In 1630 while sailing to North America, Puritan preacher (and later Governor of the Massachusetts colony) John Winthrop encouraged his followers to envision the new society they would create: “the city upon the hill.” Just a few years later, the colonists founded Harvard, the earliest higher education institution in our country. Today, Harvard and its progeny, the U.S. higher education system, are known as the “Ivory Tower” and seem to embody the very idea of a “city on the hill” -- in ways both good and bad. Just as the “city on the hill” image can exemplify positive and negative ideals, higher education has also served contradictory purposes: at once elitist and exclusive, but also expansive and exemplary.

This course is designed to deepen students’ understanding of the historical development of higher education within the United States, with an emphasis on understanding the social justice issues and implications of that history. The course will generally trace the chronological and evolutionary development of U.S. higher education from the colonial era to the present. Central to this class is examining how U.S. higher education shapes and is shaped by broader social, political, cultural, and economic issues and events in America -- particularly those associated with race, class, and gender. Students will also examine the historical origins and influences of current policies, practices, and structures in American higher educational, as well as the evolution of college populations.
This course will address the following major questions:

1. What is the history of higher education, and how has higher education evolved in the United States? In what ways have broader social, cultural, and political factors (specifically around issues of race, gender, and class) impacted higher education, and how have colleges and universities, in turn, influenced those same issues?

2. How does the history (both overall and with respect to individual institutions) shape, influence, and affect current policies, practices, and structures of colleges and universities? What historical assumptions and beliefs are embedded in current perceptions of higher education? How does history shape the current discourse and discussion of higher education and its role in society?

3. How does an institution’s history (combined with broader socio-historical trends) impact the experiences, attitudes, and behaviors of individuals and groups on campus? And, perhaps more importantly, how have individuals and groups gone about influencing, shifting, or changing the historical trajectory of colleges and universities?

4. Building upon the prior three questions, how can we apply our knowledge of higher education’s history and development to identify, address, and transform current challenges facing colleges and universities? That is, what is the practical relevance of higher education’s history to today? How can we use history to help change the future of higher education to become more socially just and equitable?

Ultimately, the goal of this course is to provide students with the analytic tools and skills to better enable them to understand: (1) the current context of higher education; (2) how personal, institutional, and social history impact and shape experiences on campus; and (3) how history can empower us to identify, analyze, and transform issues affecting campus to make them more just and equitable.

Course Objectives

Upon completion of the course, students will be expected to:

- Gain a heightened understanding of and appreciation for the historical development, diversification, and complexity of higher education in the United States by

- Identify and reflect on major reoccurring themes, issues, and challenges within the history of the academy.

- Understand and articulate the ways in which institutional structures and cultures intersect with and shape the experience of students and other campus constituents, and -- vitally -- how individuals, groups, and communities have themselves shaped and changed educational processes, systems, and institutions throughout our history.

- Identify and reflect on the ways in which social, cultural, political, and economic forces have influenced the establishment, expansion, and diversification of U.S. higher education (especially when filtered through critical variables such as race, social class, sex, religion, ability), and the
role that higher education has played throughout American history in influencing and shaping those forces.

- Drawing on both the factual and conceptual knowledge developed in the previous points to create evidence-based, critical analyses of current (and future) issues in higher education, with the goal of creating more just institutions and outcomes in higher education.

### My Orientation to Crafting Meaningful Learning Environments

My teaching style is profoundly influenced by the work of Parker Palmer (2001), who suggested that higher education too often dehumanizes students (and others) because of its over-reliance on reductionism, objectification, and rejection of personal experience. Instead, he suggests that the foundations of higher education should be respect for others, being open to new and complex ideas, and rigorous intellectual activities like acknowledging the limitations of our knowledge, seeking and asking questions, and making connections to our own experiences and to outside communities.

Thus, I hope to create and foster a learning environment that fosters these characteristics. Although at times we may need to “reduce” or “simplify” complicated theories or phenomenon as we begin to make sense of them, the goal is not to objectify or make ideas less complex simply because it is “easier” or “more convenient.” Instead, the goal will always be to reflect upon and re-interpret the topics we pursue so that they become personally meaningful and socially useful. In other words, the goal will be to engage with ideas in their full complexity – meaning that this may be a messy and difficult process – in the hopes of finding some greater, more transformative knowledge or wisdom.

But I also want to establish an environment where students feel comfortable and empowered to make sense of this messiness on their own, to draw their own conclusions, and to construct knowledge for themselves using their own tools, experiences, and reflections. So I invite all students to value and share their own experiences and stories. These, too, can and should be sources of knowledge for us all. It is also the way that we begin to connect our learning to the outside world – including the higher education institutions and the (many) communities that we serve.


### Readings, Texts, & Resources

**Required Texts**

Required texts are available for purchase at the WTC bookstore. Books can generally be obtained less expensively if purchased online, used, or in e-formats (or rented).


Additional required and recommended readings are provided via the Sakai site for this course.

**Recommended Resources:**

1) Since this course explores the history of higher education, students are *strongly encouraged* to sign up to receive regular news digests (i.e., history in the making) from the leading media outlets covering higher education:

   a) *The Chronicle of Higher Education*  
   www.chronicle.com

   b) *Inside Higher Ed*  
   www.insidehighered.com

   c) *Diverse Issues in Higher Education*  
   diverseeducation.com

2) Part of understanding the history of higher education is understanding where higher education is *right now*. Two very good resources for understanding the current higher education sector are:


   b) *The Almanac of Higher Education* (published by the Chronicle of Higher Education)  
   Free access to online version of the 2017-18 Almanac is available through the LUC network:  

3) Scholarly writing in the field of higher education is expected to comply with APA guidelines. Therefore, it is imperative that you learn and apply “APA format” since all your academic papers submitted in this program (including this class) must conform to this style. Two great resources for learning APA are:


**Additional Historical Resources**
The following books and websites provide additional context and information about the historical development of the United States and its “intellectual” traditions. Zinn and Takaki offer comprehensive historical narratives of the United States but focus on historically underrepresented groups. Hollinger & Capper is perhaps the most well-known text that assembles the traditional “intellectual history” of the United States (that is, the key documents from the “major” thinkers and scholars who had the most “significant” impact on American culture). Alternatively, *History is a Weapon* is a website that collects “alternative” and “subaltern” intellectual voices. *The Zinn Education Project* is a collection of resources for teaching and including alternative and critical narratives of U.S. history.


*NOTE: The “Chronologies” (timelines) from both volumes have been scanned and are available on Sakai. They list key events in North American and Western European intellectual and cultural history (remember, however, that there are other influences on and strands of U.S. “intellectual” thought besides those listed on these Chronologies.*

d) History Is A Weapon (website): http://historyisaweapon.com

e) Zinn Education Project (website): http://www.zinnproject.org

---

**Institutional Policies & Philosophies**

**Academic Policies (Academic Honesty, Accessibility, Ethics, Electronic Communication)**

To access further information about the policies discussed in this section and other institutional policies (such as academic honesty, accessibility, ethics reporting, and electronic communication), students should review Appendix C below and: http://www.luc.edu/education/syllabus-addendum/.

**School of Education Conceptual Framework: “Social Action through Education”**

The School of Education at Loyola University Chicago advances a conceptual framework that advances social justice by emphasizing “Social Action through Education.” This course incorporates and reflects the mission and framework by examining how, throughout its history, American higher education served as an arena in which many social justice issues were contested, including issues of race, gender, class, equity, diversity, religion, access, success, and funding, among others. Examining these issues illustrates how educational institutions both shape and are shaped by wider communities through their accommodation of and resistance to the ideas and values of a diverse array of groups, as well as the processes used by individuals and groups to expand access, inclusion, and justice in higher education. This course also challenges students to explore and critically reflect on these issues as a way of empowering them to confront ongoing challenges in their own professional practice in higher education.

This course houses a core assessment for the following Conceptual Framework Standard:

*CFS1: Candidates critically evaluate current bodies of knowledge in their field.*

The assessment rubric for this Standard (and the others) is found below in Appendix D. For more information about the School of Educations Mission, Vision, and Conceptual Framework, see: http://www.luc.edu/education/mission/

**Diversity & Inclusion**

This course highlights and studies the broad history and diversity of students, experiences, and institutions in American higher education. The course will examine in detail historic patterns of inclusion and exclusion of various demographics groups in higher education. The course will also examine the
evolution of higher education’s social justice mission and the ways that colleges and universities continue to address challenges related to access, inclusion, and social transformation.

**Dispositions**

Per the policy of the Loyola School of Education, all students will be assessed via LiveText at the end of the semester in the following dispositions: *Professionalism, Inquiry, and Social Justice*. The specific rubric for the dispositions for the Higher Education program is found in Appendix E (and may also be accessed via LiveText). Note that dispositions will be reviewed to aid students in better meeting professional expectations.

**IDEA Objectives & Evaluation**

The following IDEA objectives are deemed as essential or important to this course:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories) - **Essential**
- Learning to analyze and critically evaluate ideas, arguments, and points of view - **Essential**
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course - **Important**
- Learning to apply course material to improve thinking, problem solving, and decisions - **Important**

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it (you are required to complete this evaluation before exam week). To learn more about IDEA or to directly access the website to complete your course evaluation go to [http://luc.edu/idea/](http://luc.edu/idea/) and click on “Student IDEA Login” on the left hand side of the page.

---

**General Expectations & Requirements**

**Learning & Dialogue**

Learning is a shared and communal process of dialogue, reflection, and reconsideration. Within this learning community and its spaces (i.e. classroom, Sakai, email, etc.), we are also expected to respect the diversity of knowledge – whether that knowledge comes from experiential, intellectual, personal, and cultural sources. Accordingly, students are expected to:

- Critically read all assigned readings prior to each class, and come to class ready to engage, discuss, and ask questions of the readings.
- Be in attendance and fully present during class (see below for further information about attendance and class participation).
- Be fully engaged in the progression and development of the class.
- Actively engage in classroom, small group, and online discussions in a thoughtful, informed, and respectful manner. This does not mean we must all agree. Some of the best learning occurs when we appropriately challenge others (or are challenged ourselves) to view things from alternate vantage points or consider viewpoints that are different from (or even at odds with) our own. (see also section below on Discourse and Mutual Concern)
- Be open to reflect on and learn from other perspectives presented in class especially if they differ from our own.
Discourse & Mutual Concern
Although deep and meaningful learning often comes as a result of cognitive and emotional dissonance, I firmly believe that transformative learning is the result of compassionate communities in which individuals feel both challenged and supported. The underlying expectation of this course is that all of us will approach each another with an ethic of care. This approach requires a willingness to engage in critical and controversial but ultimately meaningful discourse aimed at advancing our individual and collective knowledge and rooted in mutual respect for our shared humanity. Students are expected to engage in social perspective-taking, a skill that requires both empathy and the ability to acknowledge multiple points of view. The importance of engaged, sustained discourse and dialogue cannot be overstated; it is the very heart of education.

Cell Phones/ On Call
Texting, instant messaging, and all other uses of cell phones/mobile devices in class are disruptive, disrespectful, and distracting. As such, the use of these devises is not allowed during class as a matter of respect to the learning community. Students who bring a cell phone or mobile device to class, must be sure to either turn it off or set to a silent mode.

If students are “on call” as part of your professional responsibilities (or have other outside obligations that may require emergency contact), please advise the instructor at the start of the semester (or at the beginning of a particular class). It is also a good idea to for students to have a conversation with their supervisors and colleagues to help them understand that interruptions during class time should be on an emergency-basis only. Should a student need to respond to a call during class, please leave the room in a non-disruptive manner.

Laptops and Internet Usage
Laptops and tablets are permissible for purposes of both taking and reviewing notes as well as to search for online resources that may contribute to the class dialogue. Instant messaging, e-mailing, social media, etc., during class communicates disrespect to the rest of the class community, and are not permitted.

Email/Sakai
Email will be used as the primary mode of correspondence for this course. It is imperative that you check your Loyola University Chicago account on a daily basis. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected. I endeavor to respond to all student emails within 24 hours during the work week (but, please note, I generally do not check my email over the weekend). Sakai may also be used as a source to update the class about course material and to distribute notices about class.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: http://www.luc.edu/education/admission/tuition/course-management-fee/.
Assignments, Evaluation & Grading

General Responsibilities:
It is your responsibility to understand and follow the instructors for all course assignments, as well as to complete and turn in assignments by the time and in the manner specified in the Syllabus. Students are encouraged to consult with the instructor regarding any questions associated with assignments. If students fail to follow the instructions provided for a given assignment, a grade of zero may be assigned. This includes adherence to page lengths and formatting as well as addressing the core content specified for each assignment. Papers should not exceed the length dictated in the assignment description (but note: length does not include the title page, abstract (optional), or reference pages).

APA Style/Writing
Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. Moreover, an inherent goal of this class is to prepare students to be scholars or scholar-practitioners. All papers should be submitted in APA 6th edition format.

Key provisions of APA format include:
- **Cover Page:** Title and author on the first page (not counted toward page length)
- **Margins:** 1-inch on all sides of paper (top, bottom, left and right)
- **Font:** Times New Roman, 12 point
- **Spacing:** Double-spaced throughout (including all quotations)
- **Citations:** If you reference another person’s ideas or quote from an outside source, you must include the last name(s) of the author(s), the year of publication, and the page number (if you used a direct quote) in parentheses at the end of the sentence or quotation.
- **Reference List:** Included at the end of the paper (not counted toward page length). Please include the authors’ names, the title of the article/chapter, the title of journal/book, the name and location of the publisher (for books). See the list of class readings for examples.

Should papers have significant errors in APA formatting, they will not be accepted as complete. Students should not exceed the suggested length of assignments. The quality of writing is also of high importance. You are strongly encouraged to submit drafts of papers to peers for initial feedback. If you have significant concerns regarding your writing ability please consult the University Writing Center (http://www.luc.edu/tutoring/Writing_Center.shtml) for assistance.

Submitting Assignments:
All written assignments will be submitted electronically via Sakai, which will automatically generate an e-mail verification that your assignment has been received. If you do not receive a confirmation email, you should assume that the submission was not received and forward the original electronic submission (or email verification) to confirm that it was submitted by the due date and time. One assignment will also be submitted via LiveText, in addition to being submitted in Sakai.

Due Dates/Late Assignments:
Assignments are due at the time specified in the course syllabus and should be submitted according to the directions provided. Any assignment submitted after the due date will be reduced by a partial letter grade (A to A-; A- to B+, etc.). A full letter grade (A to B; B to C, etc.) reduction will be applied for each 24-hour period after the original time due. Example: If an assignment is due at 11:59pm on Friday, any
assignment turned in on Saturday will received a partial-grade deduction; papers turned in on Sunday will be docked a full letter grade, and an additional full letter will be deducted for each additional day after Sunday. Extensions will not be granted except in extraordinary circumstances. The instructor will not hunt down missing assignments; students are responsible for turning in all assignments by the stated deadlines.

Overview of Assignments, Due Dates & Point Values
- Attendance, Participation & Engagement: On-going, 10 points
- Weekly Scholarly Discussion: Weekly Questions: On-going, 10 points
- Weekly Scholarly Discussion: Class Facilitation: Various, 10 points
- Annotated Timeline Entries & Reflection: On-going thru Dec 1, 11:59pm, 5 points
- Educational Genealogy Assignment: Sept. 22, 11:59 pm, 20 points
- Applied Critical History Project (Proposal): Oct. 13, 11:59 pm, n/a
- Institutional History Assignment: Nov. 3, 11:59 pm, 20 points
- Applied Critical History Project: Dec. 10, 11:59 pm, 25 points

Final grades on a 1-100 scale:
93 -100 Points A
90 - 92 Points A-
87 - 89 Points B+
83 - 86 Points B
80 - 82 Points B-
77 - 79 Points C+
73 - 76 Points C
70 - 72 Points C-
65 - 69 Points D

Attendance, Participation, and Engagement
Due: On-going
Points: 10

Students’ participation in class is integral to the success of the course, and thus attendance and engagement in class is necessary at each and every class period. I understand that sometimes life priorities can make attendance challenging. The expectation, however, is that students will be present for the full class session each time we meet -- which is especially important since this course only meets once a week. Should you miss a class, arrive late, or leave early, you are responsible for identifying and obtaining missed material from your peers. The rubric for evaluating students’ classroom participation is found in Appendix A (below).

Please notify the instructor via email prior to the start of class (or as soon as possible) should you need to be absent. Within two weeks of any missed class, you are expected to send the instructor a short essay on the assigned readings for the class you missed (this includes all readings since the prior class meeting). This essay should be between 1-3 pages, single spaced, and summarize the core content of the readings and your reactions to it. Any absence without an essay will result in the loss of participation points for that day. If a student misses more than two class sessions over the semester (regardless of whether or not they have submitted the essays), the student will automatically receive a 0 for participation (which also means that the maximum final grade a student could receive in the course would be a “B+”).
Weekly Scholarly Discussion (WSD): Questions & Facilitation

Due: Weekly (Question) + Various (Facilitation; students will sign up for a session at the first class)
Points: 10 (Questions) + 10 (Facilitation) = 20 (Overall)

Our weekly scholarly discussions in class form a critical element of this course. Each week, all students will be expected to submit two discussion questions to the rest of the class (via the Sakai discussion board), and one (or two) students will be tasked with facilitating a portion of class each week, which involves compiling, organizing, and framing the class's discussion questions and leading a portion of that week's class. The instructor will model this for the first few weeks of the semester before any students are expected to facilitate the process.

More specifically, here are the expectations:

a) Each week, all students must formulate two substantive, scholarly discussion questions based on that week’s readings and post them to the Sakai Forum at least 24 hours prior to the start of class (i.e., by 4:15 p.m. on the Tuesday before class).

   NOTE: Questions should focus on required readings, not case studies, and each question should address a separate reading.

b) All students should come prepared to discuss their questions with the class. They should also be prepared to discuss why those questions were important to them and what in the readings provoked or generated the questions. Students should also have thought about how they would answer (or begin to answer) their own questions.

c) Before class (i.e., before noon on Wednesday), that week’s discussion facilitator(s) will compile and organize the questions into 2-3 different themes or categories and then send those compiled themes/questions to everyone in advance of class (this can be done via Sakai, as well). When grouping the class’s questions, discussion facilitators may wish to consider the following questions:
   i. What patterns do you see in the questions?
   ii. What areas from the readings need clarification (or need to be challenged)?
   iii. What was omitted or overlooked in the questions (or in the readings)?
   iv. What priority would you place on the questions (i.e., what’s most important)?
   v. What criteria and rationale did you use to group or organize the questions?

d) All students are expected to read and reflect upon the organized list of discussion questions prior to class each week. What connections, if any, do you see between your questions and others’? Any questions that were particularly surprising or thought-provoking? Why? What did you think about how the facilitators organized the questions? What other themes or commonalities did you see amongst them?

e) At the beginning of class, the assigned discussion facilitator(s) will provide a very brief (no more than 5 minute) overview of how and why they chose to organize the discussion questions the way they have. Then, facilitators will lead a portion of that week’s class time (45-60 minutes) in a manner of their choosing, which can include discussion, activities, short videos, etc. Student facilitators are encouraged to be creative and are welcome to take advantage of the electronic resources available in the classroom.

Learning outcomes for these assignment include:
1. Critically analyze weekly readings and discussion posts to identify central issues and themes;
2. Generate discussion questions and successfully lead classroom activities, that help advance the understanding and utility of the readings
Annotated Timeline Entries & Reflection
Due: On-going with final compilation and reflection due Friday, December 1 at 11:59pm via Sakai
Page limit: 2-3 pages (for Reflection, not including entries)
Points: 5

Throughout the course of this class, we will all jointly be constructing an annotated timeline through Sakai’s Wiki feature that identifies particularly salient, meaningful, and important events in the history of American higher education. By the end of the term, we will have jointly crafted a timeline for everyone to use in class, in your other studies here at Loyola, and during your professional career.

Each student is expected to contribute at least five distinct events to the Wiki timeline during the semester: one must take place before the Civil War (i.e., before 1861), one must take place between the Civil War and WWII (i.e., 1861-1945), and one must take place after WWII (i.e., after 1945); the other two can take place at any time. Events must have a specific connection to higher education and cannot be duplicative of other students’ prior contributions. You are encouraged, but not required, to select a common theme for your various contributions (e.g., racial integration; expanding access for women; broadening curricula).

Students should enter their events (in chronological order) directly on the Wiki site provided in Sakai. Each entry should include:

- The date(s) of the event,
- A title or label for the event,
- A brief description the event and its significance,
- A specific citation from our readings,
- Your initials at the end of the entry, and
- Optional: Provide meta-data such as pictures, hyper-links, etc.

**Examples:**

**1636: Harvard founded**
First institution of higher education in U.S. territory; named after Rev. John Harvard who bequeathed £780 and 200 books to help train Puritan ministers (Wilder, 2013, p. 23). - JRN
See also: [http://www.harvard.edu/about-harvard/harvard-glance/history](http://www.harvard.edu/about-harvard/harvard-glance/history)

**1862: Morrill Land Grant Act of 1862**
Provided grants of lands in West to states to help then fund public institutions and programs in “useful arts” (agriculture, engineering, mining, etc.); generally seen as helping to significantly expand access to and scope of US higher education (Thelin, 2011, pp. 75-79). – JRN
See also: [https://www.loc.gov/rr/program/bib/ourdocs/Morrill.html](https://www.loc.gov/rr/program/bib/ourdocs/Morrill.html)

Toward the end of the term, you will be required to compile your contributions into a single document submitted via Sakai, along with a brief (2-3 page) reflection that addresses why those entries have particular meaning or resonance for you.

Learning outcomes for these assignment include:

1. Identify significant events in the history of American higher education;
2. Describe the importance of these events both to American higher education overall and the student personally.

Educational Genealogy Assignment
Due: Friday, September 22 at 11:59 p.m. via Sakai  
Page limit: 6 pages + visual of family tree  
Points: 20

For this two-part assignment, students will both produce a visual representation of their “educational family tree” and write an accompanying essay that explores and analyses the history and influence of their family’s educational history and experiences.

For the first part, students will construct a visual representation of their family’s educational genealogy or educational family tree. The instructor will provide an example, but students are free to organize and represent their data in whatever manner is most meaningful and helpful. This will likely require doing some data collection: interviewing key members of your family, looking at family documents (family memorabilia, photos, yearbooks), or engaging in other research (online genealogy databases, newspapers, etc.). When constructing your family tree, please be sure to consider formal education (schools/colleges), practical education (apprenticeships/trades), and informal education (mentoring/life experience); ALL are valid forms of learning. Please make your family tree as complete as possible (parents & grandparents, for example), given the constraints of time, space, and your family relations/knowledge. It is important to note, however, that families differ enormously in their composition and form, the type and depth of knowledge they possess about the past, as well as in the types and patterns of education and learning they experienced. The information one student collects will likely be very different than the information collected by other students in the class. For this assignment, however, the amount of data available to students is less important than the organization and analysis of the information each student manages to collect.

The second part of the assignment is a written analysis of your family’s educational genealogy. This essay should be sure to address the following three components:

1. Provide a brief narrative of your findings, which (a) summarizes your family’s educational history and (b) identifies major themes and meaningful findings from your research.

2. Drawing on course readings and themes read so far, analyze how your family’s educational history (including your own) was impacted or influenced by broader social forces. For example: How have social forces influenced your family’s attitudes toward the nature, purpose, or values of education (overall and/or with regard to specific types or forms of education)? How have social contexts and forces shaped the ability (or ease) of your family to access and/or navigate formal education systems? How has your family been privileged or hindered by your positioning in social structures like race, class, gender, disability, and so on? In what ways have your family members forged or crafted their own educational trajectories? What can your family’s history teach us about both (higher) education and broader social forces? (NOTE: Students are expected to incorporate and cite at least 2 readings when addressing these points.)

3. Discuss how your families’ history and these broader social forces have impacted or shaped your own experiences in and attitudes toward education, with a particular focus on higher education. Additionally, discuss how your personal and familial experiences with higher education (and broader social forces) have influenced your decision to pursue a career in higher education, and discuss the anticipated impact that family influences and broader social forces will play in your career.
Learning objectives for this assignment include:

1. Better understand and appreciate the diverse educational experiences of your family, including their ability to own and shape their own educations;
2. Make connections between your personal and familial experiences in education and broader social forces and structures; and
3. Identify how both your families’ educational experiences and broader social forces affect your experiences in, attitudes toward, and professional aspirations in higher education.

The general rubric for evaluating academic writing assignments is found in Appendix B of the syllabus. (This assignment was adapted, with permission, from a project designed by Dr. Terri S. Wilson)

Institutional History Assignment
Due: Friday, November 3 at 11:59 p.m. via Sakai
Page limit: 6 pages
Points: 20

In this assignment, students will investigate the history of a specific college of university and, using the framework from Hurtado and colleagues (1999), analyze the impact of that institution’s history (as well as broader socio-historical forces) continue to impact and influence the current campus environment.

To complete this assignment, students must identify an institution of higher education that they know well (preferable one where they have a current or previous affiliation), and briefly research the history and evolution of that institution. Rather than attempting to compile or construct a comprehensive narrative of your institution’s entire history, you are encouraged to focus on 2-3 key incidents or events in your institution’s history that are particularly salient, meaningful, or important. In addition, by drawing on readings from the course, students should also identify broader socio-historical settings and forces that have influenced the institution. Finally, the student should identify the various ways that both specific historical events at the institution and broader socio-historical forces continue impact the institution today.

Thus, the paper should be sure to address the following components:

1. Provide a brief narrative of the history and evolution of your institution, focusing on its mission, student population, curricular focus, structure, and any other important elements. Also, relying on course readings, be sure to situate the founding of your institution within the broader history of American higher education and identify the larger socio-historical influences on the chosen institution. (What is the history of this institution?)

2. Briefly outline, explain, and justify the utility and importance of the framework developed by Hurtado and colleagues (1999). Then, using the Hurtado et al. framework, identify 2-3 specific ways that historical events or socio-historical forces continue to impact or influence the chosen institution’s structure/composition, the psychological climate on campus, and the behavior/interactions of constituents across campus. (What is important about that history?)

3. Identifying the overall lessons and practical implications of your analysis. What are the major conclusions you draw about the effects of history at your chosen institution? How does history
contribute to patterns of inclusion/exclusion on campus? What issues or challenges still need to be addressed? (What do we do now?)

Students are expected to incorporate and cite multiple readings from the class in this assignment, as well as any materials they relied upon when researching the history of their chosen institution. A specific outline and rubric for the assignment will be provided to students.

Learning objectives for this assignment include:

1. Identify key events and broader socio-cultural influences that contributed to the historical evolution of colleges and universities; 
2. Demonstrate knowledge of and the ability to apply the Hurtado et al. (1999) framework; and
3. Identify the continuing impact and influence of historical and socio-cultural forces on the policies, practices, and structures of an institution, as well as the attitudes, behaviors, and inclusion of various campus groups.

The general rubric for evaluating academic writing assignments is found in Appendix B of the syllabus.

Applied History Assignment
Proposal Due: Friday, October 13th at 11:59 pm via Sakai (1-2 pages; not graded)
Final Project Due: Sunday, December 10th at 11:59 pm via Sakai AND LiveText
Page limit: 8 pages
Points: 25

The goal of this assignment is to build upon the knowledge and experience gained in this class by (a) identifying a current issue or challenge facing higher education, (b) critically analyzing its historical influences and analogs, and (c) outlining possible ways to remedy or address the concern that are historically-informed and evidence-based.

The challenge that students select should preferably involve an issue with social justice implications -- meaning that the issue involves notions of equity, access, inclusion, and/or success in higher education. When choosing, students are strongly advised to be as specific and focused as possible – i.e., choose an issue or event that concerns a specific population at a specific (type of) institution. Some possible topics include:

- Renaming Buildings/Departments (e.g., Princeton/Wilson, Yale/Calhoun, NEIU/Walesa)
- Removing Campus Monuments
- Higher education for Prisoners/Ex-convicts
- Campus Shootings
- College Student Mental Health/Students with Disabilities
- Student Debt
- For-Profit Colleges
- MOOCs
- Study Abroad
- Student Discipline
- International Students
- Student Demonstrations/Protests
There are many other possibility, and students are encouraged to identify a topic of interest to them personally or professionally -- and to make their issue as specific and discrete as possible.

The specific requirements and expectations for the final paper will be provided later in the semester, but students are required to submit a 1-2 page proposal by October 13 that includes:

1. The tentative topic the student wishes to explore;
2. A very brief discussion of what you know about the historical background of the issue; and
3. The significance of this topic both to the student and to higher education.

The proposal will not be graded, but it will be reviewed and returned to the student with feedback and suggestions for the final project.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>American Higher Education: Introductions &amp; Expectations</strong></td>
<td>Syllabus: Print out, read, and bring to class with questions</td>
</tr>
<tr>
<td>Aug 30</td>
<td>Required Readings</td>
<td>![left_table_icon]</td>
</tr>
<tr>
<td>Week 2</td>
<td><strong>American Higher Education: Where Are We Now? How Did We Get Here?</strong></td>
<td>WSD Facilitator: Instructor</td>
</tr>
<tr>
<td>Sep 6</td>
<td>Required Readings</td>
<td>![left_table_icon]</td>
</tr>
<tr>
<td></td>
<td>Applied History Case Study</td>
<td>![left_table_icon]</td>
</tr>
<tr>
<td></td>
<td>Highly Recommended Reading</td>
<td>![bottom_row_icon]</td>
</tr>
<tr>
<td></td>
<td>Additional/Extended Readings</td>
<td>![left_table_icon]</td>
</tr>
<tr>
<td>Week 3</td>
<td><strong>American Higher Education: Persistent Themes &amp; Tensions</strong></td>
<td>WSD Facilitator: Instructor</td>
</tr>
<tr>
<td>Sep 13</td>
<td>Required Readings</td>
<td>![left_table_icon]</td>
</tr>
<tr>
<td>Week 4 (Sep 20)</td>
<td>Colonial Institutions / Colonizing Institutions</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Required Readings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Applied History Case Study</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional/Extended Readings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5 (Sep 27)</th>
<th>Antebellum Institutions / Institutionalizing Racism</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Readings</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Applied History Case Study</strong></td>
<td></td>
</tr>
<tr>
<td>Additional/Extended Readings</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6 (Oct 4)</th>
<th>Expanding Curricula / Closing Minds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Readings</strong></td>
<td></td>
</tr>
</tbody>
</table>

WSD Facilitators: TBD

Educational Genealogy Assignment DUE: Fri, Sept 22 @ 11:59pm

ELPS 427-002 – American Higher Education (Neumeister) – Fall 2017 17
<table>
<thead>
<tr>
<th>Week 7 (Oct 11)</th>
<th><strong>Expanding Missions / Closing Ranks</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 8 (Oct 18)</strong></td>
<td><strong>Expanding Access (Part I) / Stratifying Races</strong></td>
</tr>
<tr>
<td><strong>Required Readings</strong></td>
<td><em>Although all articles are recommended, everyone must read the first one (Gasman et al., 2014) and at least two others of your choice</em></td>
</tr>
</tbody>
</table>


Applied History Case Study
TBD

Additional/Extended Readings
Wilder, C. S. (2013). Ebony and ivy: Chapter 8 [text]

Week 9 (Oct 25) Expanding Access (Part II) / Policing Gender and Sex

Required Readings

Dorn, C. (2017). “This is to be our profession - to serve the world”: Women’s higher education in New England. For the common good: A new history of higher education in America (pp. 133-150). Ithaca, NY: Cornell University Press. [Sakai]


Applied History Case Study
Elfman, L. (2015, June 2). Women’s colleges address transgender issues on campus. Campus Pride. [Sakai]

Shapiro, J. (2014, Nov. 10). I am woman. Hear me reason. Inside Higher Ed. [Sakai]

WSD Facilitators: TBD
### Additional/Extended Readings


Women’s College Coalition. (2014). *The truth about women’s colleges: Comparative enrollment trends of women’s colleges and private, coeducational colleges*. Decatur, GA: Author. [Sakai]

---

<table>
<thead>
<tr>
<th>Week 10 (Nov 1)</th>
<th>Expanding Access (Part III) / Segmenting Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Readings</strong></td>
<td></td>
</tr>
<tr>
<td>Hanford, E. (2012, Sept.) <em>The rise of Phoenix</em> [The Tomorrow’s College series]. American RadioWorks. [Sakai]</td>
<td></td>
</tr>
<tr>
<td><strong>Applied History Case Study</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Additional/Extended Readings</strong></td>
<td></td>
</tr>
<tr>
<td>Callan, P. M. (2009). <em>California higher education, the master plan, and the erosion of college policy</em></td>
<td></td>
</tr>
<tr>
<td>Week 11 (Nov 8)</td>
<td><strong>Evolving Student Life / Developing Student Affairs</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>American Council on Education. (1937 &amp; 1949). <em>Student personnel point of view</em>. [Sakai]</td>
</tr>
<tr>
<td><strong>Applied History Case Study</strong></td>
<td>TBD</td>
</tr>
<tr>
<td><strong>WSD Facilitators:</strong></td>
<td>TBD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 12 (Nov 15)</th>
<th><strong>Student Rights / Student Resistance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Additional/Extended Readings</strong></td>
<td><em>Nixon’s Response to the Scranton Commission</em>: <a href="http://www.presidency.ucsb.edu/ws/?pid=2844">http://www.presidency.ucsb.edu/ws/?pid=2844</a></td>
</tr>
<tr>
<td><strong>WSD Facilitators:</strong></td>
<td>TBD</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Nov. 22</td>
<td><strong>Thanksgiving Break</strong></td>
</tr>
</tbody>
</table>
**Timeline**  
Contributions & Reflections DUE: Fri, Dec. 1 @ 11:59pm |
<p>|            |                                            | <strong>Applied History Case Study</strong>                                                      |                                              |                                                                          |
|            |                                            | TBD                                                                                |                                              |                                                                          |
|            |                                            | <strong>Additional/Extended Readings</strong>                                                    |                                              |                                                                          |
| Week 14    | <strong>The Future(?!?) of Higher Education</strong>    | <strong>Required Readings</strong>                                                              |                                              |                                                                          |
|            |                                            | <strong>Additional/Extended Readings</strong>                                                    |                                              |                                                                          |
| Exams      | <strong>No Class Meeting</strong>                       |                                                                                   |                                              |                                                                          |
| Dec 13     |                                            |                                                                                   |                                              |                                                                          |
| APPENDIX A: Attendance and Participation Rubric (courtesy J. Dugan) |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| <strong>“A” Grade</strong> | <strong>“B” Grade</strong> | <strong>“C” Grade</strong> | <strong>“D/F” Grade</strong> |
| Promptness | Arrives on time for class and is prepared to begin at the designated time as well as following any breaks; does not leave early | Occasionally late to class, does not return promptly from designated breaks; OR occasionally leaves early/ is absent | Demonstrates a pattern of lateness, absence, or early departure that interferes with course objectives | Consistently late to class, returns late from breaks, leaves early, and/ or is absent more than 2 times |
| Quality of Contributions | Contributions are relevant and routinely integrate course reading and life experiences into the discussion; Arguments are evidenced-based and supported through course content and/ or life experiences | Contributions lean more toward either course readings or life experiences, but are relevant to the conversation; Arguments are generally evidence-based | Contributions are not relevant to the conversation and rarely incorporate course readings; Contributions betray a lack of preparation for class; Arguments are rarely evidence-based | No or minimal contributions or arguments are offered |
| Significance of Contributions | Contributions add complexity to the conversation and support or build off of others’ contributions | Contributions are generally substantive, but occasionally indicate a lack of attention to what others have said | Contributions repeat what others have shared and thus do not advance the conversation | No or minimal contributions are offered |
| General Engagement | Regularly contributes to the class in both large and small group formats; Routinely engaged with course activities and/or discussions | Contributions generally favor either the small or large group; Does not consistently appear engaged in activities and/or discussions | Minimal contributions are offered in the small or large group; Appears disengaged from activities and/ or discussions; Addresses core issues in activities and/ or discussions quickly and shifts to personal conversations or off-topic material | No contributions are offered |
| Gate-Keeping | Does not dominate the conversation; Regularly encourages the participation of others by posing questions or asking | Student occasionally encourages the participation of others; Recognizes the contributions of others | Dominates the conversation; Does not engage other students in conversation; Directs majority of comments to the | No or minimal contributions |</p>
<table>
<thead>
<tr>
<th>Listening/Attending Skills</th>
<th>for other students’ thoughts</th>
<th>instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is considerate (verbally and non-verbally) of appropriately expressed feelings and opinions of others; Actively listens to both peers and instructor; Actively supports peers’ learning processes</td>
<td>Generally considerate (verbally and non-verbally) of appropriately expressed feelings and opinions of others; typically displays active listening; generally supports peers’ learning processes</td>
<td>Is dismissive (verbally or non-verbally) of others’ feelings and opinions; Displays a lack of interest; Does not actively support peers’ learning processes</td>
</tr>
</tbody>
</table>
# Appendix B: General Grading Rubric for Scholarly Papers/Writing

<table>
<thead>
<tr>
<th>Dimension</th>
<th>“A” Grade</th>
<th>“B” Grade</th>
<th>“C” Grade</th>
<th>“D/F” Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thoroughness in Addressing and Answering the Assignment</strong> (Generally 40%) (See also specific content rubrics for assignments)</td>
<td>Response directly and thoroughly addresses all aspects of the assignment. Essay further builds upon the topic areas in ways that extend course ideas beyond what is covered in class/ readings Essay conveys that the writer has engaged with and mastered the subject matter in a significant or meaningful way</td>
<td>Response addresses all aspects of the assignment but some less thoroughly than others. Essay clearly relates to the subject matter and begins to address deeper issues from class/ readings Writing demonstrates a level of personal engagement, significant learning, and some meaning making</td>
<td>Response only partially or superficially addresses the assignment. Essay is relevant but simply regurgitates basic ideas from class/ readings. Response demonstrates only a superficial level of learning or engagement and little to no meaning-making.</td>
<td>Student fails to submit the assignment or to address significant aspects of it Essay is not relevant to the topic area or draws on little to no material from the class/ readings. Essay fails to display personal engagement, understanding of the topic, or broader meaning.</td>
</tr>
<tr>
<td><strong>Quality and Complexity of Arguments</strong> (Generally 40%)</td>
<td>Writing demonstrates critical analysis, complexity, and creativity in thoughts and arguments. Essay demonstrates the student’s ability to integrate and synthesize multiple ideas and insights. Writer is able to apply course material to real-world or empirical situations in practical, meaningful manner. Balanced, sophisticated discussion of ideas and arguments, with attention to underlying values and assumptions.</td>
<td>Writing shows some critical analysis, but is lacking in complexity, originality, or creativity. Essay shows some ability to integrate materials, but result lacks full synthesis or resolution. Writer applies some course materials to real-world situation, but applications lack depth or clarity. Discussion lacks some balance or sophistication, or fails to address some underlying values and assumptions.</td>
<td>Writing engages in only basic or superficial analysis, and lacks complexity, originality, and creativity. Essay acknowledges connections between ideas and subjects, but fails to integrate them in meaningful way. Writer acknowledges that course material has applicability to real situations, but fails to identify or explain how Discussion lacks balance or sophistication, and lacks attention to underlying values and assumptions.</td>
<td>Writing is overly simplistic, superficial, and displays unoriginal thinking. Essay lists ideas or subjects, but fails to observe connections or influence they have on one another. Essay fails to identify or connect course materials to real-life situations. Discussion is one-sided and unsophisticated; fails to acknowledge presence of underlying values and assumptions.</td>
</tr>
<tr>
<td>Clarity and Soundness of Writing (Generally 20%)</td>
<td>Essay is well organized and the structure clearly conveys the thoughts and arguments of the author to the reader. Writing is free of errors related to grammar and APA style.</td>
<td>Essay is organized effectively, but lacks some clarity, fluidity, or transitions at points. Writing has only minor grammatical and APA errors (# &amp; type)</td>
<td>Essay’s organization or structure is lacking at times; argument is sometimes lost or obfuscated. Writing includes clear errors related to grammar and APA style.</td>
<td>Essay lacks a structure, organization, or a clear thesis or argument. Errors in grammar &amp; APA are significant and distracting.</td>
</tr>
</tbody>
</table>

*Adapted from a rubric originally developed in conjunction with Lisa Davidson*
Appendix C:

Loyola University Chicago
School of Education
Syllabus Addendum

IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.
# Appendix D: Conceptual Framework Standards Rubrics for Higher Education

(Bold indicates the Standards applicable to this class)

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does Not Meet Standard</td>
<td>Partially Meets Standard</td>
<td>Meets Standard</td>
<td>Exceeds Standard</td>
</tr>
</tbody>
</table>

**CFS1: Candidates critically evaluate current bodies of knowledge in their field. (To be assessed for this course)**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does Not Meet Standard</td>
<td>Partially Meets Standard</td>
<td>Meets Standard</td>
<td>Exceeds Standard</td>
</tr>
<tr>
<td>Evaluative measure is not completed or depth of critical analysis is not consistent with requirements of graduate-level work</td>
<td>Depth of analysis is limited to or generally comprised of identification of strengths and weaknesses; Limited evidence of connection between critiques and broader systems of power</td>
<td>Depth of analysis goes beyond identification of strengths and limitations to critically deconstruct and reconstruct concepts based on understandings of broader systems of power</td>
<td>Depth of analysis reflects exceptional ability to adopt and apply critical perspectives that deconstruct and reconstruct concepts based on understandings of broader systems of power</td>
</tr>
</tbody>
</table>

**CFS2: Candidates apply culturally responsive practices that engage diverse communities. (Not assessed in this course)**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does Not Meet Standard</td>
<td>Partially Meets Standard</td>
<td>Meets Standard</td>
<td>Exceeds Standard</td>
</tr>
<tr>
<td>Evaluative measure is not completed or does not reflect graduate-level expectations for applying culturally responsive practices that engage diverse communities</td>
<td>Demonstrates limited culturally responsive practice related to course content that addresses the needs of diverse communities</td>
<td>Demonstrates adequate culturally responsive practice related to course content that addresses the needs of diverse communities</td>
<td>Exceptional demonstration of culturally responsive practices related to course content that addresses the needs of diverse communities</td>
</tr>
</tbody>
</table>

**CFS3: Candidates demonstrate knowledge of ethics and social justice. (Not assessed in this course)**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does Not Meet Standard</td>
<td>Partially Meets Standard</td>
<td>Meets Standard</td>
<td>Exceeds Standard</td>
</tr>
<tr>
<td>Evaluative measure is not completed or does not demonstrate accurate or full understanding of ethics and/or social justice</td>
<td>Demonstrates varying degrees of understanding of ethics and social justice with some accurately explained and others missing key points or omitting the concepts’ grounding in broader systems of power</td>
<td>Demonstrates adequate understanding of ethics and social justice through the ability to explain major tenets of each and the grounding of these concepts in broader systems of power</td>
<td>Exceptional demonstration of understanding of ethics and social justice that goes beyond the articulation of major tenets to situate ethics as necessarily influenced by social justice and broader systems of power</td>
</tr>
</tbody>
</table>

**CFS4: Candidates engage with local and/or global communities in ethical and socially just practices. (Not assessed in this course)**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does Not Meet Standard</td>
<td>Partially Meets Standard</td>
<td>Meets Standard</td>
<td>Exceeds Standard</td>
</tr>
<tr>
<td>Evaluative measure is not completed or does not convey engagement with site (e.g., institution, department/unit, students, staff or faculty) and utilization of ethical and socially just practices</td>
<td>Limited engagement with site (institution, department/unit, students, staff or faculty) and utilization of ethical and socially just practices with community at site</td>
<td>Demonstrates adequate engagement with site (institution, department/unit, students, staff or faculty) and utilization of ethical and socially just practices with community at site</td>
<td>Exceptional ability to engage with site (institution, department/unit, students, staff or faculty) and utilize ethical and socially just practices with community at site</td>
</tr>
</tbody>
</table>

---

ELPS 427-002 – American Higher Education (Neumeister) – Fall 2017 28
## Appendix E: Professional Dispositions Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Partially Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong></td>
<td>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student occasionally demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
</tr>
<tr>
<td>1. Student meets all deadlines;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Student attends class and is punctual for all professional obligations;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days);</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Student is able to work effectively with peers on assignments;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Student dresses in an appropriate manner;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Student is able to accept supervision;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Student demonstrates ethical behavior in all professional and graduate student work;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Inquiry</strong></td>
<td>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student occasionally demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
</tr>
<tr>
<td>1. Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content);</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Student accurately cites material in academic work ascribing appropriate credit for information conveyed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Justice</strong></td>
<td>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</td>
<td>Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</td>
<td>Student occasionally believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</td>
<td>Student fails to understand and/or demonstrate in practice that all students, regardless of contextual influences, are capable of learning</td>
</tr>
<tr>
<td>1. Student is sensitive to cultural differences;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Student respects the diversity of learning styles;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Student is considerate (verbally and non-verbally) of appropriately expressed feelings and opinions of others;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Student exhibits active listening skills;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Student uses the framework of social justice in decision making</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>