



The University of Akron
College of Education
Educational Foundations and Leadership
5190:615 Historical Foundations of American Higher Education
3 credit hours

Instructor:		Year/Term:	
Office:		Section:	
Phone:		Building:	
Email:		Room:	
Office Hours:		Day/Time:	

I. COURSE DESCRIPTION

Overview of the historical foundations, academic history, and educational traditions emerging from its European roots into American higher education to inform contemporary practice.

II. RATIONALE

Higher education in the United States has been molded and influenced by a variety of historical and philosophical forces. Some of the major traditions and traditional forms of higher education are rooted in the European and Mediterranean experiences, while others have been affected and modified by Native American conditions. Given its purpose and stature as a critically important social institution, the study of higher education—including its roots, evolution, philosophical underpinnings, and maturation—is a vital part of the study of American civilization.

III. REQUIRED/OPTIONAL TEXT AND READINGS

Required Texts:

Thelin, J. R. (2004). *A history of American higher education*. Baltimore, MD: The Johns Hopkins University Press.

Wechsler, H. S., Goodchild, L. F., & Eisenmann, L. (Eds.). (2008). *The history of higher education* (3rd ed.). Boston, MA: Pearson Custom Publishing.

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Other texts on the general history of higher education that may be of interest (not required):

Brubacher, J. S. & Rudy, W. (2002). *Higher education in transition: A history of American colleges and universities* (4th ed.). New Brunswick, NJ: Transaction Publishers.

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

Lucas, C. J. (2006). *American higher education: A history* (2nd ed.). New York: Palgrave Macmillan.

Rudolph, F. (1990). *The American college and university: A history*. Athens, GA: University of Georgia Press.

Veysey, L. R. (1965). *The emergence of the American university*. Chicago: The University of Chicago Press.

IV. COURSE GOALS/OBJECTIVES

1. Describe the historical origins of institutions of higher education in Europe and America
2. Discuss uniquely American forms of higher education that have developed in the 20th century
3. Utilize historiographical research skills in the study of higher education in America
4. Describe the social, cultural, economic, and philosophical factors which have influenced historical and current higher education policies and practices

Objectives	UA Conceptual Framework Proficiencies	Assignments/Assessments
1	K1, K2, K3, K4, T1, T2, D1, D2, E1, E2, E3	Activities 1-5, Topical Timeline Project, Institutional/Individual Profile Papers
2	K1, K2, K3, K4, T1, T2, D1, D2, E1, E2, E3	Activities 1-5, Topical Timeline Project, Institutional/Individual Profile Papers
3	K1, K2, K3, K4, T1, T2, D1, D2, E1, E2, E3	Activities 1-5, Topical Timeline Project, Institutional/Individual Profile Papers
4	K1, K2, K3, K4, T1, T2, D1, D2, E1, E2, E3	Activities 1-5, Topical Timeline Project, Institutional/Individual Profile Papers

V. COURSE OUTLINE

Session	Learning Activities	Assessment Activities
1	Introduction to Course	
2	Historical Origins	
3	Colonial Higher Education	
4	Antebellum Period	
5	Profiles of Historic Individuals	<i>Due: Individual Profile</i>
6	Rise of the University Post-1862	
7	Junior/Community College	
8	Early 20th Century	<i>Due: Institutional Profile Due: Profile Overview Posted to Springboard</i>
9	Postwar Higher Education	
10	No Class – Work on Group Project	
11	Recent Higher Education History	
12	No Class – Group Work: Research Paper/Timeline Project	
13	Group Presentations of Timeline Project	<i>Due: Topical Research Paper Due: Group Timeline Project</i>
14	Group Presentations of Timeline Project	
15	Group Presentations of Timeline Project	
16 Exam Week	Group Presentations of Timeline Project (if additional time is needed)	

VI. INSTRUCTIONAL STRATEGIES/ACTIVITIES/TECHNOLOGY

This course involves group discussion or other activities based on assigned material. Completing the required course readings prior to class is vital to successful participation in weekly discussions and activities (both in-class and online). This course will feature both in-class and online discussion and participation. Learners are required to:

- Read the assignment prior to each class session
- Engage in dialogue with peers on questions and topics generated by the instructor and peers
- Actively engage in large and small group discussions, problem-solving activities, and inquiry exercises
- Complete written assignments

- Formally present information to peers
- Integrate the use of technology into learning and research efforts

VII. EVALUATION/STUDENT ASSESSMENT

1. Individual Profile

Each student will choose or be assigned either an individual of significance in higher education from the attached list who will be the subject of a five to seven-page profile. The written paper must cite at least five sources (at least one of which must be in print) and follow APA guidelines. Class textbooks and readings may certainly be cited but are not included in the required minimum five sources. Sources should be an appropriate combination of primary and secondary sources. Be sure to follow the Scholarly or Academic Guidelines included in section XI of this syllabus.

A one-page summary/outline of oral remarks (including a picture if possible) should also be prepared for distribution to seminar participants. Creativity is encouraged so seminar participants gain a clear and lasting understanding of the individual studied.

2. Institutional Profile

Each student will choose or be assigned an institution of higher education from the attached list for preparation of a brief yet complete profile and history. The profile must include the institution's founding date, significance in the history of higher education, and other key facts. The written paper must be five to seven pages in length, cite at least five sources (at least one of which must be in print), and follow APA guidelines. Class textbooks and readings may certainly be cited but are not included in the required minimum five sources. Sources should be an appropriate combination of primary and secondary sources. Be sure to follow the Scholarly or Academic Guidelines included in section XI of this syllabus.

In addition to the written paper, a one-page overview of your institutional profile should also be prepared and distributed to each member of the class.

3. Topical Timeline Group Project Presentation

The class will be divided into small groups, each of which will choose or be assigned a topic from the attached list as the subject for a topical timeline. Each small group will prepare a topical timeline reflecting the members' shared view of key events/developments in American higher education from the 17th century through the present. Each group will select and describe the top 10 events/developments throughout this period that members believe most profoundly impacted the evolution of American higher education. Groups will present, compare, and contrast their selections through in-class presentations. At a minimum, each group will present a linear timeline (with copies for the class) and supporting materials (including references) for their "top 10". Presentations should be approximately 1 hour in length.

4. Participation - Online/In Class Activities

Your active and thoughtful participation in class discussions is very important and expected. The assigned readings should be done in advance of class. Approach each class session ready to contribute your insightful ideas and questions in large, small, and online group discussions. Be prepared to respond knowledgeably and insightfully to the ideas and questions of others. It is your responsibility to actively contribute to the discussion. During each class session, you should be prepared to lead a discussion on the featured topic if requested. **Often we will have an activity that will require the application of knowledge from your readings to the activity. You must make a significant contribution, either online or in class, to earn points for these activities. For online participation, full points will be earned for well done, thorough, deeply considered responses. Partial points will be earned for responses demonstrating a fair understanding with little to no depth, stating only the obvious.**

Requirement/Expectations	Values
Institutional Profile	25
Individual Profile	25
Topical Research Paper/Presentation	50
Group Timeline Project	25
Class Participation	50
Total Possible Points	175 pts.

Letter Grade	Percentage
A	100-93%
A-	92-90%
B+	89-87%
B	86-83%
B-	82-80%
C+	79-77%
C	76-73%
C-	72-70%
D+	69-67%
D	66-63%
D-	62-60%
F	59-0%

VIII. CONCEPTUAL FRAMEWORK PROFICIENCIES

The University of Akron, College of Education has identified **Educator as Decision Maker** as the theme of our conceptual framework, which has been developed around the core components of professional practice and scholarship identified in the mission statement of the college:

Knowledge, Technology, Diversity, and Ethics. The theme and components provide direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. It is our goal to provide opportunities to candidates to develop a solid foundation in the identified proficiencies for each of the core components through well-planned coursework. This foundation then transfers into knowledge-based decision making as it applies to **Standards Setting Programs, Research and Inquiry, and Outreach.** Descriptions of the proficiencies are provided at <http://www.uakron.edu/colleges/educ/COE/cf-proficiencies.php>

As you progress through your program, you will find the **conceptual framework** aligned with course objectives. You will also find the **conceptual framework** theme and core components reflected throughout the College of Education. This reflects our commitment to these central tenets and our vision that all of our graduates will be effective **decision makers** throughout their professional careers.

IX. STUDENT ETHICS AND OTHER POLICY INFORMATION

University Policies

Academic Dishonesty

Students at The University of Akron are an essential part of the academic community, and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. The University community is governed by the policies and regulations contained within the Student Code of Conduct available at <http://www.uakron.edu/sja/docs/StudentCodeofConduct.pdf> or by calling Student Judicial Affairs at 330-972-6380.

The University of Akron considers academic integrity an essential part of each student's personal and intellectual growth. Instances of academic dishonesty are addressed consistently. All members of the community contribute actively to building a strong reputation of academic excellence and integrity at The University of Akron.

It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Unauthorized copying of an assignment in computer programming, or the unauthorized examination or view of the computer, specifically during examinations.
- Possession and/or unauthorized use of tests, notes, books, calculators or formulas stored in calculators not authorized by the instructor during an examination.
- Providing and/or receiving information from another student other than the instructor, by any verbal or written means.

- Observing or assisting another student's work.
- Violation of the procedures prescribed by the professor to protect the integrity of the examination.
- Cooperation with a person involved in academic misconduct.

A student who is suspected of academic dishonesty will be asked to meet with the course instructor and the matter will be referred to the Office of Student Judicial Affairs.

A further discussion of these procedures and other avenues for recourse can be found in the Grievance Procedures for Graduate Students, available at the Graduate School, The Polsky Building 469. (*The University of Akron Graduate Bulletin 2010-2011, p. 24*)

For additional information about The University of Akron's policies regarding student ethics and conduct, please consult The University of Akron Graduate Bulletin: <http://www.uakron.edu/gradsch/docs/Gradbulletin.pdf>, then select "General Information" (academic dishonesty).

ADA Statement

Any student who feels she/he may need an accommodation based on the impact of a disability please consult <http://www.uakron.edu/access> and the Office of Accessibility at (330) 972-7928.

Adding Courses—Registration

A student must register for a course before the end of the fifth day of a fall or spring term or the second day of a summer session. Additions to the student's official schedule may be made after that date, but before the 15th calendar day, only with the permission of the student's adviser, instructor, and dean or dean's designate. Students who have not registered and paid by this deadline may not attend classes to receive credit for the course.

Principles of Our Campus Culture

“...Together we maintain an **intellectual culture** that is accessible, disciplined, free, safe, and committed to excellence. By our behavior with one another we endorse a **culture of diversity**, celebrating the uniqueness of the individual and developing our understanding and tolerance of differences in gender, ethnicity, age, spiritual belief, sexual orientation, and physical or mental potential. We take responsibility for sustaining a **caring culture**, nurturing growth and fulfillment in one another and in the larger communities of which we are a part. We insist on a **culture of civility**, united in our rejection of violence, coercion, deceit, or terrorism. We work to increase collaboration, cooperation, and consensus within rational dialogue characterized by mutual respect and consideration. Ours is a **responsible culture**. We expect each member of our community to carry out responsibly his or her duties for preserving the integrity, quality, and decency of our environment and our discourse.”

(<http://www.uakron.edu/gradsch/docs/Gradbulletin.pdf>, p. 5)

In order to accomplish the above-mentioned expectations and responsibilities, everyone must engage in certain specific behaviors. Inside the classroom, "...students are expected to respect the sanctity of the teaching/learning process by expressing respect for the faculty member as the organizer and guide through this learning experience, as well as for fellow students. Disruptive, disrespectful, discriminatory, harassing, violent and/or threatening behavior is explicitly prohibited. Academic dishonesty will not be tolerated. Students are expected to be responsible for their own learning and, in return, can expect responsible teaching from the faculty member." (<http://www.uakron.edu/gradsch/docs/Gradbulletin.pdf>, p. 5)

In-Progresses

In-progresses indicate that the student has not completed the scheduled course work during the term because the nature of the course does not permit completion within a single term, such as work toward a thesis.

University Closing Policy

The president, or designee, upon the recommendation of the Director of Public Safety and Chief of Police, will determine when conditions--such as severe weather or a state of emergency--necessitate closing the entire University or canceling classes at the main campus and/or Wayne College in Orrville.

The Director of Public Safety and Chief of Police will promptly notify other designated University officials and members of the Department of University Communications, who will contact area media. University colleges/departments are encouraged to establish a method for communicating the closing decisions to department personnel. Closing information will be announced as early and as simply as possible to avoid confusion.

Cancellation of classes and closure announcements will be made as early as possible in the day and will clearly state the affected campus(es). Call 972-SNOW or 972-6238 (TDD/Voice) for updated information.

For information concerning cancellation of campus based classes and web-based courses (those closing and cancellations that only affect your particular scheduled class), see course policies.

Withdrawal Policy

A student may withdrawal from a course without an advisor's or course instructor's signature through the 15th day of a semester or comparable dates during summer sessions, intersession, etc. After the 15th day of a semester, and up to the midpoint of a semester, a student may withdraw from a course with the signature of the student's adviser.

After the midpoint of a semester, a student may have the signature of both the course instructor and the adviser. Such authorization must be dated and processed through the office of the Registrar no later than the last day of the 12th week of classes or comparable dates during summer session, intersession, etc.

An approved withdrawal after the 15th day of the term will be indicated on the University official academic record by a "WD.". **A student who leaves a course without going through the withdrawal procedure will be given an "F" in the course.**

Course Policies

Responsible Attendance and Absences

As an adult learner you most likely have multiple roles and commitments to juggle. In addition to being a student, you may be an employee, a parent, a community leader, or a caregiver to a family member. If you are a full-time student, you are working to learn a wide variety of new skills and to meet the expectations for multiple courses. As your teacher, I too have many responsibilities and multiple roles. Therefore, we need to work together to accomplish the intended learning outcomes for this course.

Responsible attendance means that you will plan your schedule so that you can be present for scheduled class sessions and manage your time so that you can complete your assignments and assessments on or before the date they are due.

For my part, I have provided a syllabus with a schedule listing class sessions and due dates for assignments and assessments. I will work to keep the course on the published schedule. If I make adjustments in the schedule, I will provide written a notice explaining the change.

ALL course sessions are mandatory whether they are face-to-face or virtual class sessions.

If you miss a class session:

- You are responsible for identifying what you have missed and for obtaining handouts or other learning materials that were distributed during your absence.
- Credit for participation and in-class activities can only be earned by attending class and participating. Unlike teaching, when you are absent, there is no substitute student contributing to the learning on your behalf, nor can the opportunities to contribute and learn from your peers be held until your return. Each class happens only once and is a singular moment in time.
- If you know you will miss a class session, plan ahead to submit assignments or complete assessments that will be due during your absence **prior** to your absence (refer to the syllabus schedule). You will only be permitted to submit work due for **one** missed session. You will **not** be permitted to make up in-class graded activities. Notify me via email or via voicemail message prior to your absence explaining how you will submit your assignment prior to your absence.

Class Cancellations

Check the entry page of Springboard for any notices concerning class (campus-based or web-based) that has been made by your instructor.

Course Concerns

If you have any concerns, whatsoever, about any of the assignments or your performance, please contact me. Do not wait until the assignment is due or the performance cannot be rectified.

Deadlines

It is your responsibility to meet all of the deadlines for every class session, assignments, and assignment task. Assignments will be given deadlines--ANY assignments not turned in on the designated due dates and times will be considered late and deducted by 50%. All assignments due on a class meeting date and submitted in person are due at the beginning of class on the stated due date unless otherwise noted.

Digital Courtesy

Cellular telephones are permitted in class provided they are in the vibrate mode. This assures an interruption-free class environment. Speaking or texting on your cell phone during class is not permitted.

Ethics

Students are expected to display ethical behavior at all times. Cheating, plagiarism, etc., will not be tolerated. The consequences of dishonest behavior will be commensurate with the activity to include, but not be limited to, an 'F' for the class, dialogue with administrators, and dismissal from the college.

Grades

Student grades will be submitted to the appropriate department at the end of the semester (due dates for grades are determined by The University of Akron). Students can obtain their grades via Zipline accessible through The University of Akron's home page (www.uakron.edu). Grades cannot be obtained from your instructor.

In Progress

In Progress is given only under extenuating circumstances and must have the instructor's approval prior to the last class session. DO NOT wait until it is too late to remedy this situation--check University Policies for definition of In Progresses.

Professionalism

All assignments must be submitted in a professional manner and should follow the Scholarly or Academic Writing Guidelines (attached). Any assignments for which a scoring guide is provided must have the scoring submitted with your work (if you would like your work graded) and a completed scoring guide will be handed back with the graded assignment.

Respect

Class participants will undoubtedly express different opinions on subjects discussed during the course of the semester. Different opinions and professional critiques of ideas are welcomed in class and should be discussed to gain further knowledge of the varied schematics individuals use to pattern and understand environmental factors.

X. SELECTED BIBLIOGRAPHY

Bender, T. (Ed.). (1991). *The university and the city: From medieval origins to the present*. New York, NY: Oxford University Press.

Brubacher, J. S. & Rudy, W. (2002). *Higher education in transition: A history of American colleges and universities* (4th ed.). New Brunswick, NJ: Transaction.

Cohen, A. M., & Brawer, F. B. (2008). *The American community college* (5th ed.). San Francisco: Jossey-Bass.

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

Eisenmann, L. (2007). *Higher education for women in postwar America, 1945-1965*. Baltimore, MD: The Johns Hopkins University Press.

Faragher, J. (1988). *Women and higher education in American history*. New York, NY: W. W. Norton.

Geiger, R. (2004). *Research and relevant knowledge: Research universities since World War II*. Piscataway, NJ: Transaction.

Geiger, R. L. (2004). *To advance knowledge: The growth of American research universities, 1900-1940*. Piscataway, NJ: Transaction.

Goodchild, L. F. & Wechsler, H. S. (Eds.). (1997). *The history of higher education* (2nd ed.). Boston, MA: Pearson Custom.

Kerr, C. (2001). *The uses of the university* (5th ed.). Boston, MA: Harvard University Press.

Lucas, C. J. (2006). *American higher education: A history* (2nd ed.). New York: St. Martin's Griffin.

Miller Solomon, B. (1986). *In the company of educated women: A history of women and higher education in America*. New Haven, CT: Yale University Press.

Newman, J. H. (1986). *The idea of a university*. Notre Dame, IN: University of Notre Dame.

- Palmer, P. J. (1993). *To know as we are known: Education as a spiritual journey*. San Francisco: Harper.
- Rudolph, F. (1991). *The American college and university: A history*. Athens, GA: University of Georgia Press.
- Rudolph, F. (1977). *A history of the American undergraduate course of study since 1636*. San Francisco: Jossey-Bass.
- Rudy, W. (1996). *The campus and a nation in crisis: From the American revolution to Vietnam*. Madison, NJ: Fairleigh Dickinson University Press.
- Ruegg, W. (2003). *A history of the university in Europe: Volume 1, universities in the middle ages*. Cambridge, UK: Cambridge University Press.
- Shapiro, H. T. (2005). *A larger sense of purpose: Higher education and society (The 2003 Clark Kerr Lectures)*. New Jersey: Princeton University Press.
- Smith, W. & Bender, T. (2008). *American higher education transformed, 1920 – 2005: Documenting the national discourse*. Baltimore, MD: The Johns Hopkins University Press.
- Thelin, J. R. (2004). *A history of American higher education*. Baltimore, MD: The Johns Hopkins University Press.
- Townsend, B. (2005). *ASHE Reader on Community Colleges*. (3rd ed.). Boston, MA: Pearson Custom Publishing.
- Veysey, L. R. (1965). *The emergence of the American university*. Chicago: The University of Chicago Press.
- Westmeyer, P. (1997). *An analytical history of American education* (2nd ed.). Springfield, IL: Charles C. Thomas Publisher.

XI. Scholarly or Academic Writing Guidelines - Higher Education Administration Program

Writing research or academic papers is a component in all higher education administration courses. All papers must be submitted in a professional manner (i.e., typed, neat, organized, paginated, with headings subheadings as appropriate.) and represent your best work. At the graduate level, I expect you to comply with the basic elements of scholarly or academic writing. At a minimum, your paper should reflect this structure:

- ✓ Introductory Paragraph
 - Provides an overview of what will be presented in the paper
- ✓ Thesis Statement

- Contained in Introductory Paragraph (often at the end).
- Provides a clear summary of your main point(s).
- ✓ **Body**
 - Presents background information first to provide a context/history
 - Provides discussion and analysis – introduce evidence/content and answer the “why” and “so what” from a researched perspective
 - Each paragraph contains a topic sentence with supporting sentences following, ending with a sentence that summarizes the paragraph
- ✓ **Concluding Paragraph**
 - Provides more than a simple summary – synthesize and offer more

Employ

- ✓ **American Psychological Association (APA) reference style.** All in-text citations must be cited properly; do not use footnotes or incorporate other reference styles. Include a reference page (not a bibliography), and be sure that all citations that appear in the text are referenced appropriately on the reference page. Any materials which appear in the appendices must be referenced in the text. Numbers one through nine should be spelled out and 10 and up should be written in digits. Use the most recent edition of APA as your guide.
- ✓ **Active voice.** It is straightforward and easier to read.
- ✓ **Proofreading.** Papers should be free of typographical errors, misspelled words, inappropriate spacing, excessive white space, etc. Check spelling, grammar, and usage (e.g., their/there, proper tense).

Avoid

- ✓ **Plagiarism.** Do not represent the work of someone else as your own. Understand that just changing a few words does not free you from citing your sources. You must cite every source you used in preparing the paper. This means that any information that is not considered common knowledge (like how many letters are in the alphabet) must be cited.
- ✓ **First or second person.** Scholarly writing requires the writer to be an outside observer rather than a participant. Do not use pronouns such as “I”, “we”, or “you”.
- ✓ **Opinion.** Unless you are the content expert (recognized by others, not self-proclaimed), is not appropriate to insert your opinion. Write about what the research presents.
- ✓ **Imprecise language.** Be specific in what you write. For example, stating that an institution is “good” is not as precise as identifying it as “efficient”, “effective”, “reports high enrollments” or “possesses adequate facilities”. Do not be vague.
- ✓ **Slang.** Scholarly writing requires using proper English. Choose “police” rather than “cops”.
- ✓ **Contractions.** Use apostrophes only to indicate possession.
- ✓ **Incomplete sentences.** Every sentence must have a noun and a verb. Fragments are unacceptable.
- ✓ **Subject/Verb Agreement.** Subjects must agree in number with verbs and pronouns with their antecedents. For example, it is incorrect to write “The student wrote their own paper.” “The student wrote his [or her] own paper” is correct.

- ✓ **Excessive Quotations.** Limit the use of direct quotes to instances where the author's words make a strong point or provide emphasis. Overusing direct quotes in a scholarly paper makes it difficult to read. Paraphrase and cite appropriately rather than fill a paper with strings of direct quotes.

Sources

- ✓ Use scholarly publications as sources for research papers. If you don't know which publications are appropriate as sources, visit <http://www.library.ubc.ca/hss/instruction/scholpop.pdf>. This site offers a great table of criteria you may use to distinguish between scholarly and popular publications. In general, popular publications are not used in scholarly or academic writing.
- ✓ Wikipedia is an online encyclopedia. While it can be a great resource when gathering general introductory information (e.g., "I wonder who John Dewey was?"), it is not a reliable resource for college research (either undergrad or graduate). It is not reliable because the information contained in Wikipedia can be submitted or edited by anyone with Internet access - so you can see that while the information may be informative in many cases, it cannot be deemed reliable in a research sense. You may visit <http://en.wikipedia.org/wiki/Wikipedia> to read more about it.
- ✓ In general, most encyclopedias are not considered good sources for research due to the elementary and generic nature of the content. Graduate research relies on primary (original) sources (such as reading the Yale Report of 1828) as well as scholarly writings (writings by recognized experts) and research published in refereed journals (research that is either peer reviewed or reviewed by a panel of editors for rigor and accuracy).
- ✓ Any university library has information at the reference desk which may help you identify which journals are refereed and appropriate sources.

Useful Websites for Additional Information

<http://owl.english.purdue.edu/handouts/index2.html>

<http://library.ciis.edu/resources/writing.asp>

http://www.dartmouth.edu/%7Ewriting/materials/student/ac_paper/what.shtml

INSTITUTIONAL PROFILE

	INSTITUTION	STUDENT RESPONSIBLE
1.	Antioch College	_____
2.	Bennington College	_____
4.	Brown University	_____
5.	Bryn Mawr College	_____
6.	Central State University	_____
7.	University of Chicago	_____
8.	Columbia University	_____
9.	Cornell University	_____
10.	Dartmouth College	_____
11.	DePauw University	_____
12.	Fisk University	_____
13.	Harvard University	_____
14.	Howard University	_____
15.	Johns Hopkins University	_____
16.	Morehouse College	_____
17.	Oberlin College	_____
18.	Stanford University	_____
19.	University of Bologna, Italy	_____
20.	University of Cambridge, England	_____
21.	University of Michigan	_____
22.	University of Notre Dame	_____

- 23. University of Oxford, England

- 24. University of Virginia

- 25. University of Wisconsin

- 26. University of Washington

- 27. Yale University

INDIVIDUAL PROFILE

HISTORICAL FIGURE

STUDENT RESPONSIBLE

- | | | |
|-----|--------------------------|--|
| 1. | Peter Abelard | |
| 2. | James Burrill Angell | |
| 3. | Thomas Aquinas | |
| 4. | Aristotle | |
| 5. | Mary McLeod Bethune | |
| 6. | Nicholas Murray Butler | |
| 7. | James Bryant Conant | |
| 8. | John Dewey | |
| 9. | W. E. B. DuBois | |
| 10. | Charles W. Eliot | |
| 11. | Daniel Coit Gilman | |
| 12. | G. Stanley Hall | |
| 13. | William Rainey Harper | |
| 14. | Father Theodore Hesburgh | |
| 15. | Mark Hopkins | |
| 16. | Robert Maynard Hutchins | |
| 17. | David Starr Jordan | |
| 18. | Clark Kerr | |
| 19. | Socrates | |
| 20. | Henry Suzzallo | |
| 21. | M. Carey Thomas | |

- 22. Charles Van Hise

- 23. Booker T. Washington

- 24. Andrew Dickson White

- 25. Emma Willard

- 26. George Zook

TIMELINE PROJECT IDEAS

TOPIC	STUDENTS RESPONSIBLE
1. Academic Freedom	_____
2. Access	_____
3. Egalitarianism/Elitism	_____
4. Extracurricular Activities	_____
5. Funding	_____
6. Governance	_____
7. Graduate Studies and Research	_____
8. Greek Letter Societies	_____
9. Hazing	_____
10. HBCU	_____
11. Higher Education Act of 1965	_____
12. Institutional Accreditation	_____
13. Intercollegiate Athletics	_____
14. Instructional Techniques	_____
15. Morrill Land-Grant Acts	_____
16. National Defense Act of 1958	_____
17. Normal Schools/Teacher Education	_____
18. Professors/Academic Profession	_____
19. Servicemen's Readjustment Act of 1944	_____
20. Scholasticism	_____
21. Student Activism	_____

- 22. Technology _____
- 23. Trivium-Quadrivium _____
- 24. Undergraduate Curriculum _____
- 25. Wingspread Group on Higher Education _____
- 26. Women in Higher Education _____
- 27. Women's Studies _____
- 28. 1940 AAUP Statement of Principles _____

Developed by _____ *Dr. Sandy Coyner*
Revised _____ *Fall 2010*