ELPS 427: Foundations in Higher Education
(American Higher Education)
International Higher Education Program
School of Education
Loyola University Chicago
Fall 2019

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Phone: 312.915.6464
Office Hours: by phone or via Zoom. Please email me to set up an appointment.
Zoom link: https://luc.zoom.us/j/6403544035
Sakai entry page: https://sakai.luc.edu/

Note: All course readings are available on Sakai.

PART I: GENERAL COURSE INFORMATION

Course Description
The purpose of this course is to provide a comprehensive examination of the foundations of higher education in the United States (including the evolution of federal, state, and institutional policies and regulations that directly impact student choice, access, and success in postsecondary institutions); to introduce students to the critical issues currently facing the field; and to establish a pragmatic foundation for how to approach this work. This course is designed to help students critically engage with central features of higher education institutions, policies, and constituents. Of special interest is the evolution of policies, ideologies and practices that have a direct impact on social justice concerns.

The course is also intended to give students the necessary foundations to critically engage with the study of postsecondary education as well as important tools to navigate graduate school. The course is intended to serve as an important socialization experience in what graduate study entails and a rigorous introduction to professional expectations in the field. By making explicit much of the “hidden curriculum” in graduate school and beyond the course intends to help students develop skills and resilience that will help them better navigate the master’s program.

Course Objectives
Upon completion of this course, students will be expected to:

1. Understand how U.S. higher education shapes and, at same time, is shaped by local, regional, national, and transnational issues and events found within the larger social, political, religious, and economic policy environments.
2. Identify and reflect on how critical variables such as race, social class, sex, religion, ability, (each filtered through social, political and economic realities), influenced the establishment, expansion and diversification of U.S. higher education.
3. Draw on both the factual and conceptual knowledge developed in the previous two points to create evidence-based, critical analyses of current issues in higher education in the U.S. and beyond.
4. Gain a heightened and practice-oriented understanding of their own roles, agency, and expectations as professionals in the field of higher education.

**Course Pedagogy and Expectations**

This is a student-centered, collaborative course, and as such, each of your unique backgrounds and past experiences are considered essential in understanding how you approach, frame, and interpret the educational content covered in this course. As a co-learner in this course with you, I see this class as a community of scholars who are both teachers and learners at varying stages of development based on our own life experiences, interests, and motivations.

Graduate courses are demanding; adding the asynchronous online element adds further challenges. It is imperative that students keep up with the readings and assignments. It is a good idea to schedule specific times to devote to completing the course readings and assignments. Some works are considerable longer than others, so check the syllabus each week and be certain you have allotted enough time to adequately cover the assigned readings.

**Course Feedback and Special Circumstances**

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Services for Students with Disabilities (SSWD) (http://www.luc.edu/sswd/).

Throughout the semester, I welcome your input about course-related issues. **If you have comments or suggestions about the class and how it might be improved, please do let me know—do not wait until the end of the semester.** I take student feedback seriously and am open to make adjustments as far as circumstances allow.

**Required Texts**

- There is no required textbook. All required readings are available on the Sakai course website. While most readings should be immediately available, I may adapt some of the content for later sessions based on class needs. If this is the case, I’ll let you know ahead of time.
- All weekly course readings are available on Sakai under the “Resources” tab.

**Communications and Technology Policy**

Email will be used as the primary mode of correspondence for this course. As such, it is imperative that you activate your Loyola University account and check it often. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected.
Additionally, Sakai will be used as a source of continual updates about course material. You can expect that all emails to the instructor will be responded to within 48 hours (if not sooner), not including weekends.

**Given the emphasis on email and Sakai communications, please make sure you:**

- Check your email frequently.
- Be patient. I am typically able to respond within 48 hours (not including weekends) and will do my best to get back to you as soon as possible.
- Be courteous and considerate. This includes observing adequate forms of address and signing off your message with your name. This is an important aspect of professional conduct in our field and it makes a difference! I prefer being addressed as Blanca, Dr. Torres-Olave, or Prof. Torres-Olave, based on your comfort level. Miss/Ms./Mrs. Torres-Olave are not appropriate in this context.

**Statement of Intent**

By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in this document.

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**PART II: SOE CONCEPTUAL FRAMEWORK & SMART EVALUATION**

A conceptual framework that emphasizes “Social Action through Education” guides instructional, extracurricular, and professional activities at Loyola’s School of Education. The Loyola School of Education faculty are dedicated to promoting professionalism in service of social justice by developing students’ knowledge, skills, ethics, and service to improve educational opportunities for all members of society.

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

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

In our examination of the evolution of higher education institutions and policies we will touch on various issues related to social justice in the academy and beyond, such as equity, diversity, and systemic discrimination. 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 those groups. This course addresses these issues and invites students to critically reflect on them for their own current and future professional practice in higher education.

**Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice.* The rubric for assessing dispositional behaviors can be found in Appendix A in this syllabus. The following are some general disposition-related expectations for all students in this course:
I expect each of you to take an active role in your learning both inside and outside the classroom. You have a responsibility to our classroom community to come to class prepared having made an earnest attempt to read the assigned readings and complete assignments by their respective due dates.

Likewise, an important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule. Our goal is not always to reach consensus, but to be open to hearing and exploring divergent perspectives, even if that means hearing some views we might not agree with; (2) not using derogatory language or making objectionable (e.g. gendered, racial or ethnic) comments, especially comments directed at a classmate; and (3) behave with professionalism and kindness.

**Smart Evaluation**

Towards the end of the course, you will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. You will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous and the results are not released to faculty or departments until after grades have been submitted; therefore the feedback will not impact your grade.
- The feedback is important so that I as the instructor can gain insight into how to improve my teaching and the program can learn how best to shape the curriculum.

You can find out more details about Dispositions and Smart evaluation in the Syllabus Addendum (Appendix B).

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**PART III: PARTICIPATION AND EVALUATION POLICY**

**Course Assignments**

1. **Small Group Presentation & Discussion (30% of final grade)**

For this course, the week begins on Thursdays. At the beginning of each week, you will be assigned to a small group (3-4 students). You will find the group roster for that week under the corresponding Sakai Lesson tab.

As a group, you will discuss the course readings and come to a common understanding of the main themes. Based on your discussion, you will prepare a response to share with the rest of the class by Tuesday (11:59pm CST/CDT).

Unless otherwise indicated under that week’s Lesson tab, your response must include the 3 following elements:

a. A one-slide Powerpoint presentation outlining what you consider to be the three main takeaway points from the readings.

b. Using the VoiceThread (VT) audio and/or video features, include a brief explanation (2-4 minutes) of the points in your presentation. Why does your group see them as the main lessons or information presented in the readings?
c. Third component: What additional resources can help you deepen your understanding of the themes or information presented in the readings? Find an artifact, website, document, or some other artifact that you find relevant to the discussion and introduce us to it, either as part of the Powerpoint presentation or using the “screenshare” function in VoiceThread. What can we learn from it? How is it relevant to the week’s topic? The resource you choose does not necessarily have to be historical in nature; you may create connections to contemporary issues, personal or professional experiences, etc. as long as there is a clear and relevant connection to the topic at hand. This part of your presentation should be no more than 5-7 minutes long.

d. All members of each group must contribute to the VT presentation; you can divide roles as you prefer.

The instructor(s) will make comments on the group discussions in the next few days.

2. Literature Review and Peer Review Assignment (70% of final grade; see more detailed breakdown below)

Over the course of the semester you will write a literature review (or research paper) on a topic that relates (broadly) to course content and to your own scholarly interests. While you have considerable leeway in determining the focus of your paper, it should touch upon an aspect of social justice in higher education. As an example, if you have an interest on the impact of peers (or social networks) on diversity-related outcomes, you could craft a literature review synthesizing theoretical approaches and/or empirical findings in the peer effects literature.

The purpose of structuring this as a semester-long project is twofold: First, it gives you time to become comfortable with the higher education scholarship and develop your own line of interest as we cover course content. Second, this approach emphasizes the use of feedback to improve your own work—an essential skill in academic and professional settings. There are four different components to this project:

a. Prospectus (10% of final grade)

You will submit a brief prospectus (1-2 pages not including references, double-spaced, Times New Roman 12, APA formatted), on the proposed topic for your paper. Your prospectus should clearly establish the focus of the paper, its relevance from a social justice perspective, and why the topic is important to you. You will then schedule a 20-minute individual consultation with me to discuss your proposed topic and strategies to find relevant supporting documentation. (See Schedule at a Glance for all dates.)

b. First full draft (20% of final grade)

You will submit a research paper (10-12 pages not including references or appendices, double-spaced, Times New Roman 12, APA formatted) on your topic of choice. Your paper should make critical connections to relevant literature. For this you may use course readings or other scholarly sources, either from higher education or other fields. You should use scholarly evidence to support your arguments and use the correct citation format for all sources. Verbatim quotes should be used sparingly.

Notice that this is a COMPLETE paper rather than an outline or a first attempt at the paper. In other words, this document should be reflective of your best effort at producing a high-quality research paper. This is important because I will provide detailed feedback on your paper and point out specific ways to improve your writing and/or arguments. Academic writing is a lifelong process: Giving this initial draft your best effort is the only way to learn to fine-tune your own writing—not just for this assignment but for your academic/professional career.
c. **Revised manuscript and final reflection (30% of final grade)**

Using the feedback you receive for your initial draft as a guide, you will craft a revised, highly-polished final version of your paper (10-12 pages not including references or appendices, double-spaced, Times New Roman 12, APA formatted). The feedback may require you to make changes in formatting, providing supporting evidence, streamlining the flow of ideas, or incorporating more critical insight into the topic and/or literature. While your first draft will receive a grade, your ability to thoughtfully revise and edit your paper will be a much important determinant of your final grade.

d. **Final Reflection (10% of final grade)**

You will also submit a short reflection (2-3 pages, double-spaced, Times New Roman 12, APA formatted) about your experience with the writing/revision process. Some possible questions to consider: What was the experience like for you? What aspects of it were useful, and what parts not so much? Were there parts of it that were more challenging than others, and if so, what made those parts challenging? How did you move past the challenging parts? What did you learn about your writing process? How, if at all, did the different stages of the writing assignment help you integrate course content?

**Submitting Final Paper to LiveText**

The School of Education requires that your final paper be submitted via LiveText (www.livetext.com), as this assignment has been selected for a core assessment for School of Education CAEP accreditation purposes. See Appendix B for details on using LiveText.

**Style/Formatting [IMPORTANT!]**

- Unless otherwise indicated, all assignments should be formatted in APA style (6th edition), double-spaced, and use Times New Roman 12.
- Please use the following format to label each document prior to uploading it to Sakai: [Last Name, First Name, Name of Assignment]. Omit the commas and brackets. Example: Torres-Olave Blanca Final Reflection

**Evaluation of Written Assignments**

Evaluation of all written assignments will be based on clarity of writing, organization of ideas, soundness of argumentation, and appropriate use of APA citation and formatting. You can find the grading rubric for the main written assignment on Sakai. **Late assignments or assignments that are incomplete, poorly written, or done in haste will be marked down accordingly.**

Complete and submit assignments on or before due dates. Please submit assignments on Sakai using the Assignments tab. As a matter of fairness and courtesy to all students, penalties for late submission of student work may be assessed. Points may be deducted for each 24 hour period that an assignment is submitted past the due date/time. No points will be deducted in the case of a true emergency when the student notifies me. Grades of "Incomplete" at end of term are seldom given and should only be requested (in advance) when an emergency prevents timely completion of course assignments at end of term.

**Final Grade Determination**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in small group discussions</td>
<td>30%</td>
</tr>
<tr>
<td>Prospectus</td>
<td>10%</td>
</tr>
<tr>
<td>First full draft</td>
<td>20%</td>
</tr>
<tr>
<td>Revised final draft</td>
<td>30%</td>
</tr>
</tbody>
</table>
Final reflection 10%
Total 100%

**Final grade on a 1-100 scale**
- 94---100 Points A
- 90--- 93 Points A-
- 86--- 89 Points B+
- 82--- 85 Points B
- 77--- 81 Points B-
- 72--- 76 Points C+
- 67--- 71 Points C
- 62--- 66 Points C-
- 57--- 61 Points D+

**Late Assignments/Participation Policy**
Unless otherwise announced, all assignments must be posted in Sakai by the end of the day (midnight) of the due date. Sakai provides a date and time stamp for all posted materials. Each assignment is graded on a scale of 1-100; you will be penalized three points per day for assignments posted after the due date. If there is an unavoidable problem getting an assignment in on time, please notify me ahead of time to make alternate arrangements.

**Late participation on VoiceThread**: The richness of online discussions is heavily dependent on all students participating in a timely manner. Each late participation (on either the initial response to the readings or to the small group discussion) will result in a 3-point penalty on your final participation grade. A no-show will result in a 5-point penalty on your final participation grade. That being said, I understand that life happens: If you know ahead of time that you might be late or will be unable to participate, let me know ahead of time so we can make alternate arrangements.

**Making up for a missed class.** If you have an emergency or a major situation that keeps you from participating in a class session, please notify me as soon as possible prior to class. Doing so will allow you to complete the assignment below in lieu of regular class participation. **Please note that advance notice is an absolute must to make up for a missed class. You can only request this extra assignment once during the semester.**

- Post a response to each one of the group presentations for that week. What was interesting? How did it connect to your own understanding of the readings? Are there additional resources that can help us broaden our view of the topic? Do you have any questions for the group? This part of the assignment must be completed no later than 10 days after the missed class.
<table>
<thead>
<tr>
<th>Week of:</th>
<th>Session</th>
<th>Topic</th>
<th>Readings / Tasks</th>
</tr>
</thead>
</table>
| 29-Aug        | 1       | Introduction                                                         | • Review syllabus and Sakai site  
• Complete group activity                                                                                                                                 |
| 5-Sep         | 2       | Origins: From the Colonial period to the Morrill Act and the New University | In this order:  
• Perkins 1997  
• Lucas, 2006, Ch. 4  
• Wright, 1997  
• Hawkins, 1997                                                                                                                                 |
| 12-Sep        | 3       | Elites and Outsiders: Historical Perspectives                        | • Wechsler, 1997  
• Karabel, 2006 Ch. 4  
• Brazzel, 1992  
• Harper, Patton & Wooden, 2009                                                                                                                                 |
| 19-Sep        | 4       | Landmark legislation in the post-WWII period: The GI Bill & The Higher Education Act of 1965 | • Serow, 2004  
• Pelletier (2015)  
• Rose (2016)  
• Carlson, B. (2016)  
• For group assignment: Familiarize yourself with Hegji (2017)                                                                                                                                 |
| 26-Sep        | 5       | The Age of Activism and Radical Change: 60s-70s                      | • Astin, Astin, Bayer & Bisconti, 1989  
• Beemyn, 2003  
• Wolf-Wendel et al. 2004, “Introduction”  
• Katsiyannis, Yell & Bradley, 2001                                                                                                                                 |
| 3-Oct         | 6       | Individual consultations; times TBD                                  |                                                                                                                                                   |
| 10-Oct        | 7       | The ongoing transformation of the American campus: The Community College | • Chapters 13, 2, 3 and 4 of Understanding Community Colleges, by J. Levin and S. Kater (Eds.). New York: Routledge. (See individual chapter authors in reference list.)  
All chapters available here: https://www.taylorfrancis.com.flagship.luc.edu/books/e/9781315268071                                                                                                                                 |
| 17-Oct        | 8       | The ongoing transformation of the American campus: Minority-Serving Institutions | • Gasman et al., 2015  
• Laden, 2004  
• Fry, 2017  
• Park & Chang, 2010                                                                                                                                 |
| 24-Oct        | 9       | Understanding Policy Environments: Policy Frameworks                 | • Bracco et al. (1999)  
• St. John, Daun-Barnett & Moronski-Chapman (2018)  
  ○ Introduction  
  ○ Ch. 7 (California)  
  ○ Ch. 11 (Michigan)                                                                                                                                 |
  ○ Ch. 5: Access to higher education                                                                                                                                 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Page</th>
<th>Topic</th>
<th>Required Readings</th>
</tr>
</thead>
</table>
- Capt, 2014  
- Mumper, Gladieux, King & Corrigan, 2011  
- McGuiness, 2011  

- Lynch (2015)  
- Brown & Tannock (2009)  


| 28-Nov | 14   | Thanksgiving break, no class                                        |                                                                                                                                                                                                                 |
| 5-Dec  | 15   | Revised final paper and Final Reflection due Dec. 9th               |                                                                                                                                                                                                                 |

**Required Readings**


Kezar, A., & Sam, C. (2010). Understanding the new majority of non-tenure-track faculty in higher education--Demographics, experiences, and plans of action. ASHE higher education report, 36(4), 1-133.


## Appendix A: Professional Dispositions

Beginning with Fall semester 2013, the School of Education requires all programs to assess students not only on knowledge gained and skills developed or enhanced but also on attitudes and dispositions that connect with specific behaviors expected of professional educators regardless of their field of study. Each graduate program has developed a comprehensive rubric that will be used by faculty in each graduate course to assess students on those dispositions deemed important for those preparing to work with students in higher education. During each academic year, all students are evaluated by faculty based on their collective assessments in courses completed during the year. The assessment rubric for Fall 2014 Higher Education courses is included below and students are expected to become familiar and to strive to adhere to each set of expectations. The course rubrics are completed by faculty in LiveText and these rubrics will also be available to students for review. Depending on the results of the annual review, students may be asked to meet with program faculty to discuss specific aspects of the assessment.

### Professional Dispositions

Loyola University Chicago
Higher Education Program

CANDIDATE________________________________________________

FACULTY____________________________________________________

DATE _______________________________________________________

Please rate the candidate using: Target (above average), Acceptable, Unacceptable

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</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 fails to demonstrate professional behavior in the academic or work setting</td>
</tr>
<tr>
<td>Student meets all deadlines</td>
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<tr>
<td>Student attends class and is punctual for all professional obligations</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)</td>
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<tr>
<td>Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers</td>
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<tr>
<td>Student is able to work effectively with peers on assignments</td>
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<tr>
<td>Student demonstrates ethical behavior in all professional and graduate student work</td>
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<tr>
<td>Student adequately addresses feedback provided on</td>
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<tr>
<td>coursework (e.g., grammar, APA style, content)</td>
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<td>------------------------------------------------</td>
<td>------------------------------------------------</td>
<td></td>
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<tr>
<td>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</td>
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<table>
<thead>
<tr>
<th>Fairness</th>
<th></th>
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<tbody>
<tr>
<td>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others</th>
<th></th>
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<tbody>
<tr>
<td>Student exhibits active listening skills</td>
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<tr>
<td>Student is able to accept constructive feedback</td>
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</table>

<table>
<thead>
<tr>
<th>All students can learn</th>
<th></th>
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</thead>
<tbody>
<tr>
<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>
</tr>
</tbody>
</table>

| Student is sensitive to cultural differences |  |
| Student respects the diversity of learning styles |  |
| Student uses the framework of social justice in decision making |  |

**Comments:**
Appendix B
Loyola University Chicago
School of Education
Syllabus Addendum

Smart Evaluation
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.

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.