X. SPECIAL CONSIDERATIONS

A. Recommended Reading

List Chronicle of Higher Education

B. Required Reading

C. Academic Integrity and Honesty

Students are expected to follow the honor code as outlined in the current University policies: http://secure4.olemiss.edu/umpolicyopen/index.jsp. Plagiarism, as defined in the honor code, will not be tolerated.

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The complete University Academic Discipline Policy (ACA.AR.600.001 Student Academic Conduct and Discipline) may be found in the University’s online policy directory through the following link on the University’s website: http://secure4.olemiss.edu/umpolicyopen/ShowDetails.jsp?statPara=1&policyObjIdPara=10817696. Academic misconduct is grounds for failing the particular assignment(s) involved and/or the course and will be reported through the Academic Discipline System.

D. Flexibility Clause

The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students’ experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.
that the time limit will be strictly enforced. More information about effective policy briefings will be shared with you as the semester proceeds.

B. Assessment Procedure

As noted above, your course grade will be based on classroom participation (10%), short papers (30%), opinion piece (10%), policy brief (30%), and policy brief presentation (20%). Rubrics will be uploaded to Blackboard. Total points obtained on each of the listed areas will be converted based on the indicated percentage, and your final grade will be computed based on the following scale:

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C. Field Experience and Clinical Practice

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The course will be facilitated using a seminar style in which the following instructional strategies will be utilized: class discussions, online discussions through Blackboard, brief presentations, case studies, simulations, problem solving, debates, demonstrations, cooperative learning activities, and guest speakers.

E. Attendance Policy

Attendance and participation in class are expected. Students must notify the instructor in advance of an absence or incident of tardiness via telephone or email to be eligible for consideration as an excused absence. Unexcused absences and unexcused incidents of tardiness are those in which the instructor does not receive notice from the student in advance. Unexcused absences and incidents of tardiness may result in the lowering of the final letter grade depending upon the nature and scope of the offense. Whether an excused or unexcused absence or tardiness, students are responsible for assignments and all in-class materials.

F. Policies Related to Students with Disabilities

It is the responsibility of any student with a disability, who requests a reasonable accommodation, to contact the Office of Student Disability Services (915-7128). Once a student contacts the Office of Student Disability Services, someone from that office will contact the instructor of this class. The instructor will then work with the student so that reasonable accommodations of any disability can be made.
Policy Brief (30%): Students are expected to write a fifteen page double-spaced APA-formatted policy brief (excluding citations) addressing a pressing higher education public policy issue due on the Monday of the last week of the semester. The purpose of the policy brief is to provide students with the opportunity to deepen their understanding of a contemporary higher education issue in a format that is commonly used in the policy world. Students will identify a policy problem and either recommend a new policy or change to an existing higher education policy. For example, you may 1) suggest a new piece of higher education legislation, 2) recommend how higher education legislation currently being considered could be improved upon, 3) recommend a change in existing laws, rules, or regulations that impact higher education, or 4) recommend a change in procedures that affect the conduct of higher education policy. Your topic must be approved by the instructor before drafting the brief.

In order to ensure the scope and feasibility of the policy brief is within the parameters of the assignment, a two-paragraph proposal of the brief is due Week 7. Be sure to state the problem and the intended policy solution. The final proposal (no more than one page) for the policy topic you intend to pursue is due Week 10. In between these dates, we will meet to discuss the specifics of your policy brief proposal.

Some possible topics include, but are not limited to:

- Performance-based funding
- Activity-based budgeting
- Federal and state financial aid issues
- National and state education goals
- Student access
- Student outcomes
- Affirmative action
- FERPA/Student privacy issues
- Title IX/College athletics
- State- or Regional Accreditation
- State Authorization
- Consumer Information
- International education issues
- Technology transfer
- Federal and state financing
- Instructional cost studies
- Student debt
- Unfunded mandates
- Private college financing
- Tax status of colleges/universities
- Program and institutional
- College Ratings Plan
- DREAM Act
- Veteran Benefits

The paper will be evaluated using the following criteria:

1) It should focus on a higher education policy issue that is of some importance to society.
2) It must reflect the course content.
3) It should provide a brief statement of the policy problem.
4) It should include a discussion of the procedural and political considerations/implications involved in making the policy change.
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6) It should make appropriate use of supporting literature and evidence on the issue (drawing on at least 6-10 sources) and the student's own scholarly reflection on the issue.
7) It should be written cognizant of the audience for whom the brief is intended and include an executive summary.
8) It must be well-written throughout and in an appropriate formal style and format.

Policy Brief Presentation (20%): Students are required to do a ten-minute presentation on their policy briefs in-class on the last day of the course. Handouts and/or visual aids are recommended. Please note
IX. COURSE REQUIREMENTS, POLICIES & EVALUATION PROCEDURES

A. Course Requirements

Doctoral students will be evaluated on five different components – classroom participation, a research paper, one opinion piece, a policy brief, and a presentation, described below.

Classroom Participation (10%): Class attendance is required. Frequent tardiness and/or absences will negatively affect your grade. Students are expected to come prepared to class by critically reading the indicated material in the course schedule, reflecting on the material using the guided questions, and having comments or questions prepared for class. While in class, students are expected to engage in classroom discussion and be respectful of presenters. Cell phones and other noise-making devices should be silenced and stored during class time.

Research Paper (30%): Students will write an analytic paper addressing a salient policy issue facing higher education (please seek instructor approval). The paper will critically analyze variables related to the issue in question and provide suggestions for improvement or adjustment. This paper should be 15-20 pages, formatted in APA style, and word-processed.

Opinion Piece (10%): One common way to communicate ideas on public policy matters is through the 800-word opinion-editorial. The purpose of this assignment is to have students express and support their opinion on a complex policy issue in a brief manner. Distinct from academic writing, the persuasive op-ed format is a succinct way of advocating for an idea or position for mass audiences. Students are expected to produce an opinion piece between 750 to 800 words on a topic of their choosing (after Week 4) and are required to use evidence to support their claims. In preparation, students are encouraged to read op-eds from the Chronicle of Higher Education, Inside Higher Ed, Diverse Issues in Higher Education, and Dr. Marybeth Gasman’s *How to write an opinion essay and why you should do it now* (https://www.gse.upenn.edu/system/files/u225/Opinion%20Essay.pdf).
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<td>Evaluation of higher education policies</td>
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Student Outcomes - College Completion & Learning


http://www.nasfaa.org/advocacy/RADD/Final_RADD_Summary_Matrix.aspx


9

Higher Education Finance


College Affordability - Tuition and Financial Aid


OR


**7 Building the system - The supply-side of access**


The Postsecondary Pipeline - The Demand-Side of Access


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<tr>
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<td>[RESOURCE] List of Higher Education Organizations: <a href="http://www.ihe.net/Resources/organizations.cfm">http://www.ihe.net/Resources/organizations.cfm</a></td>
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## VIII. COURSE OUTLINE

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| 2    | An introduction to public policy  
| 3    | Through the lens of public policy theory  
V. REFERENCES

A. Required Text


B. Assigned Readings

Students are expected to maintain access to and use all course materials listed under Course Documents in Blackboard. Additional readings will be assigned and/or posted to Blackboard throughout the semester. The course readings are in a variety of formats (e.g., scholarly journal articles, book chapters, and policy reports) designed to cover an array of interests. As the field of public policy lends itself to debate, the readings and in-class discussions are intended to represent a variety of viewpoints and interests. The resources provided alongside the weekly readings (demarcated "[Resource]") as well as in the classroom allow students to further probe particular interests.

VI. PURPOSE & STRUCTURE OF THE COURSE

This course is designed to introduce students to the debates, research, and frameworks that shape public policy in higher education. The course is divided into four areas. First, we will situate the public policy process in the higher education context and explore the conceptual and theoretical frameworks used to understand it. We then examine factors that influence access to higher education and the various stakeholders who finance it – both from a historical and contemporary perspective. We will then consider the effectiveness of policies and review the contemporary practices, procedures, and protocols used to evaluate its effectiveness. This will be followed by an examination of the policy levers that hold institutions accountable, provide transparency, and evaluate policy objectives. We will close the course with an exploration of the innovative policy and programmatic solutions proposed to address the changing, political landscape of postsecondary education.

VII. COURSE OBJECTIVES

This course is crafted to provide students with foundational tools to study or work in higher education public policy through the combination of the assigned readings, lectures, classroom discussion, and writing assignments. In fulfilling the requirements of this course, students should develop the knowledge and skills described in the following objectives.

Students will be able to:

1. Examine the various tensions and tradeoffs made in order to craft public policy
2. Employ models that describe the aforementioned processes and the various structures and actors
3. Identify the background of some of the most important higher education policies
4. Become conversant in policy discourse
5. Articulate current policy challenges and proposed solutions from a variety of perspectives
6. Demonstrate awareness of the variety of sources used to discuss, debate, evaluate, and influence higher education policy
7. Articulate commentary on a variety of pressing higher education issues
8. Present and defend ideas about complex, public policy issues in higher education
A. Vision Statement

The vision of the School of Education at The University of Mississippi is to prepare reflective professional educators, create and disseminate new knowledge, and provide service to the state and nation to meet the educational challenges of the 21st century. Undergraduate and graduate programs in the unit are conceptualized to prepare graduates who can positively impact students to be productive and caring citizens who will exhibit the five qualities outlined in the conceptual framework.

B. Unit Major (M) and Minor (m) Themes / Outcomes

1. **Lifelong learners** who take responsibility for their own learning and continuously foster their professional renewal. (m)
2. **Problem solvers** who develop solutions to improve the educational environment for all students. (M)
3. **Effective communicators** who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning. (m)
4. **Users of technology** who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (M)
5. **Advocates for diverse learners** who appreciate, promote, and model the values of diversity. (m)

IV. KNOWLEDGE BASE MAJOR (M) AND MINOR (m) THEMES:

Teacher Education
1. Thinking and Problem Solving (M)
2. Equality and Respect for Diversity
3. Appropriate Teaching Strategies
4. Communication and Cooperation (m)
5. Human Development and Curriculum
6. Esteem, Autonomy, and Lifelong Learning (m)
7. Relevance: Social and Global (m)
8. Supervision, Management, and Guidance

Educational Leadership
1. Theoretical and Research Foundations (M)
2. Leadership Skills
3. Management Skills
4. Professionalism

Counselor Education
1. Professional Identity (M)
2. Social and Cultural Diversity (m)
3. Human Growth and Development (m)
4. Career Development (m)
5. Helping Relationships (M)
6. Group Work (m)
7. Assessment (M)
8. Research and Program Evaluation (M)
I. **COURSE:** EDHE 7 __ Public Policy in Higher Education. A graduate seminar course presented in a topical format to address areas of interest to higher education doctoral students. (3)

II. **TOPIC:** Introduction to Public Policy in Higher Education (Introduction to debates, research, and frameworks that shape public policy in higher education.)

**INSTRUCTOR:**
Office: 
Phone: (662) 
E-mail Address: 
Office Hours:

**Note:** To schedule appointments outside of office hours, please email or call the instructor.

III. **SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:**
IX. SPECIAL CONSIDERATIONS

A. Recommended Reading

List Chronicle of Higher Education

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The paper will be evaluated using the following criteria:

1) It should focus on a higher education policy issue that is of some importance to society.
2) It must reflect the course content.
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Policy Brief Presentation (20%): Students are required to do a ten-minute presentation on their policy briefs in-class on the last day of the course. Handouts and/or visual aids are recommended. Please note


14 Policy Brief Presentations
No assigned reading.

VIII. COURSE REQUIREMENTS, POLICIES & EVALUATION PROCEDURES

A. Course Requirements

Students will be evaluated on five different components – classroom participation, three short papers, one opinion piece, a policy brief, and a presentation, described below.

Classroom Participation (10%): Class attendance is required. Frequent tardiness and/or absences will negatively affect your grade. Students are expected to come prepared to class by critically reading the indicated material in the course schedule, reflecting on the material using the guided questions, and having comments or questions prepared for class. While in class, students are expected to engage in classroom discussion and be respectful of presenters. Cell phones and other noise-making devices should be silenced and stored during class time.

Short Papers (30%): Students will write three short analytic papers addressing the previous week’s topic to be submitted at the end of class. In other words, if a student is submitting a short paper addressing the topic on Week 6, it is due at the end of class on Week 7. Students may select topics after Week 4. Students are expected to critically engage an issue that came out of the reading, lecture, and classroom discussion. This assignment should not be approached as a summary of the assigned readings and is not limited to the materials assigned for class. This assignment allows (a) me to gauge students’ understanding of the content and (b) students to engage with the reading and communicate their ideas. Students may submit the papers on the three weeks of their choosing. These papers will be no longer than 4 pages single-spaced, formatted in APA style, and word-processed.

Opinion Piece (10%): One common way to communicate ideas on public policy matters is through the 800-word opinion-editorial. The purpose of this assignment is to have students express and support their opinion on a complex policy issue in a brief manner. Distinct from academic writing, the persuasive op-ed format is a succinct way of advocating for an idea or position for mass audiences. Students are expected to produce an opinion piece between 750 to 800 words on a topic of their choosing (after Week 4) and are required to use evidence to support their claims. In preparation, students are encouraged to read op-eds from the Chronicle of Higher Education, Inside Higher Ed, Diverse Issues in Higher Education, and Dr. Marybeth Gasman’s How to write an opinion essay and why you should do it now (https://www.gse.upenn.edu/system/files/u225/Opinion%20Essay.pdf).


13 Innovations & Disruptions in Higher Education

Select any 4


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|    | [RESOURCE] Bosworth, B. (2012)."Certificate pathways to postsecondary success and good jobs" in Kelly, A.P and Schneider, M. (Eds.), Getting to graduation: The completion agenda in higher


Higher Education Finance


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Education Plan. Austin, TX: Author. Retrieved at
http://www.thech.state.tx.us/reports/PDF/0379.PDF?CFID=15219228&CFTOKEN=77832693

[RESOURCE] Secretary’s Commission on the Future of Higher Education. 2006. A Test of
Leadership: Charting the Future of U.S. Higher Education. Washington, DC: U.S. Department of

[RESOURCE] Education of the States (ECS) State Structures Database:
http://ecs.force.com/mdata/mbpsmap


the Returns to Higher Education. The Future of Children 23(1), pp 41-65. Retrieved from
http://futureofchildren.org/futureofchildren/publications/docs/23_01_03.pdf

requirements through 2020. Washington, DC: Georgetown Public Policy Institute, Center on
Education and the Workforce. Retrieved at https://georgetown.app.box.com/s/tll0zkxt0puz45hu21g6


6

The Postsecondary Pipeline - The Demand-Side of Access


Common Ground: State Policymaking for Improving College Readiness and Success. San Jose,
CA: NCPPHE.


Cabrera, A. F. and LaNasa, S. M. (Eds.) (2000). Understanding the College Choice of
Disadvantaged Students. New Directions for Institutional Research, Issue 107. San Francisco, CA:
John Wiley & Sons, Inc.

Journal website. Retrieved from
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B. Assigned Readings

Students are expected to maintain access to and use all course materials listed under Course Documents in Blackboard. Additional readings will be assigned and/or posted to Blackboard throughout the semester. The course readings are in a variety of formats (e.g., scholarly journal articles, book chapters, and policy reports) designed to cover an array of interests. As the field of public policy lends itself to debate, the readings and in-class discussions are intended to represent a variety of viewpoints and interests. The resources provided alongside the weekly readings (demarcated "[Resource]") as well as in the classroom allow students to further probe particular interests.

V. PURPOSE & STRUCTURE OF THE COURSE

This course is designed to introduce students to the debates, research, and frameworks that shape public policy in higher education. The course is divided into four areas. First, we will situate the public policy process in the higher education context and explore the conceptual and theoretical frameworks used to understand it. We then examine factors that influence access to higher education and the various stakeholders who finance it – both from a historical and contemporary perspective. We will then consider the effectiveness of policies and review the contemporary practices, procedures, and protocols used to evaluate its effectiveness. This will be followed by an examination of the policy levers that hold institutions accountable, provide transparency, and evaluate policy objectives. We will close the course with an exploration of the innovative policy and programmatic solutions proposed to address the changing, political landscape of postsecondary education.

VI. COURSE OBJECTIVES

This course is crafted to provide students with foundational tools to study or work in higher education public policy through the combination of the assigned readings, lectures, classroom discussion, and writing assignments. In fulfilling the requirements of this course, students should develop the knowledge and skills described in the following objectives.

Students will be able to:

1. Examine the various tensions and tradeoffs made in order to craft public policy
2. Employ models that describe the aforementioned processes and the various structures and actors
3. Identify the background of some of the most important higher education policies
4. Become conversant in policy discourse
5. Articulate current policy challenges and proposed solutions from a variety of perspectives
6. Demonstrate awareness of the variety of sources used to discuss, debate, evaluate, and influence higher education policy
7. Articulate commentary on a variety of pressing higher education issues
8. Present and defend ideas about complex, public policy issues in higher education
A. Vision Statement

The vision of the School of Education at The University of Mississippi is to prepare reflective professional educators, create and disseminate new knowledge, and provide service to the state and nation to meet the educational challenges of the 21st century. Undergraduate and graduate programs in the unit are conceptualized to prepare graduates who can positively impact students to be productive and caring citizens who will exhibit the five qualities outlined in the conceptual framework.

B. Unit Major (M) and Minor (m) Themes / Outcomes

1. **Lifelong learners** who take responsibility for their own learning and continuously foster their professional renewal. (m)
2. **Problem solvers** who develop solutions to improve the educational environment for all students. (M)
3. **Effective communicators** who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning. (m)
4. **Users of technology** who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (M)
5. **Advocates for diverse learners** who appreciate, promote, and model the values of diversity. (m)

III. KNOWLEDGE BASE MAJOR (M) AND MINOR (m) THEMES:

Teacher Education
1. Thinking and Problem Solving (M)
2. Equality and Respect for Diversity
3. Appropriate Teaching Strategies
4. Communication and Cooperation (m)
5. Human Development and Curriculum
6. Esteem, Autonomy, and Lifelong Learning (m)
7. Relevance: Social and Global (m)
8. Supervision, Management, and Guidance

Educational Leadership
1. Theoretical and Research Foundations (M)
2. Leadership Skills
3. Management Skills
4. Professionalism

Counselor Education
1. Professional Identity (M)
2. Social and Cultural Diversity (m)
3. Human Growth and Development (m)
4. Career Development (m)
5. Helping Relationships (M)
6. Group Work (m)
7. Assessment (M)
8. Research and Program Evaluation (M)
<table>
<thead>
<tr>
<th>Document Title</th>
<th>a.</th>
<th>b.</th>
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<tbody>
<tr>
<td>1. Dartmouth College Case, 1819</td>
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<td>2. The Yale Report of 1828</td>
<td>XXXXXXXX</td>
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<tr>
<td>3. The Morrill Act, 1862; The Morrill Act, 1890</td>
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<tr>
<td>5. The Talented Tenth by W.E.B. DuBois, 1903</td>
<td></td>
<td>XXXXXXXX</td>
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<tr>
<td>6. Abraham Flexner's Report for the Carnegie Foundation for the Advancement of Teaching, 1910</td>
<td>XXXXXXXX</td>
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<tr>
<td>7. The A.A.U.P.'s &quot;General Declaration of Principles,&quot; 1915</td>
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<td>8. The Student Personnel Point of View, 1937 &amp; 1949</td>
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<td>9. The G.I. Bill of Rights, 1944</td>
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<td>10. The President's Commission on Higher Education for Democracy, 1947</td>
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<td>11. The California Master Plan for Postsecondary Education, 1960</td>
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<td>12. The Port Huron Statement of the Students for a Democratic Society, 1962</td>
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<td>13. The Higher Education Act of 1965</td>
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<tr>
<td>14. Title IX, Education Amendments of 1972</td>
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<td>XXXXXXXX</td>
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<tr>
<td>15. The Spellings Commission Report, 2006</td>
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</table>
You've read *The Band Played Dixie* by Nadine Cohodas and observed reactions to UM Athletics Director Ross Bjork's decision to remove the song "Dixie" from all university sporting events. This assignment requires you to write an original thought paper, 3-5 pages in length, addressing the question, "to what extent is Dixie dead at UM?" Instead of other assignments where you take a historic document and derive meaning and significance, your task is to analyze the past in the present—and to take a stand. Be creative in your response and use the guidelines for Analyzing Historical Documents to assist you in your writing. This paper is due on October 28th by Noon. Note: papers will need to be uploaded to SafeAssign (in Blackboard). Also, be prepared to discuss in class the following week.
1. Document Analysis Group Presentation & Report (25 points)

This project requires students to analyze one foundational document and submit a written narrative report along with making a brief in-class presentation. To analyze historical documents, see the “Guidelines for Analyzing Historical Documents,” Thelin, J. R. (2014). *Essential Documents in the History of American Higher Education*, pg. xxi. This paper should be 8-10 pages in length (inclusive of works cited), 12-point font, and adhere to APA guidelines with proper cover page, etc.

While all students are to read every foundational document, only two students will be writing and presenting for each document at a time (See assignment schedule, Syllabus Attachment 2). Document “pairs” will make a brief (no more than 15 minute) in-class presentation/activity to help classmates understand the significance of the historical document or a certain aspect of the historical document with increased depth. Presentations occur on the date noted for each document on the syllabus. Final Papers are to be turned in approximately two weeks after the in-class presentation. An evaluation rubric will be posted on Blackboard. *Note: papers will need to be uploaded to SafeAssign (in Blackboard) as well as a final hard copy provided to the instructor.*

2. Interactive Dialogue, Reading Circles, Archival Visit, and Participation (20 points)

Because this class depends upon thorough reading, discussion, in-class presentations, and participation for livelihood, students are expected to come to class having read, contemplated, and ready to discuss the assigned reading materials. The goal for us as a classroom community is to build a mutually supportive, respectful, and informed dialogue. To prepare students for writing the final paper, discussion of assigned articles will occur through reading circles. Any quizzes or activities given in class to gauge student’s learning cannot be made up if missed, regardless of the reason for the student’s absence or tardiness.

3. Historical Research Paper (40 points)

This assignment requires doctoral students to write an original historical narrative research paper, 20-25 pages in length, inclusive of references and footnotes. The paper must use primary documents from document research conducted in the University Archives and Special Collections as well as it must use secondary sources from the course and others gleaned from literature review. Doctoral students should submit a proposal for the paper to the instructor by October 15th. The final paper is due on December 7th. *Note: papers will need to be uploaded to SafeAssign (in Blackboard).*

4. Mid-Term Work at Home Exam: To What Extent is “Dixie” Dead? (15 points)
make attending class and contacting the instructor in advance impossible. This type of absence or incident of tardiness is considered “unexcused,” particularly when repeated. Repeated unexcused absences and unexcused incidents of tardiness are considered unprofessional at best, and at worst may result in the lowering of the final letter grade depending upon the nature and scope of the offense. Regardless of the reason for absence or tardiness, students are responsible for assignments and all materials covered in-class. Quizzes, mini assignments, extra credit opportunities, or other in-class activities that are missed cannot be made up, regardless of the reason for tardiness or absence.

F. Policies Related to Students with Disabilities

It is the responsibility of any student with a disability, who requests a reasonable accommodation, to contact the Office of Student Disability Services (915-7128). Contact will be made by that office through the student to the instructor of this class. The instructor will then be happy to work with the student so that a reasonable accommodation of any disability can be made.

IX. SPECIAL CONSIDERATIONS

A. Recommended Reading List

There are many recommended readings that further explicate higher education history. Throughout the semester recommended readings will be introduced for students’ learning and reading enjoyment.

B. Academic Integrity and Honesty

Students are expected to follow the honor code as outlined in the current University of Mississippi Policy Directory, which can be found online at http://secure4.olemiss.edu/umpolicyopen/index.jsp

Plagiarism, as defined in the honor code, will not be tolerated. Note: It is unacceptable to cut and paste materials from sites or documents found on the Internet and to use without proper citation or acknowledgement. As an additional tool for review of student’s work for plagiarism, all papers will be submitted through SafeAssign.

C. Flexibility Clause

The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students’ and instructors’ experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.
VIII. COURSE REQUIREMENTS, POLICIES, AND EVALUATION PROCEDURES:

B. Course Requirements

100 points total

Students must complete the following tasks and submit them on or before the dates indicated in the course outline. All submissions should conform to APA style. Use one inch margins, double-space typing and when in doubt on other style matters, use the sixth edition of the APA manual as the final word for this course. Word processing must be used for all assignments and each submitted paper must have a title page with student’s name in proper APA format or the paper will not be accepted. See description of assignments for more information.

Graded assignments include the following:

1. Document Analysis Paper & Presentation – 25%
2. Mid-Term Work at Home Exam—15%
3. Interactive Dialogue, Reading Circles, Archival Visit, and Participation—20 %
4. UM Historical Research Paper – 40%

C. Assessment Procedure

Completion of in-class activities, written assignments, and presentations—especially the quality and professionalism of work determine student achievement of the course objectives. All required assignments will be given a specific point value that corresponds to their assignment weights. Final grades will be computed from the accumulated point values using the following scale: A (Excellent) = 95% to 100%; A- = 93% to 94%; B+ (Very Good) = 91% to 92%; B (Good) 84% to 90%; B-=82% to 83%; C+ = 80% to 81%; and C (Fair) = 74% to 79%; C-= 72% to 73%; D (Poor) = 63% to 72%; F (Failure) = 0% to 62%.

Field Experience and Clinical Practice

This course requires individual visits to the UM Library, Special Collections and University Libraries. The purpose of the student visits involves conducting research for a course assignment. There will be an orientation to use of the Archives (TBA) and your utmost professionalism in handling documents and following all policies is expected.

D. Instructional Strategies

The course includes lectures, class discussion, demonstrations, cooperative learning activities, field experiences and guest speakers.

E. Attendance Policy

Attendance and participation in class are expected. As in a professional work setting, students must notify the instructor in advance of an absence or incident of tardiness via telephone or e-mail in order for their absence or tardiness to be eligible for consideration as “excused.” Unfortunately, personal emergencies do occur which
<table>
<thead>
<tr>
<th>Session 13</th>
<th>Higher Education as Troubled Giant &amp; Reform (1970 to Today)</th>
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<tbody>
<tr>
<td>Nov 16</td>
<td><strong>Read and review, practicing document analysis:</strong></td>
</tr>
<tr>
<td></td>
<td>1. Federal Student Financial Aid: Basic Educational</td>
</tr>
<tr>
<td></td>
<td>Opportunity Grants Program (Pell Grants) from the 1972</td>
</tr>
<tr>
<td></td>
<td>Reauthorization of the Higher Education Act of 1965</td>
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<td></td>
<td>(Thelin, Essential Documents)</td>
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<td>2. Missions and Functions of Community Colleges: The 1981</td>
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<td></td>
<td>Report of the California Postsecondary Education</td>
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<td></td>
<td>Commission (Thelin, Essential Documents)</td>
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<td></td>
<td>3. The Changing Profile of College Students in the 1980s</td>
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<td></td>
<td>(Thelin, Essential Documents)</td>
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<td>4. Student Memoir: Rosa Maria Pegueros, “Todos Veulven:</td>
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<td></td>
<td>From Potrero Hill to UCLA” (1995) (Thelin, Essential</td>
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<td>Documents)</td>
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<td></td>
<td><strong>Read</strong></td>
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<tr>
<td></td>
<td>Thelin, Chapters 8 &amp; 9</td>
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<tr>
<td></td>
<td><strong>Via ELECTRONIC Search:</strong></td>
</tr>
<tr>
<td></td>
<td>John R. Thelin, “Good Sports? Historical Perspective on</td>
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<tr>
<td></td>
<td>the Political Economy of Intercollegiate Athletics in</td>
</tr>
<tr>
<td></td>
<td>the Era of Title IX, 1972-1997,” The Journal of Higher</td>
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<tr>
<td></td>
<td><strong>Document Report:</strong></td>
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<tr>
<td></td>
<td>14. Title IX, Education Amendments of 1972</td>
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<td></td>
<td>15. A Test of Leadership: Charting the Future of U.S.</td>
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<td>by Secretary of Education Margaret Spellings, 2006</td>
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<tr>
<td>Nov 23</td>
<td><strong>Thanksgiving Holiday – No Class</strong></td>
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<tr>
<td>Session 14</td>
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<tr>
<td>Nov 30</td>
<td><strong>Be prepared to briefly discuss your final paper topic in class.</strong></td>
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<td></td>
<td><strong>Final Papers Due Wednesday, December 7th by Noon</strong></td>
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</tbody>
</table>

The following outline lists topics to be covered in each session with appropriate readings. Graduate learners should read the specified chapters and articles prior to the relevant class and complete homework assignments as directed. Students should read to be prepared to take a quiz in each class and discuss the topics as indicated. The outline also shows the schedule for evaluated assignments. Any changes in this outline will be announced in class or through electronic communications.
<table>
<thead>
<tr>
<th>Session 12</th>
<th>Higher Education's Golden Age (1945 to 1970)</th>
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</thead>
<tbody>
<tr>
<td>Nov 9</td>
<td>Running Themes: Federalism &amp; Democratization</td>
</tr>
</tbody>
</table>

Read and review, practicing document analysis:

2. Racial Desegregation at State Universities: Commemorative Plaque at the University of Mississippi (Thelin, *Essential Documents*)
3. Student Memoir: Jackie Jensen as the “Student-Athlete” following World War II (1970) (Thelin, *Essential Documents*)
4. Campus Unrest and Student Protest: Mario Savio’s, “Put Your Bodies upon the Gears” Speech and Sproul Plaza, University of California, Berkeley (1964) (Thelin, *Essential Documents*)

Read
Via ELECTRONIC Search:

Via BLACKBOARD:

Document Reports:
12. The Port Huron Statement of the Students for a Democratic Society, 1962
13. The Higher Education Act of 1965
<table>
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<tr>
<th>Session 11</th>
<th>Higher Education's Golden Age (1945 to 1970)</th>
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</thead>
<tbody>
<tr>
<td>Nov 2</td>
<td>Running Themes: Federalism &amp; Democratization</td>
</tr>
</tbody>
</table>

**Read and review, practicing document analysis:**

2. Racial Desegregation at State Universities: Commemorative Plaque at the University of Mississippi (Thelin, *Essential Documents*)
4. Campus Unrest and Student Protest: Mario Savio's, "Put Your Bodies upon the Gears" Speech and Sproul Plaza, University of California, Berkeley (1964) (Thelin, *Essential Documents*)

**Read**
Thelin, Chapter 7
Via ELECTRONIC Search:

**Document Reports:**
<table>
<thead>
<tr>
<th>Session 9</th>
<th>Discontent, Reform, and Expansion (1920 to 1945)</th>
</tr>
</thead>
</table>
| Oct 19    | Thelin, Chapter 6  
Via ELECTRONIC Search:  
Daniel E. Clark, "The Two Joes Meet. Joe College, Joe Veteran:  
The GI Bill, College Education, and the Postwar American  
Linda Eisenmann, "A Time of Quiet Activism: Research, Practice,  
Roger L. Geiger, "Organized Research Units—Their Role in the  
Margaret A. Nash & Jennifer A. R. Silverman, "In Indelible  
Document Leads/Reports:  
9. The G.I. Bill of Rights, 1944  
10. The President's Commission on Higher Education for Democracy, 1947 |

<p>| Session 10 | Out of Class Mid-Term Exam: To What Extent is &quot;Dixie&quot; Dead? |</p>
<table>
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<tr>
<th>Session 8 Oct 12</th>
<th>Circa 1890 to 1920 The College Craze</th>
</tr>
</thead>
</table>

*Read and review, practicing document analysis:*
1. School Songs (Blackboard)
2. Student Memoir: Robert Benchley’s “What College Did to Me” (1927) (Thelin, *Essential Documents*)
3. The Popular Press and Women’s Colleges: Smith College in 1897 (Thelin, *Essential Documents*)
4. Student Memoir: James Thurber’s “University Days” (Thelin, *Essential Documents*)
5. Real Estate Promotion and Colleges, “A College among the Orange Groves” (1920) (Thelin, *Essential Documents*)

*Read*

Thelin, Chapter 5


Via ELECTRONIC Search:
Kathleen M. Boyle, John Wesley Lowery, & John A. Mueller, (Eds.) Reflections on the 75th Anniversary of the Student Personnel Point of View, ACPA-College Student Educators International, Commission for Professional Preparation, 2012. (See [http://www.nycapa.org/Reflections-75th-Anniversary-Student-Personnel-Point-View](http://www.nycapa.org/Reflections-75th-Anniversary-Student-Personnel-Point-View))


*Document Leads/Reports:*
7. The A.A.U.P.’s “General Declaration of Principles,” 1915
8. The Student Personnel Point of View, 1937 & 1949
| Session 6  | Circa 1880 to 1910  | Read and review, practicing document analysis:  
1. Edwin Slosson on Great American Universities in 1910 (Thelin, Essential Documents)  
2. A College Professor's Wife (Thelin, Essential Documents)  
4. The Industrial Education of the Negro by Booker T. Washington, 1903 (Blackboard)  

Read  

Via ELECTRONIC Search:  

Document Leads/Reports:  
5. The Talented Tenth by W.E.B. DuBois, 1903  
6. Abraham Flexner's Report for the Carnegie Foundation for the Advancement of Teaching, 1910 (Thelin, Essential Documents) |
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<tr>
<td>Session 7</td>
<td>Oct 5</td>
<td>Session with UM Archives and Special Collections</td>
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<tr>
<td>Session 5</td>
<td>Circa 1860 to 1890</td>
<td>Diversity &amp; Adversity</td>
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</table>

**Read and review, practicing document analysis:**
1. Student Memoir: Lyman C. Bagg's *Four Years at Yale* (1871)
2. Stephen J. Wright on the Historical Background and Future Prospects of Black Colleges and Universities (Thelin, *Essential Documents*)
3. College Admissions and Student Consumerism: "The Oldest and Cheapest College in the South" (1892) (Thelin, *Essential Documents*)

**Read**

Thelin, Chapter 3


Via ELECTRONIC Search:


Christine A. Ogren, “Rethinking the “Nontraditional” Student from a Historical Perspective: State Normal Schools in the Late Nineteenth and Early Twentieth Centuries,” *The Journal of Higher Education, 74* (6), 2003, 640-664.

**Document Leads/Reports:**
3. The Morrill Act, 1862, The Second Morrill Act, 1890
<table>
<thead>
<tr>
<th>Session 4</th>
<th>Circa 1785 to 1860</th>
<th>Higher Education as Nation-Building</th>
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</table>

*Read and review, practicing document analysis:*
1. A Charter for a New State University: The University of Georgia Charter (1785) (Thelin, *Essential Documents*)

*Read*

Thelin, Chapter 2

*Via ELECTRONIC Search:*


*Document Reports:*
1. Dartmouth College Case, 1819
2. The Yale Report of 1828
<table>
<thead>
<tr>
<th>Session # &amp; Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments:</th>
</tr>
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<tbody>
<tr>
<td>Session 1</td>
<td></td>
<td>Homework Assignment:</td>
</tr>
</tbody>
</table>
| August 24      | Course Overview & Introductions  
|                | Understanding History and Historical Research | Between now and next class conduct an observation of undergraduates on campus or out in the community. What do you see? How do they behave? How do administrators and staff on campus and those folks in the community (shopkeepers, barkeeps, police, elected officials, hospital staff, non-college folks) respond to students and treat them? Write up your observations in 3-5 pages and submit to Safe Assign. Also, bring a copy to class.  
|                |       | Read Nadine Cohodas, *The Band Played Dixie* |
| Session 2      | The Medieval Legacy: Certification & Structure | Practice with Document Analysis (Read all three; assigned to one group):  
| Session 3      | Colonial Colleges | *Read and review, practicing document analysis:*  
| Sept 7         |       | 1. New England’s First Fruits, 1643 (Blackboard)  
|                |       | 4. Finances of the Colonial Colleges (Thelin, *Essential Documents*)  
|                |       | *Read*  
|                |       | Thelin, Chapter 1  
|                |       | Via ELECTRONIC Search:  
acquisition, integration, construction, and application; cognitive complexity; humanitarianism and civic engagement]

4. Demonstrate knowledge of the development of postsecondary institutional complexity; especially the organization and administration of student affairs, academic affairs, and research functions over time in different postsecondary institutional contexts in service to society and personal interest of various constituent groups. [CAS Domain(s): knowledge acquisition, integration, construction, and application; cognitive complexity; humanitarianism and civic engagement]

5. Demonstrate use of historical research methods and critical reading of historical scholarship. In addition, students will conduct independent inquiry of documents made available in the UM Library, Special Collections and Archives. [CAS Domain(s): knowledge acquisition, integration, construction and application; cognitive complexity; interpersonal competence; practical competence]

6. Demonstrate effective individual and collaborative group task completion skills related to academic assignments and presentations. [CAS Domain(s): interpersonal competence; practical competence]

VII. COURSE OUTLINE:
Journal articles to be accessed through the UM Library or made available to students via Blackboard.

B. Supplemental Texts


C. Assigned Activities

IV. PURPOSE OF THE COURSE:
This course explores the origins, philosophical perspectives, and distinctive features that have shaped the complex system of postsecondary education in the United States. This course also provides an introduction to historical research methods, fosters independent inquiry, critical thinking, and research through course activities and assignments as well as it seeks to promote skill development with document analysis in particular.

COURSE OBJECTIVES:

In fulfilling the requirements of this course, students should develop the knowledge and skills described in the following objectives that were derived from the Council for the Advancement of Standards (CAS) in Higher Education Graduate Programs for Student Affairs Professionals in 2012.

Students will—

1. Articulate the foundational ideals of the student affairs profession within the historical context of the development of American postsecondary institutions over time. [CAS Domain(s): knowledge acquisition, integration, construction, and application]

2. Recognize historical patterns of exclusion and access that have shaped institutional policies and practice over time, bringing changing student demographics related to age, gender, ethnicity, race, culture, sexual identity, disability, spirituality, national origin, socioeconomic status, and resident/commuter status, for example. [CAS Domain(s): knowledge acquisition, integration, construction, and application; cognitive complexity; humanitarianism and civic engagement]

3. Demonstrate knowledge of philosophies and competing ideas/ideals (discipline & piety, liberal culture, utility, and research) about student learning and curriculum that shaped postsecondary institutions over time and continue to inform contemporary policy and practice. [CAS Domain(s): knowledge
B. Unit Major (M) and Minor (m) Themes/Outcomes

1. Lifelong learners who take responsibility for their own learning and continuously foster their professional renewal. (M)

2. Problem solvers who develop solutions to improve the educational environment for all students. (m)

3. Effective communicators who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive educational environment and promote student thinking and learning. (M)

4. Users of technology who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (m)

5. Advocates for diverse learners who appreciate, promote, and model the values of diversity. (M)

II. KNOWLEDGE BASE MAJOR (M) AND MINOR (m) THEMES:

This course supports the research components of unit knowledge bases, as indicated below:

Higher Education

Knowledge acquisition, construction, integration and application (M)
Cognitive Complexity (M)
Intrapersonal Development (m)
Interpersonal Competence (m)
Humanitarianism and Civic Engagement (M)
Practical Competence (M)

III. REFERENCES:

A. Primary Readings


COURSE: EDHE 760 History of Higher Education explores the origins, philosophical perspectives, and distinctive features that have shaped the complex American system of postsecondary education in the United States. This course also provides an introduction to historical research methods and for doctoral students, the writing of a historical manuscript for possible presentation or publication. (3)

Instructors  Dr. Amy Wells Dolan
Office       219 Guyton Hall
Phone        (662) 915-5710
E-mail       acwells@olemiss.edu
Office       By appointment

I. SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:

Educators as Reflective Professionals

A. Mission and Vision Statements

The mission of the School of Education is to prepare and engage reflective professionals who create, use and share knowledge in partnership with individuals and communities to serve Mississippi and beyond.

The vision of the School of Education: We imagine the transformation of individuals and communities to advance educational equity and excellence through innovative practice by professionals who lead and inspire others.
Dr. John Holleman made a motion to approve this item.

Dr. Joe Sumrall seconded the motion.

All voting members present approved.

B. Teacher Education Department – no new business

III. New Business – Dr. Wells Dolan advised the committee that C & P bylaws will be discussed in 2017.

A. C & P Bylaws
University of Mississippi
School of Education
Curriculum & Policy Committee

December 9, 2016


Non-Voting Members Present: A. Wells Dolan, K. Coleman

I. Call to order by Dr. Amy Wells Dolan

II. Discussion and Decision-Making on Proposed Initiatives

A. LCE Department items presented by Dr. John Holleman. Copies of each syllabi were emailed to members in advance.

1. EDHE 760: Advanced Education Policy Analysis

   a. Request renaming EDHE 760 Advanced Education Policy Analysis to "EDHE 760: Public Policy in Higher Education"
   b. Request renumber of EDHE 760: Public Policy in Higher Education to “EDHE 772: Public Policy in Higher Education”
   c. Request creation of 6XX-level offering of EDHE 772: Public Policy in Higher Education to "EDHE 672: Public Policy in Higher Education"
   d. Request course description change for EDHE 672/772: Public Policy in Higher Education. Remove course description language on required travel to Jackson & Washington DC.
      - Current course description for EDHE 672/772: "Advanced study of educational policy making at the state and federal level. The class requires travel to Jackson, Mississippi, and Washington, D.C."
      - Proposed course description for EDHE 672/772: "The study of educational policy formation at the state and federal levels."

Dr. Holleman made a motion that the above items, A, B, C, D all be approved.
Dr. Joe Sumrall seconded the motion.
All voting members present approved all items

2. Request renumber of EDHE 780: History of Higher Education
   (contingent on 1b above) to EDHE 760: History of Higher Education.