



HIED 627.01W
History of Higher Education in the United States
COURSE SYLLABUS: Fall 2015

Instructor: William R. "Bill" Ogden

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COURSE INFORMATION

Be kind...although I am no longer new to online class delivery. There will STILL be glitches!

Materials – Textbooks, Readings, Supplementary Readings:

*No Text will be required...*but, the attached Bibliography may be of use.

Course Description:

The course is a history of schooling in America stressing all levels of education and emphasizing curriculum, teachers, students, big ideas and the problems and challenges facing today's postsecondary institutions.

HIED 627 is a core course. It offers an in-depth examination of higher education in the United States and serves as the foundation for a number of additional courses in this field of study. HIED students must possess a strong working knowledge of the many historical milestones, and the rationale for their establishment, that have made America's colleges and universities unique in the world.

Student Learning Outcomes: At the close of the course the student will be able to...

1. Trace the path of education in the United States with reference to the relationships between educational levels;

2. Note the incorporation of provisions for youth, adults, females, African-Americans, bilingual students and other minorities that the schools have made over the years;

3. Identify the Latin grammar schools and the academies as the forerunners of the modern public high school and cite the contributions of each to today's higher education with respect to finance, control, curriculum, and nature of students and teachers;
4. Associate a number of selected educators and lay persons with the educational ideas and practices that have impacted modern institutions of higher education; and
5. Judge the present course of educational directions more correctly.

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COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments:

Upon resuming control of HIED 627 beginning with the Fall 2012 semester, the course was been offered in a seven-week, online format.. BUT, beginning August 2014 the seven-week approach was discarded and **delivery was converted to instruction over the whole semester**. The course is highly cognitive...and the full semester provides a much longer, leisurely, favorable and easily managed time interval. Emphasis is on the acquisition of factual material important to the growth of educational institutions and directions in this country. I have tried to make the class as close to a live, lecture-based experience as possible. Although students are free to contact one another, **study groups are NOT mandatory and interaction is NOT a major component of the evaluation process**. Content will be delivered via a series of voice-over, PowerPoint presentations that you can access anywhere, anytime...get ahead, not behind.

Grading: based upon a 100 Point model as follows...

50 points...Exams: We will try **two** this semester...the first (23 points/48 questions...notice there are two bonus questions that will NOT count against you) will cover material presented in Modules One, Two and Three, and the second (27 points/56 questions...notice

there are again two questions that will **not** count against you) over content from Modules Four, Five, Six and Seven. Questions will be short answer (multiple choice and true-false) and will count .5 points each. The exams will be timed (80 minutes each) and challenging, but...both (including bonus points) **will** be curved.

30 points... Term Paper: Write on a topic “somehow relevant” to the history of education (**see below**). Term Papers may be submitted (via the Drop Box) any time but **must** be turned in by 8:00 a.m. of December 16th...the Wednesday prior to graduation. Grades will be determined by the following Rubric... Narration = 15 (presentation, 10; mechanics 5), References = 5, Length = 5, Documentation = 5 (increments of .5).

15 points... PowerPoint Presentation: Must be on a person “somehow relevant” to the history of education. PowerPoint presentations **need not** be “voiced over” but please try to submit them (also via Drop Box) prior to the final deadline. Two or three days of papers, presentations and exams can be daunting! Like the Term Papers, the “drop dead” submission time for Presentations is 8:00 a.m. of the Wednesday prior to graduation (December 16th). Grades will be determined by the following Rubric... Person/content = 8, Color = 2, Style = 2, Format = 2, Action = 1 (increments of .5).

This is the “see below” ...I would **suggest** that you combine the Term Paper and the Presentation by writing **and** presenting about a single person, Benjamin Franklin for example, or about an educational movement and **one** of its proponents...the German Research University/Daniel Coit Gilman.

5 points... Your instructor’s flawed but fair guestimate of your course involvement: Don’t go overboard for 5 points...this is as close as I get to evaluation of your course “interaction.” There will be discussion items for each of the seven modules listed in the Course Outline/Calendar section, but they are mainly provided to give you a focus for study. Similarly, the list of names at the end of this document and the summaries presented at the end of each module are also intended as “helpful hints” as to what I view as important. And...don’t forget to listen for the hunting horns!

Both the paper topic and the individual presented need to be “okayed” so you don’t all wind up with the same person...email me with your ideas. I will usually permit two (maybe more) persons (though not as a team...these are all individual assignments) to write/present on the same person.

Minimums...

A Term Paper = 8 pages of narration/5 references (start using APA now)

A Presentation = 6 slides plus an “identifier” slide and a “references” slide.

TECHNOLOGY REQUIREMENTS

This is an online course and lessons will be so delivered...you should have access to 1) a computer with internet capability (high-speed preferred), 2) Microsoft Excel Spreadsheet software 3) computer speakers, and 4) Word processing software (Microsoft Word preferred)

Our campus is optimized to work in a Microsoft Windows environment. This means that our course works best if you are using a Windows operating system (XP or newer) and a recent

version of Microsoft Internet Explorer (6.0, 7.0 or 8.0). Your online courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems. It is strongly recommended that you perform a “Browser Test” prior to the start of your course.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo; all class emails from your instructors will be sent to this account, so please be sure to check it regularly. Conversely, you are to email us via your MyLeo email as our spam filters will catch yahoo, hotmail, etc. and we will not check for your email in spam.

ACCESS AND NAVIGATION

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week, by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-886-656-5511.

Course Concerns: Contact me through email.

Other Questions/Concerns: Get in touch with the appropriate department. If you are unable to make contact, questions impacting course enrollment, billing, advising or financial aid may be directed to 903-886-5511 Monday through Friday between the hours of 8:00 a.m. and 5:00 p.m.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

E-mail is best... bill.ogden@tamuc.edu

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Conduct that violates generally accepted standards of academic honesty – which includes but is not limited to plagiarism, cheating on exams or other course assignments, collusion, and abuse of resource material – will not be tolerated. Submission of commercially prepared material is unacceptable... academic work shall be your own and referenced to the correct source. Moreover, students should refrain from providing materials or information to be used improperly to others. Violation of such academic standards may result in removal from the class or failure. Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (APA, 5th edition). Students are expected to utilize conventions noted in the Manual for citing sources.

If you need to drop the class please follow University procedures. If you fail to “officially” drop a class...an F **must** be recorded. An Incomplete (per University policy) may be granted only for circumstances beyond a student’s control. The extension cannot exceed one semester and failure to rectify the situation will result in an F.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination 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:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

HIED 627 will consist of Seven Online Modules. Each module will include lecture material in the form of a voice-over, PowerPoint presentation. You will need internet access capable of assessing and viewing the indicated presentations.

Module One: Foundations of American Education (antiquity – 1780)

Module Two: Revolutionary Change (1750 – 1850)

Module Three: “The Old Order Changeth...” (1820 – 1890)

Exam #1...Covers Modules One through Three and will be accessible Tuesday October 13th from midnight to 11:59 p.m. You will have 1 hour and 20 minutes before being timed out. Be sure and start by 10:39 p.m.

Module Four: Educational Reform (1880 – 1920)

Module Five: Curriculum Development and Appraisal (1918 – 1941)

Module Six: The War Years...one hot, one cold (1939 – 1957)

Module Seven: Reaction and Revision (1954 – 1972)

Exam #2...Covers Modules Four through Seven will be accessible Tuesday December 15th from midnight to 11:59 p.m. You will have 1 hour and 20 minutes before being timed out. Be sure and start by 10:39 p.m.

PowerPoint Presentations and Term Papers MUST be logged in to the Drop Box prior to the time I open my computer on Wednesday December 16th. Sooner is better!

And for those people presentations...some “suggested” persons:

Jacob Abbott	Henry Frieze	Quintillian
Alcuin of York	Robert Gagne'	Hyman G Rickover
Thomas Aquinas	Daniel Coit Gilman	Benjamin Rush
Henry Barnard	Samuel Hall	Edward Sheldon
Arthur Bestor	William Rainey Harper	Benjamin Silliman
Franklin Bobbitt	William Torrey Harris	B.F. Skinner
Jerome Brunner	Josiah Holbrook	Mortimer Smith
Vannevar Bush	Robert Hutchins	William Smith
E.W. Butterfield	Thomas Jefferson	David Snedden
John Calvin	Christopher Jencks	William H. Snyder
Anthony Caminetti	Arthur Jensen	Amos Alonzo Stagg
Warren Camp	David Starr Jordan	Henry Tappan
James Carter	Susah Kingsbury	Lewis Terman
Stanwood Cobb	Clarence Kingsley	E.L. Thorndike
James S. Coleman	Malcom Knowles	George Ticknor
James B. Conant	Joseph Lancaster	Ralph Tyler
Peter Cooper	Alexis Lange	Charles Van Hise
George Counts	Philip Lindsley	Booker T. Washington
John Dewey	Robert Mager	Francis Wayland
W.E.B. DuBois	Horace Mann	Noah Webster
Henry Dunster	James Marsh	Eleazar Wheelock
Nathaniel Eaton	Maria Montessori	Emma Willard
Charles W. Eliot	Johann Heinrich Pestalozzi	Elihu Yale
Edward Everett	Jean Piaget	Jerrold Zacharias
William Watts Folwell	Cyrus Pierce	George Zook
Benjamin Franklin	Charles Prosser	???

Comment...don't be limited to these only. You probably know more about your particular area of study than I do, so pick someone who is **meaningful** to you.