compare the obstacles noted in your post to the ones your peer discovered.

Course Resources

Graduate Discussion Participation Scoring Guide

u04d2 - Learning Components

- Examine topics of historical interest related to higher education.
- Examine current practices of a selected topic in higher education.
- Research a contemporary topic linking historical aspects of that topic and its relevance to the higher education landscape.
- Research the central ideas of historical development of a chosen research topic in higher education.

Unit 5 >> Community Colleges

Introduction

This week, we will explore the community college and discover how these institutions have altered the landscape for higher education in the United States.

You will select a specific community college to research and report on in the discussions. You will analyze how far community colleges have come and what we might expect for the future of these institutions. You will also reflect on the course material and the relationship between past practices and contemporary ones in higher education.

Learning Activities

u05s1 - Studies

Readings

In *The History and Social Foundations of American Education*, read:

- Chapter 7, Section One, "Modern Day Differences," pages 172–174. This section presents several student incidents that you may consider in developing your second discussion.

Use the Internet to read the following:

- American Association of Community Colleges. (n.d.). [Community college finder](http://www.aacc.nche.edu/pages/ccfinder.aspx). Retrieved from <http://www.aacc.nche.edu/pages/ccfinder.aspx>
- Trainor, S. (2015, Oct. 20). [How community colleges changed the whole idea of education in America \[Blog post\]](http://time.com/4078143/communitycollegehistory/). Retrieved from <http://time.com/4078143/communitycollegehistory/> *Note:* Click [here](#) for an ADA-compliant PDF of this blog post.

Multimedia

- View [History of the Comprehensive Community College](#) to see a timeline of the progression of the American community college.

Optional Resources

Visit the Capella Writing Center's [Literature Review](#) resource page for a quick refresher on how to perform a literature review and write an annotated bibliography.

Use the Capella library to read:

- Cohen, A. M., Brawer, F. B., & Kisker, C. B. (2013). *The American community college* (6th edition). San Francisco, CA: Wiley.

u05s1 - Learning Components

- Discuss factors over the period of time related to the selected topic.
- Describe the changes the selected topic has experienced over the time of its inception to current day practices.

u05s2 - Assignment Preparation

In Unit 6, you will be required to provide a literature review for your final project.

This week, use the Capella library and other sources to review literature related to your chosen topic.

Refer to the Literature Review assignment directions in Unit 6 and its scoring guide to ensure that you meet the assignment requirements.

Here are some helpful Campus resources:

- [Literature Review](#).
- [How Do I Find Peer-Reviewed Articles?](#)
- [Introduction to the Writing Center](#).
- [APA Style and Format](#).

u05s2 - Learning Components

- Research current and past literature that illustrate the influences over the time period for a selected topic in higher education.
- Research literature that examines the evolution of a selected topic related to higher education.

u05d1 - History of the Community College

Using the article *Community Colleges Past to Present* (linked in Resources) as a base, explain what you believe the history of community colleges brings to the landscape of higher education.

Further, using the Community College Finder (linked in Resources), please choose one community college and research its history. What has the specific institution done for its service community?

Response Guidelines

Respond to two learners regarding their analyses of their chosen community colleges.

Course Resources

Graduate Discussion Participation Scoring Guide

[Community Colleges Past to Present](#)

[Community College Finder](#)

u05d1 - Learning Components

- Research a contemporary topic linking historical aspects of that topic and its relevance to the higher education landscape.

u05d2 - Past and Present

Discuss what you find most striking in higher education history in its relevance to current day practices.

Response Guidelines

Respond to two learners on their post and discuss your opinion regarding their post.

Course Resources

Graduate Discussion Participation Scoring Guide

u05d2 - Learning Components

- Examine topics of historical interest related to higher education.
- Examine current practices of a selected topic in higher education.
- Research a contemporary topic linking historical aspects of that topic and its relevance to the higher education landscape.
- Research the central ideas of historical development of a chosen research topic in higher education.

u05d3 - Community Colleges Alter the Landscape

Although community colleges have a rich history, they expanded greatly in the 1960s. After reviewing the history of their origins, discuss ways in which community colleges have altered the landscape of higher education.

Response Guidelines

Respond to two learners, indicating if you have firsthand experience with what has been said and identifying next steps for community colleges in your area.

Course Resources

Graduate Discussion Participation Scoring Guide

- Research a contemporary topic linking historical aspects of that topic and its relevance to the higher education landscape.

Unit 6 >> Do We Still Need Academic Freedom and Tenure?

Introduction

Compared to the strong views and opinions of the 19th century, the overall climate of the 20th century was one of "consensus and accommodation" (Lucas, 1994, p. 185). It was largely agreed that the value of a college education "afforded contact with a cultural legacy, fostered exemplary habits of self-discipline and restraint, and promoted professional skill and competency" (Lucas, 1994, p. 186).

Along with those underlying philosophies, higher education also fundamentally sought to be all things to all people. In some ways, this was indicative of the increasing college enrollments resulting from the growing number of high-school graduates. All this yielded a myriad of curricula and larger, more complex bureaucratic organizations. Perhaps the prevailing business ethos, as it is described by Lucas (1994), led to the protection that faculty sought in the AAUP's 1940 Statement of Principle on Academic Freedom.

In this unit, we will see the changing roles of the president and the boards, along with the organizational structure of colleges and universities themselves. We will also see the continued professionalization of faculty that led to the 1940 Statement of Academic Freedom, which was based on the idea of the freedom to search for truth in teaching and research, and the job security to make that search.

In all probability, no other single document in 20th-century American higher education was so widely read, appealed to, discussed, or criticized as the AAUP's 1940 Statement of Academic Freedom (Lucas, 1994, p. 199). Higher education faculty, whose status resembled that of uncommitted tutors, began to be seen as professionals who focused on a particular discipline and wanted long-term career commitments.

Higher education in the early 20th century was characterized by a generally less serious attitude by the students, despite living in a world of war and financial depression. However, their antics led to the holistic philosophy of educating the entire student and providing for social, emotional, and physical development in addition to intellectual development. The student personnel movement emerged from these areas of concern. The increasing size and diversity of the undergraduate population led to the first full-time professional advisors, who provided a system of extra academic support.

This period is also characterized by experimentation with curriculum. We will look at the newly established elective system, the "concentration and distribution" system, and the onset of general education, survey courses, the Chicago plan, and their underlying pedagogical philosophies. We will also examine the changing instructional styles mandated by the need to manage larger numbers of students. Noteworthy is the infancy of distance education, which used the radio to disseminate course content and instruction in the early 1920s, and the introduction of grades that calculated learning, attitude, and deportment.

Reference

Lucas, C. J. (1994). *American higher education: A history*. New York, NY: St. Martin's Press.

Learning Activities

u06s1 - Studies

Readings

Tenure is mentioned in several places in *The History and Social Foundations of American Education*. Search for the terms *academic freedom* and *tenure*. Pay particular attention to the following selections:

- Chapter 8, "Academic Freedom and the Educational Profession," pages 237–239.
- "Status of Teachers," page 281.

Use the Capella library to read the following in preparation for the unit discussions:

- *What Ever Happened to the Faculty?* Chapter 8, "The Disposable Faculty: Tenure Now," pages 199–221.

Use the Internet to read this primary source, which contains interpretive comments added by the AAUP in 1970, following a joint committee meeting in 1969. These comments have become part of the document. A review of the statement will help you to place yourself in the era in which it was written as well as prepare you for the unit discussions.

- American Association of University Professors. (n.d.). [1940 statement of principles on academic freedom and tenure](https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure). Retrieved from <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>

Multimedia

- View [Timeline of Higher Education](#) for the history of higher education, provided to help you contextualize important events. The timeline outlines significant changes in higher education while noting individual events within historical periods. Refer to it often to keep events in their historical perspective and to see how the content of each unit relates to those events.

u06s1 - Learning Components

- Describe the changes the selected topic has experienced over the time of its inception to current day practices.
- Research social, economic and political aspects of a selected topic.

u06a1 - Literature Review

For this assignment, complete a literature review of the historical research related to your chosen topic. This research will form the basis of your paper.

Literature reviews help you put your ideas in perspective as they relate to your field of study. They also show you how others have defined issues and measured key concepts, allowing you to compare and contrast various viewpoints. Literature reviews are critical for identifying ways in which you can contribute something new to your field.

You are expected to:

- Assess the strengths and weaknesses of literature that addresses the historical philosophical influences of a selected topic related to higher education.
- Discuss the relevance of literature regarding a selected higher education topic that addresses aspects of American culture, including past social and economic issues, that influenced current higher education.
- Review literature that analyzes the historical origins and development of a selected higher education topic and its relation to current practices and organizational structures.
- Describe the main concept of sources that address the causes of change in a selected higher education topic from social, economic, political, and historical perspectives.
- Review resources that examine the evolution of a selected topic related to higher education and its effect on the current state of higher education organizational structures, policies, and practices.

Use primary and optional secondary and tertiary headings as needed. This portion of your paper should be formatted and cited correctly using current APA format.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

Course Resources

[APA Style and Format](#)

[Literature Review](#)

[Capella University Library](#)

u06d1 - Academic Freedom

The AAUP's 1940 Statement of Principle on Academic Freedom and Tenure (linked in Resources) was the greatest step that faculty made toward professionalism to date. The reasons for the development of this document were numerous. In essence, it provided "a set of general standards to which aggrieved parties could appeal when controversies erupted" (Lucas, 1994, pp. 199–200).

Applying the concept of academic freedom, address the following in your discussion post:

- Present a brief history of academic freedom.
- Examine the changes that have occurred over time to the present day.

- Speculate as to what will happen regarding academic freedom, the need for its protection, and its relevance to your profession.

Response Guidelines

Review the cases presented by your peers, responding to one learner as though you were an administrator at your institution. State what you intend to do regarding the learner's views on academic freedom and whether you believe that the 1940 Statement of Principles provides protection and why or why not.

Reference

Lucas, C. J. (1994). *American higher education: A history*. New York, NY: St. Martin's Press.

Course Resources

Graduate Discussion Participation Scoring Guide

[1940 Statement of Principles on Academic Freedom and Tenure](#)

u06d1 - Learning Components

- Examine current practices of a selected topic in higher education.
- Research a contemporary topic linking historical aspects of that topic and its relevance to the higher education landscape.
- Research the central ideas of historical development of a chosen research topic in higher education.
- Analyze research findings and their relationship to contemporary trends in higher education.
- Analyze the effect the selected topic has had on the current state of higher educational organizational structures, policies, and practices.

u06d2 - Tenure

Tenure continues to come under attack in all of education today. From the readings, specifically the chapter from Burgan on "the disposable faculty," complete the following in your discussion post:

- Give a brief history of tenure.
- Examine the changes that have occurred over time to the present day.
- Speculate as to the future of this issue, the need for this protection, and its relevance to your profession.

Response Guidelines

Review the posts of your peers, providing feedback to at least one learner on their thoughts about the future of tenure.

Course Resources

Graduate Discussion Participation Scoring Guide

u06d2 - Learning Components

- Examine topics of historical interest related to higher education.
- Examine current practices of a selected topic in higher education.
- Research social, economic and political aspects of a selected topic.
- Research a contemporary topic linking historical aspects of that topic and its relevance to the higher education landscape.
- Research the central ideas of historical development of a chosen research topic in higher education.
- Research literature that examines the evolution of a selected topic related to higher education.
- Research the selected topic from a myriad of sources examining the relationship of this historical foundations to contemporary practices
- Research literature on a selected topic related to historical origins and its development.

Unit 7 >> Postwar Changes and Unrest, 1945 & 1954; 1975

Introduction

In the period following World War II, a population boom and a feeling of optimism and prosperity pervaded American society, influencing the continued positive growth of higher education.

This time was not without a dismal side, however. In the words of Lucas (1994), "academic witch hunts" thwarted academic freedom; government support was equated with a loss of autonomy; student unrest ultimately became "academic genocide" (p. 263); and there was still much to be done in the area of equal opportunity. As we examine this period in higher education history, we will analyze a series of social, political, and economic events that led to the rapid growth and transformation of the student population over these three decades.

Most significant among the trends continuing from the previous era of new higher educational institutions and curricula was the exponential growth in student enrollment: "In the thirty years between 1945 and 1975 [enrollment increased] by more than 500 percent, from around two million to eleven million students" (Cohen, 1997, p. 196). Growth was predominantly in the public sector. Clearly the dramatic increase in student enrollment was in part due to the general population increase and a second surge in the late 1950s and early 1960s. Yet many other socioeconomic circumstances fueled this growth.

As the number of people with more disposable income grew, delayed entry into the workforce became an option for more people. Access to higher education for minority groups and veterans also expanded. The Servicemen's Readjustment Act of 1944 (often referred to as the GI Bill) was "passed by a Congress fearful of mass unemployment when millions of servicemen were demobilized" (Cohen, p. 182). More than 2 million veterans took advantage of the bill.

Meanwhile, various court cases, legislative mandates, and amendments created a fledgling equality of opportunity. Most notable is *Brown v. Board of Education* (1954), in which the Supreme Court ruled that separate educational facilities are by definition unequal and therefore unconstitutional. The Civil Rights Act of 1964 guaranteed the right of all people to vote, use public facilities, and obtain jobs based on their ability. Title IX of the Education Amendments of 1972 prohibited gender bias in all educational programs and activities.

The makeup of the student population changed, as more distinctly older or "nontraditional" students entered higher education, but its character changed as well. The complacent, conformist students of the 1950s yielded to the angry and dissident rebels of the 1960s. "As the decade of the sixties opened, the nation's mood seemed almost euphoric. Few could have foreseen the series of traumas into which the country would be plunged over the next few years, shaking it to its very foundations" (Lucas, p. 256).

References

Cohen, A. M. (1997). *The shaping of American higher education*. San Francisco, CA: Jossey-Bass.

Lucas, C. J. (1994). *American higher education: A history*. New York, NY: St. Martin's Press.

Learning Activities

u07s1 - Studies

Readings

These readings will assist you in responding to the discussion questions in this unit. Also, think about the impact of the 1960s and 1970s on activism as you prepare for the second discussion question.

In *The History and Social Foundations of American Education*, read:

- Chapter 7, "Development of Modern American Education After 1918," pages 203–233.
- Chapter 8, "American Education 1960–Present," pages 235–254.

From the Capella library, read:

- Altschuler, G., & Blumin, S. (2009). *The GI Bill: A new deal for veterans*.
 - Chapter 4, "SRO—Veterans and Colleges," pages 85–116.
 - Chapter 5, "The Most Inclusive Program—Race, Gender, and Ethnicity in Title II," pages 117–147.
- Jolly, J. L. (2013). *Historical perspectives: The Servicemen's Readjustment Act of 1944*. *Gifted Child Today*, 36(4), 266–268.

From the Internet, read:

- 100 Milestone Documents. (n.d.). *Transcript of Serviceman's Readjustment Act (1944)*. Retrieved from <http://www.ourdocuments.gov/doc.php?doc=76&page=transcript>

Multimedia

- View [Timeline of Higher Education](#) for help contextualizing important events. The timeline outlines significant changes in higher education while noting individual events within historical periods. Refer to it often to keep events in their historical perspective and to see how the content of each unit relates to those events.

u07s1 - Learning Components

- Research the changes that have occurred over the time period the selected topic has been present from social, economic, political, and historical perspectives.
- Analyze any changes the evolution of higher education has effected on the selected topic in terms of structure, policies and practices.

u07s2 - Assignment Preparation

Your draft of your final paper is due in Unit 8. This week you should review the directions and scoring guide for the draft and final project.

While this is a draft, you should have an organizational structure and basic form for your final paper started. Take the time to complete research this week that you will incorporate into your paper.

Take advantage of Campus resources, utilizing the [Capella University Library](#) as well as the [Writing Center](#) and the [APA Style and Format](#) guide.

u07s2 - Learning Components

- Research the changes that have occurred over the time period the selected topic has been present from social, economic, political, and historical perspectives.
- Research literature on historical influences on the selected topic related to higher education

u07d1 - Postwar Enrollment

The postwar increase in enrollments and changes in the makeup of the student population in higher education were dramatic. Using a table, track the changes in student enrollments between 1945 and 1975. You may use your readings this week as a starting point for this discussion post, but supplemental sources will be necessary to expand on the material presented from the readings.

Remember to cite all sources as needed in APA format. You may approach this discussion question from numerous perspectives and may include combinations of the following: (1) public versus private enrollments; (2) minority enrollments; (3) enrollment by gender; (4) undergraduate versus graduate enrollments; (5) part-time versus full-time students; and (6) enrollments by age.

In an accompanying narrative, refer to your graphic depiction of the population changes and briefly discuss their impetus. Include, for example, the influence of government and business, changes in societal attitudes toward minority groups, changes in student access, and so on.

Response Guidelines

Respond to at least one learner whose approach to this discussion differs from yours. Make additional comments concerning the impetus for enrollment changes in the category he or she chose to explore.

Course Resources

Graduate Discussion Participation Scoring Guide

u07d1 - Learning Components

- Examine topics of historical interest related to higher education.
- Research the central ideas of historical development of a chosen research topic in higher education.

u07d2 - Historical Innovation

As we have discussed, the landscape of higher education underwent considerable changes after the war. As we review this period of time, look through Chapter 8 in your Pulliam and Van Patten text and pick one development that you feel has made a significant difference in education.

For example, you could explore Individualized Education Programs (IEP), technology use, or accountability in education. Explain why you chose this innovation, how you believe it has changed education, and what education would have looked like without this advancement.

Response Guidelines

Respond to at the post of at least one learner, stating whether you agree with his or her rationale, and why or why not.

Course Resources

Graduate Discussion Participation Scoring Guide

u07d2 - Learning Components

- Examine topics of historical interest related to higher education.
- Research a contemporary topic linking historical aspects of that topic and its relevance to the higher education landscape.

Unit 8 >> Contemporary Era: Some Things Change; Some Never Will

Introduction

As the end of the 20th century approached, some trends continued and others reversed themselves. Average student age, enrollments of minorities and women, number of institutions, number of faculty, and degrees conferred all continued to increase. Some societal trends, however, reversed: the influence of unions diminished; part-time jobs increased; and immigration from Central America, South America, and eastern Asia increased. In this unit, we will examine current issues that arose from these trends and relate new problems to past events.

Lucas (1994) describes the transformation of American higher education into a corporate enterprise stemming from a system of free-market capitalism. It is suggested that this new face of higher education reflected the rapid growth of institutions and enrollments, combined with diminishing resources and the growing popularity of applying corporate management strategies to academia. The outcome of this model was a fiercely competitive marketplace where colleges and universities vied for the same students and the same tuition dollars, offering a high degree of access "and in many cases without imposing any requirement that applicants demonstrate evidence of academic ability or talent in order to qualify for admission" (p. 240).

In direct relation to the concept of higher education in the free market, community colleges took on a dramatic role as open-admissions, open-access institutions. Their existence enabled the public colleges and universities to maintain selective admissions policies. About 45 percent of all first-year students enroll in community college systems, and over 15 percent are 40 years of age or older. The community college plays a significant role in educating the nontraditional student for entry into the workforce or providing a means by which to begin a new career.

These and other trends in higher education brought about by social and economic change will be explored in this unit. We will also attempt to make connections and distinctions between past systems of higher education while exploring contemporary rules of conduct, shared beliefs, and student, staff, and public expectations.

A timeline for the history of higher education is provided to help you place important events in a historical framework. The timeline outlines significant changes in higher education while noting individual events within historical periods. Refer to it often to keep events in their historical perspective and to see how the content of each unit relates to those events.

Reference

Lucas, C. J. (1994). *American higher education: A history*. New York, NY: St. Martin's Press.

Learning Activities

u08s1 - Studies

Readings

Discussion 2 Preparation

Use the Internet to read the following, selecting two issues from 1976–1993 that interest you to use as a basis for the second discussion in this unit.

- American Council on Education Division of Government & Public Affairs. (2008). [ACE analysis of Higher Education Act reauthorization \[PDF\]](http://www.acenet.edu/news-room/Documents/ACE-Analysis-of-2008-Higher-Education-Act-Reauthorization.pdf). Retrieved from <http://www.acenet.edu/news-room/Documents/ACE-Analysis-of-2008-Higher-Education-Act-Reauthorization.pdf>
- U.S. Department of Education. (n.d.). [Higher Education Act of 1965, 1998 Higher Education Act amendments subpart 2—Federal early outreach and student services programs \[PDF\]](http://www2.ed.gov/about/offices/list/oep/trio/triohea.pdf). Retrieved from <http://www2.ed.gov/about/offices/list/oep/trio/triohea.pdf>

Discussion 3 Preparation

Consider groups' shared beliefs and expectations as you prepare your response to the third discussion question. Use the Internet to read the following:

- Lopez, M. H., & Fry, R. (2013, September 4). [Among recent high school grads, Hispanic college enrollment rate surpasses that of whites \[Blog post\]](http://www.pewresearch.org/fact-tank/2013/09/04/hispanic-college-enrollment-rate-surpasses-whites-for-the-first-time/). Retrieved from <http://www.pewresearch.org/fact-tank/2013/09/04/hispanic-college-enrollment-rate-surpasses-whites-for-the-first-time/>

Suggested Readings

If you would like to get a sense of changes over time, read the following suggested articles from the Capella library:

- Hune, S. (2002). Demographics and diversity of Asian American college students. *New Directions for Student Services*, 97, 11–20.
- Laden, B. V. (2004). Hispanic-Serving institutions: What are they? Where are they? *Community College Journal of Research and Practice*, 28(3), 181–198.

Optional Readings

You may also choose to read the following pages:

- American Association of Community Colleges. (n.d.). [Community colleges past to present](http://www.aacc.nche.edu/AboutCC/history/Pages/pasttopresent.aspx). Retrieved from <http://www.aacc.nche.edu/AboutCC/history/Pages/pasttopresent.aspx>

The statistics presented here come from the third edition of the *National Profile of Community Colleges: Trends and Statistics*.

- American Association of Community Colleges. (n.d.). [Datapoints](http://www.aacc.nche.edu/PUBLICATIONS/DATAPOINTS/Pages/default.aspx). Retrieved from <http://www.aacc.nche.edu/PUBLICATIONS/DATAPOINTS/Pages/default.aspx>

These are snapshots of timely and important topics related to higher education broadly and community colleges specifically.

u08s1 - Learning Components

- Research the changes that have occurred over the time period the selected topic has been present from social, economic, political, and historical perspectives.
- Analyze any changes the evolution of higher education has effected on the selected topic in terms of structure, policies and practices.

u08a1 - Course Paper Draft

For this assignment, you will submit the draft of your final course paper. Incorporate information from the project assignments you completed in Units 3 and 6 into your draft.

Remember to post your draft in your first Unit 8 discussion as well as review and comment on at least one other learner's draft.

You will integrate the feedback from your instructor and peers about your draft paper into your Unit 10 assignment. In your paper, be sure to:

- Explain the purpose of your paper and the relevance of the topic to the study of higher education.
- Analyze historical and contemporary literature as a framework for the issue, event, concept, or institution chosen.
- Evaluate your research findings and their relationship to contemporary trends in higher education.

You may approach this topic in two ways:

1. From a historical perspective, trace the origins and development of a particular aspect of higher education, then determine how that topic relates to current practices and organizational structures.

2. Apply historical research to a contemporary professional problem or issue affecting the educational system and trace its origins and changes throughout higher educational history.

Regardless of your approach, your paper must:

- Incorporate input from colleagues and other stakeholders into a critical examination of the effects of history on a contemporary issue in higher education.
- Discuss the historical philosophical influences in higher education that impact your topic.
- Determine the factors of American culture, including past social and economic issues, that influenced current higher education as it pertains to your topic.
- Analyze how the historical origins and development of higher education in the United States influenced your chosen topic, and how they impact current practices and organizational structures.
- Critically analyze the causes of change in higher education as they pertain to your topic from social, economic, political, and historical perspectives.
- Critically examine the evolution of higher education and its effect on the current state of the organizational structure, policies, and practices of your chosen topic.

See the individual assignment descriptions for detailed directions to complete each assignment.

1. The final paper should be about 2500 to 3000 words (excluding references and citations) and include a cover page, abstract, table of contents, introduction, summary and conclusions, and references (see paper structure below).
2. The final paper should be formatted in current APA style with special attention to headings, citations, and references.
3. The final paper should have the following structure:
 - Cover page:
 - Center title of paper, your name, course number, and course name.
 - Lower left-hand corner: your home address, phone number, e-mail address, and instructor's name.
 - Abstract:
 - A brief summary of your paper about one-half page long.
 - Table of Contents:
 - All of the headings and subheadings of your paper.
 - Headings and subheadings listed the same way they are written in the body of the paper (see current APA guidelines).
 - All pages corresponding to the headings are flush right.
 - Introduction and Summary or Conclusion.
 - References:
 - Resources and citations are formatted according to APA (current edition) style and formatting.

Note: Your instructor may also use the *Writing Feedback Tool* to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

Please save this final assignment to your ePortfolio.

Course Resources

[APA Style and Format](#)

[ePortfolio](#)

[Writing Feedback Tool](#)

u08d1 - Assignment Publication

Sharing work with others provides an excellent opportunity to consider different perspectives on specific ideas, concepts, and fields. It also helps you improve your competence by examining other models of analyzing, evaluating, and communicating concepts and insights within a field of study.

For this discussion, post your course paper draft by Friday midnight so you and your peers may learn from each other's work.

Response Guidelines

Respond substantively to at least one other learner's post. Use the Guidelines for Effective Peer Review linked in Resources to guide your responses.

Graduate Discussion Participation Scoring Guide

Guidelines for Peer Review

u08d1 - Learning Components

- Examine topics of historical interest related to higher education.
- Examine current practices of a selected topic in higher education.
- Research the central ideas of historical development of a chosen research topic in higher education.
- Analyze any changes the evolution of higher education has effected on the selected topic in terms of structure, policies and practices.
- Analyze research findings and their relationship to contemporary trends in higher education.
- Analyze the current culture of higher educational landscape in within the context of the selected topic and how this impacts current practices in higher education.
- Justify the purpose of a chosen topic and the relevance to the study of higher education

u08d2 - The Higher Education Opportunity Act of 1965

The original Higher Education Opportunity Act was passed by Congress in November of 1965 and has had a huge impact on the access and prosperity of higher education. The HEOA (formerly the HEA) has been ratified five times by Congress, most recently in 2008. For this discussion:

- Defend your agreement or disagreement with the fundamental principles of the HEOA.
- What has been the impact of the HEOA on higher education in this country? Explain.

Response Guidelines

Review the posts of your colleagues and explain how you agree with several of their statements. Respond substantively to at least one other learner's post.

Graduate Discussion Participation Scoring Guide

u08d2 - Learning Components

- Examine topics of historical interest related to higher education.
- Examine current practices of a selected topic in higher education.
- Research a contemporary topic linking historical aspects of that topic and its relevance to the higher education landscape.
- Research the central ideas of historical development of a chosen research topic in higher education.
- Describe a historical issue, event, concept, or institution and its relationship to current issues or practices in higher education
- Analyze how the development of the selected topic has altered or impacted higher education current practices and structure
- Research the development and origins of the selected topic within higher education

u08d3 - Shared Beliefs

According to Cohen and Kisker (2009):

By the end of the twentieth century, higher education had become, in effect, a national system that could not be described merely by examining its legal arrangement or the structure of its institution. It was more a social system with its various parts standing in certain relationship to each other. It had rules of conduct, sets of shared beliefs, and expectations on the part of students, staff members and the public (p. 317).

Describe the current sets of shared beliefs and expectations of students, educators, and the public as you view them today. How have they changed over time? How do they vary for different ethnic and racial groups? Cite examples from your readings to substantiate your response.

Response Guidelines

Respond to at least one learner and add to the content of shared beliefs and expectations from your perspective and experiences.

Reference

Cohen, A. M., & Kisker, C. B. (2009). *The shaping of American higher education* (2nd ed.). San Francisco, CA: Jossey-Bass.

Course Resources

Graduate Discussion Participation Scoring Guide

u08d3 - Learning Components

- Examine topics of historical interest related to higher education.
- Research a contemporary topic linking historical aspects of that topic and its relevance to the higher education landscape.

Unit 9 >> Trends and Issues in a Historical Perspective

Introduction

Throughout this course, we have examined trends in higher education from antiquity to the contemporary period. For the most part, we have seen rapid growth in the number of institutions, student enrollment, faculty professionalization, curricula, and access.

In this unit we will review critical opinions of higher education while contemplating future trends in student demographics, curricula, instruction, governance, and finance. We will also attempt to identify the past, present, and future benefits of higher education.

We hope you have enjoyed your walk through time. You have experienced a great deal: the perspectives of ancient teachers and philosophers, European university structures, colonial curricula, and the general continuous change that has characterized higher education in America. Now it is time to reflect on the past and look toward the future.

Reference

Lucas, C. J. (1994). *American higher education: A history*. New York, NY: St. Martin's Press.

Learning Activities

u09s1 - Studies

Readings

In *The History and Social Foundations of American Education*, read:

- Chapter 10, "Issues in Modern America Education," pages 319–331.
- Chapter 11, "Globalization, Trends, and Gaining Perspective," pages 349–361.

Discussion Preparation Research

For the first discussion, you will choose one issue of criticism concerning higher education that has surfaced over the past two decades and defend this criticism. Take some time now to find articles both defending and refuting this criticism to support your discussion.

Multimedia

- View [Timeline of Higher Education](#) for a history of higher education to help you contextualize important events. The timeline outlines significant changes in higher education while noting individual events within historical periods. Refer to it often to keep events in their historical perspective and to see how the content of each unit relates to those events.

u09s1 - Learning Components

- Research social, economic and political aspects of a selected topic.
- Analyze research findings and their relationship to contemporary trends in higher education.

u09s2 - Assignment Preparation

Your final paper is due in Unit 10. Analyze the feedback from the instructor and other peers or stakeholders that you wish to incorporate into the paper.

You should be finalizing all aspects of the course project and verifying completion of all components by reviewing the assignment directions and scoring Guide. Refer to [APA Style and Format](#) to ensure you are adhering to current APA guidelines.

u09s2 - Learning Components

- Analyze feedback from stakeholders to incorporate into the contemporary issue.

u09d1 - Discussing the Critics

Chapter 10 of your Pulliam and Van Patten text includes a historical overview of U.S. Educational Critics (pp. 319–331), discussing numerous allegations and criticisms of higher education expressed over the past two decades.

Choose one issue from this chapter and write a short position piece on your chosen issue. This piece must demonstrate your analysis of the literature favoring and opposing your position. Your research should go beyond the information written in Chapter 10.

- Approach this discussion by stating your opinion and defending it, citing information from your reading.
- Cite sources appropriately, using current APA format.

Your response should be 300–400 words.

Response Guidelines

Respond to at least one post from a learner who wrote on a topic other than yours. Express your opposing view of this topic and substantiate your opinion.

Reference

Pulliam, J. D., & Van Patten, J. J. (2013). *The history and social foundations of American education* (10th ed.). Boston, MA: Pearson.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u09d1 - Learning Components

- Examine topics of historical interest related to higher education.
- Research a contemporary topic linking historical aspects of that topic and its relevance to the higher education landscape.
- Analyze research findings and their relationship to contemporary trends in higher education.
- Describe a historical issue, event, concept, or institution and its relationship to current issues or practices in higher education
- Research the selected topic from a myriad of sources examining the relationship of this historical foundations to contemporary practices

u09d2 - Future Trends

In Chapter 11, "Globalization, Trends, and Gaining Perspective," Pulliam and Van Patten (2013) describe several trends and events that suggest changes affecting not only higher education, but the nation and indeed the world.

Choose a trend described in your text or identify a trend of your own and, based on what you have learned from the past, describe how can you learn from it and predict what the future might hold for higher education. Support your opinions with information from the literature or your professional experience.

Response Guidelines

Respond to at least one post from a learner who wrote on a topic other than yours. Express an opposing view of this topic and substantiate your opinion.

Course Resources

Graduate Discussion Participation Scoring Guide

u09d2 - Learning Components

- Examine current practices of a selected topic in higher education.
- Research a contemporary topic linking historical aspects of that topic and its relevance to the higher education landscape.
- Research the central ideas of historical development of a chosen research topic in higher education.

Unit 10 >> Course Reflection

Introduction

It is time to reflect on your learning experience and complete all course requirements. As you assemble your final project, incorporate the feedback you received from your instructor, peers, and colleagues about your observations and concepts. You will revise and strengthen the writing you have done throughout the course. Once you have incorporated the feedback, you will resubmit your paper for your final project grade.

In this final unit you will pose a question for future inquiry. You will be asked if your view of higher education has changed following your newfound understanding of its historic roots. Finally, your recommendations for this course will provide your instructor with feedback so that he or she may better serve future students.

Learning Activities

u10a1 - Historical Review of Higher Education

In this final assignment you will submit your finished course project, in which you will have:

- Explained the purpose of your paper and the relevance of the topic to the study of higher education.
- Analyzed historical and contemporary literature as a framework for the issue, event, or concept.
- Evaluated your research findings and their relationship to contemporary trends in higher education.
- Incorporated feedback from your instructor and peers on the Units 3 and 6 assignments as well as the draft paper you submitted in Unit 8.

Regardless of whether you chose to approach your topic from a historical perspective, tracing the development of an aspect of higher education, or applied historical research to a current issue in higher education, your paper must accomplish the following:

- Integrate input from your colleagues, instructor, and other stakeholders into a critical examination of the effects of history on a contemporary issue in higher education.
- Discuss the historical philosophical influences in higher education that impact your topic.
- Determine the factors of American culture, including past social and economic issues, that influenced current higher education relative to your topic.
- Analyze how the historical origins and development of higher education in the United States influenced your chosen topic, and how they impact current practices and organizational structures.
- Critically analyze the causes of change in higher education as they pertain to your topic from social, economic, political, and historical perspectives.
- Critically examine the evolution of higher education and its effect on the current state of the organizational structure, policies, and practices of the topic you have selected to explore.

Refer to the Historical Review of Higher Education scoring guide to ensure you have met project criteria, and to the individual assignments to review detailed descriptions of each component.

Be sure to meet the following requirements:

1. 2500–3000 words (excluding references and citations) with cover page, abstract, table of contents, introduction, summary and conclusions, and references.
2. Formatted according to current APA style with special attention to headings, citations, and references.
3. Structured as follows:
 - Cover page:
 - Center title of paper, your name, course number, and course name.
 - Lower left-hand corner: your home address, phone number, e-mail address, and instructor's name.
 - Abstract:
 - A brief summary of your paper, about one-half page.
 - Table of Contents:
 - All of the headings and subheadings of paper included.
 - Headings and subheadings listed as they written in the body of the paper (per APA guidelines).
 - All pages corresponding to the headings are flush right.
 - Introduction and Summary or Conclusion.
 - References:
 - Resources and citations are formatted per current edition APA style and formatting.

Additional Requirements

- Save your final assignment to your ePortfolio.

Your instructor may also use the *Writing Feedback Tool* to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

Course Resources

[APA Style and Format](#)

[ePortfolio](#)

[Capella University Library](#)

[Writing Feedback Tool](#)

u10d1 - Future Study and Your View of History

Share at least one question prompted by your experience in the course that you would like to investigate further.

Based on the course readings and the interaction with your peers and the instructor, how has your view of the course topic changed?

Note: Responses to peers are optional in this unit.

Course Resources

Graduate Discussion Participation Scoring Guide

u10d1 - Learning Components

- Examine current practices of a selected topic in higher education.
- Research a contemporary topic linking historical aspects of that topic and its relevance to the higher education landscape.