

**WILMINGTON UNIVERSITY  
COLLEGE OF EDUCATION BASIC  
COURSE INFORMATION**

**COURSE TITLE:** History of Higher Education  
**Course Number:** MHE 7100

**FACULTY MEMBER:**

**TERM:**

**OFFICE HOURS/METHOD OF CONTACT:**

**Technical Requirements that may be required to utilize technology in this course:**

- A headset or microphone.
- A webcam.

**I. PROGRAM**

<http://www.wilmu.edu/education/clinicalstudies/conceptframework.aspx>

*The manner in which we prepare our students is informed by eight essential attributes: (1) understanding that programs are knowledge-based; (2) viewing our students as learners, not just recipients of knowledge; (3) providing appropriate knowledge for the field and discipline to be taught; (4) context and cultural sensitivity; (5) enabling our students to participate in collegiality and collaboration; (6) facilitating our students' reflection, i.e. providing structure and opportunities for critical reflection and taking action in our daily work; (7) providing programs that allow for continuous improvement, experiential and professional growth; (8) ensuring that programs are standards-driven and (9) ensuring that programs provide the effective pedagogy for teaching.*

**II. HIGHER EDUCATION LEADERSHIP PROGRAM COMPETENCIES**

The Higher Education Leadership EDD program standards were adapted from the 2015 ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners. Small adjustments in wording have

***Advising and Supporting (A/S)***: Addresses the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. Through developing advising and supporting strategies that take into account self-knowledge and the needs of others, we play critical roles in advancing the holistic wellness of ourselves, our students, and our colleagues (ACPA & NASPA, 2015).

***Assessment, Evaluation, and Research (AER)***: Focuses on the ability to design, conduct, critique and use various AER methodologies and the results obtained from them, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education (ACPA & NASPA, 2015).

***Law, Policy & Governance (LPG)***: Includes the knowledge, skills and attitudes relating to policy development processes used in various contexts, the application of legal constructs, compliance/policy issues, and the understanding of governance structures and their impact on one's professional practice (ACPA & NASPA, 2015).

***Leadership (LEAD)***: Addresses the knowledge, skills,

***Technology (TECH):*** Focuses on the use of digital tools, resources, and technologies for the advancement of student learning, development, and success as well as the improved performance of student affairs



	<b>% of Final Grade</b>
<b>Reflection Papers</b>	25%
<b>Interview Paper</b>	25%
<b>Policy Paper</b>	25%
<b>Participation &amp; Engagement</b>	25%

#### Reflections

Throughout the course, students will complete reflection papers that encourage students to think critically about course topics. Students will be expected to connect their higher education experiences to their readings.