



**HIED 627:01W HISTORY OF HIGHER EDUCATION IN THE UNITED STATES
COURSE SYLLABUS SPRING 2018**

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COURSE INFORMATION

Materials—Textbooks, Readings, Supplementary Readings:

Textbook Required:

Thelin, J. R. (2011). *A history of American higher education* (2nd ed.). Baltimore, MD: Johns Hopkins University Press.

Supplementary Readings:

Cohen, A. M., & Kisker, C. B. (2010). *The shaping of American higher education: Emergence and growth of the contemporary system* (2nd ed.). San Francisco, CA: Jossey-Bass.

Wechsler, H. S., Goodchild, L. F., & Eisenmann, L. (2007). *The history of higher education* (3rd ed.). Upper Saddle River, NJ: Pearson.

Course Description: This course examines the origin, development, and distinctive features of American higher education. Special emphasis is given to the traditional and contemporary roles of postsecondary institutions, and how political, economic, and social forces have altered the public and private college and university landscape.

Student Learning Outcomes:

This course may not resemble any history course you have taken previously, which is intentional. Many history classes in the past have been organized in a chronological fashion, for example, an American history course that begins with the earliest settlements in the American colonies and continues to the modern day (if the term is long enough to cover this chronology). This format tends to be tedious and does not allow for in-depth researching of specific topics. History of Higher Education in the United States does not follow such a format, focusing instead on topics that will enable you to understand how America's colleges and universities evolved into the institutions we know today

Upon completion of this course, the student will be able to

1. Identify the influence of European models of higher education on American institutions. Specifically, the student will be able to
 - 1.1 Delineate the medieval universities in Europe, especially the British and the German models of higher education.

- 1.2 Describe the vestiges of the British and the German models of higher education in American institutions.
2. Demonstrate an understanding of state and Federal influence in American higher education. Specifically, the student will be able to
 - 2.1 Describe the involvement of the Federal and state governments in private higher education.
 - 2.2 Discuss the advent and development of public higher education in America.
 - 2.3 Identify and describe the Federal legislation applicable to higher education.
 - 2.4 Describe the role of state governments in public higher education.
3. Describe the progression of higher education curriculum in America. Specifically, the student will be able to
 - 3.1 Identify the curriculum of higher education in 1800.
 - 3.2 Identify the curriculum of higher education in 1890.
 - 3.3 Identify the curriculum of higher education in 1980.
4. Discuss the origins and development of the community college in America. Specifically, the student will be able to
 - 4.1 Identify the uniqueness of the American community college.
 - 4.2 Place the community college in the context of American higher education.
5. Present an argument on the future of higher education in America. Specifically, the student will be able to
 - 5.1 Identify the national and regional higher education associations.
 - 5.2 Describe the threats to public higher education in America.

COURSE REQUIREMENTS

Instructional Methods/Activities/Assessments

As a core class for the Higher Education doctorate, History of Higher Education in the United States is a rigorous course that requires superior performance by students. Hence, **all students will be held to the highest expectations in all course requirements**. One of the purposes of HIED 627 is to develop or to reinforce your research skills. Hence, you will be expected to explore in the course text as well as outside resources for sufficient information to understand thoroughly each week's topic. PLEASE DO NOT presume that you can find sufficient information for this course solely from Internet sites.

Research/reading in the course text and in supplementary outside resources.

Note—due to the objectives of the course and the sequence in the Course Outline, students will be expected to search the course text as well as outside resources for sufficient information to understand thoroughly each week's topic. This process is designed to enhance students' skills in researching topics.

Participation in informal group discussion (per assigned groups) of research/reading assignments. This group discussion must be conducted outside of the threaded discussion in the course site, but group members can decide how they want to communicate.

Participation in online threaded discussion over each research/reading assignment. (Note—late participation will receive a lower grade—see below.) IMPORTANT--relying solely on the lectures and the text for your threaded discussion posts will be considered average work and will be graded accordingly. In addition, please remember to cite all references appropriately, quoting any use of exact wording of authors and adhering to APA and university standards. Deviation from these standards may also result in a reduced grade.

Weekly tests over reading assignments. [Note—these tests are intended to be completed **ONLY** after completion of each week's research/reading as well as group discussion and threaded discussion of the research/reading.]

A final exam.

All students must submit a paper focusing on one of the five major student learning outcomes listed above (to be submitted in Week 14). (**NOTE: late submissions WILL RECEIVE A REDUCED GRADE.**) Papers must be thoroughly edited and must conform to the requirements of the *APA Style Manual*. **IMPORTANT**—Please understand that writing is more than what you write or how much you write. How well and, more importantly, how correctly you express yourself in your writing is a critically important skill in this program. Consequently, the papers for this semester will be assessed for accuracy and adherence to APA standards (including grammar, punctuation, and spelling) in addition to content. Furthermore, any incidence of academic dishonesty in these papers will result in a penalty commensurate with the infraction (as noted below).

Grading

The following criteria will be utilized for student evaluation:

- Participation in weekly threaded discussion (130 pts.—10 pts. per assignment)
(Note—points will be deducted for posts made after Friday of each applicable week as well as posts with writing errors or posts not complying with assignment as noted above.)
- Weekly tests (260 pts.—20 pts. each)
- Final exam (100 pts.)
- Paper (60 pts.)
(Note—points will be deducted for writing errors or APA violations.)

Total possible—550 pts.

The minimum number of points required for each grade is as follows:

- A—500
- B—450
- C—400

(Please remember, no grade below a B may be applied to a doctoral degree.)

TECHNOLOGY REQUIREMENTS

This course will be using the eCollege platform for course delivery and for all student submissions and discussion. All direct communication with the class and the professor will be conducted in the appropriate week's threaded discussion session. Group discussions may utilize any technological link preferred by the individual group.

Access to the library's available databases via the student's MyLeo account will be required, unless the student prefers to use the library's holdings in person.

ACCESS AND NAVIGATION

To access the eCollege platform, students should type the following address into their internet browser: <https://leo.tamuc.edu/login.aspx>. Students will need their CWID and password to log in to the course. Students who do not know their CWID or have forgotten their password should contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (Texas A&M University-Commerce Procedure A12.08—see Student Guidebook, Policies and Procedures, Conduct).

All graduate students are expected to maintain high standards of academic integrity and honesty. Academic dishonesty, as defined in Texas A&M University-Commerce Procedure 13.99.99.R0.10, will incur a penalty commensurate with the severity of the infraction, from failure on the applicable assignment to failure in the course. A report of each infraction also is submitted to the Graduate School for further action.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Texas Senate Bill 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact the **Office of Student Disability Resources and Services, Texas A&M University-Commerce, Gee Library, Room 162, Phone (903) 886-5150 or (903) 886-5835, Fax (903) 468-8148 (StudentDisabilityServices@tamuc.edu)**

COURSE OUTLINE:

(Note: *Subject to change*)

Topic

European models
American colonial colleges
German model
Federal and state oversight of private HIED
Public HIED in America
Federal legislation and American HIED
State oversight of public HIED in America
HIED curriculum to 1800
HIED curriculum to 1890
HIED curriculum to 1980
American community college
Higher education associations
The end of public higher education?

[Complete papers]
[Exam]