



HIED 627 History of Higher Education in the United States

Fall 2016

September 3 - December 15

Friday, 7:40-9:59pm

UCD 312/TAMUC Education South 101

Web-Enhanced (via eCollege)

Instructor: Derek Lester, PhD

Office Location: Universities Center at Dallas, Pacific Place, 1910 Pacific Ave, Floors 2 - 4, Dallas, TX

Office Hours:

- Tuesday, 1pm to 5pm (TAMUC Campus)
- Thursday, 1pm to 4pm (UCD)
- Available by appointment: In-person, phone, Skype

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University Email Address: Derek.Lester@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

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

Publications Manual of the American Psychological Association (6th ed.). (2010). Washington D.C.: American Psychological Association.

Wechsler, H.S., Goodchild, L.F., & Eisenmann, L. (2008). *The history of higher education (ASHE Reader)*. Upper Saddle River, NJ: Pearson.

Course Description:

History of Higher Education in the United States. Three semester hours. Examines the origin, development, and distinctive features of American higher education. Special emphasis is given to the traditional and contemporary roles of post-secondary institutions, and how political, economic, and social forces have altered the public and private college and university landscape.

Student Learning Outcomes:

- Develop an understanding of the historical development of the American system of higher education.
- Understand the unique characteristics, purposes, and philosophical underpinnings of American postsecondary institutions.
- Understand the development of higher education governance, financing, and administrative systems.

- Develop an understanding of the functions, services, and components of higher education institutions including faculty, students, and programs.
- Understand current and potential future issues confronting American higher education.
- Gain experience conducting research in a content area of historical interest.
- The student will develop their knowledge and understanding of the content through in-class discussions and presentations.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Reading Commentary and Questions

Students will write a 2-page reflection (approximately 500 words) for each assigned chapter of the ASHE Reader articles and Cohen and Kisker's *The Shaping of American Higher Education*. Reflections may be on any topic addressed in the reading. Reflections are due the day of the class discussion for the related chapter.

Student Led Article Discussion

Each student will lead several group discussions of selected readings. The purpose of this assignment is for individual students to gain a depth of knowledge of selected readings during the duration of the course.

Discussion sessions for each article will run from 30-40 minutes. Discussants will be prepared with at least six questions to ask their colleagues. Take about 20 minutes to outline the main points of the chapter. Then take about 10 to 20 minutes to lead the class in a discussion about the chapter.

Doctoral students will present one additional article then Masters students.

The format of the presentation is as follows:

- Introduce the article
- Review the main points
 - Use sparsely worded PowerPoint slides to outline the material.
- Engage the class in discussion on the article
- Complete the session with a summary of the content
- Hand out a 1-page summary of the article

Research Paper

Students will write a 15 or 20-page historical research paper of any (instructor approved) higher education topic. Masters students will write a 13-15-page paper, and doctoral students will write a 20+-page paper. This assignment will be graded based in three segments: Proposal, research paper, and presentation. The proposal is a 1-3 page outline of:

- The general historical setting
- Possible application to a contemporary higher education issue

The final research paper format will include:

- An introduction of the topic and importance/relevance to the modern audience
- The history of an issue and the issue of the day
- Relevance and application of the historical events to the current higher education setting
- Conclusion
- APA Reference list

- 15-25+ References

The APA Level 1 Headings will be as follows:

History of “X” Issue

Level II Heading

Level II Heading

Relevance of “X” Issue to Today

Level II Heading

Conclusion

A research presentation will include:

- A 20-minute presentation of the research paper findings during the final course meeting.
 - Note: 20min of speaking, but presentations of up to 30min will be allowed if there is great discussion
- The presentation’s format will follow the outline of the paper.
 - Introduction
 - History of Issue
 - Relevance to Today
 - Conclusion
- The final presentation must have an accompanying Power Point presentation, or some other multi-media presentation format.
 - Use about 10 slides for the presentation.
 - Keep content on each slide to a bare minimum, and do not read off the slides.
 - Use of brief videos or images is encouraged.

Exam

A final exam will cover broad issues related to the history of American higher education. The exam questions will be discussed and outlined for the students during the course of the semester.

Attendance Policy

Class attendance is an integral part of the educational process. Students who miss class miss out on the dialectic process of exchanging ideas with the instructor and colleagues. Up to two absences will not affect a student’s grade. A third and fourth absence will result in a 5% reduction of the total course grade. The fifth absence will result in a failing grade for the course.

Participation

Ten percent of the total course grade is dependent on individual students’ class participation. Every student is expected to contribute to class discussion every class period. One point is earned per day.

Writing Requirements

All papers are to follow APA format guidelines. Begin papers with an APA title page. Font is to be 12 point, New Times Roman, double-spaced. Normal margins: one inch left, right, top, and bottom. Secure the paper with one staple in the top left corner. No folders please. Written assignments will be graded according to the following criteria:

- Completeness of response to the assignment: 25% of grade
- Organization and coherence: 25% of grade
- Appropriate grammar, punctuation, spelling: 25% of grade
- Use of disciplinary format and citation style: Paper displays correct use of student's disciplinary format and citation style (APA, 6th Edition) for papers submitted for presentation or publication. Non-cited statements within a paper will result in a loss of points in accordance with the 5% earned for APA format and citation: 25% of grade

Grading

- Student Led Article Discussions (20%)
 - Summation of main ideas/points – 20 minutes
 - Discussion of an article, with 5 questions (outline analysis, synthesis, context, application) – 10-20 minutes
 - Write-up of main points and discussion questions, 2-3 pages
 - 1-page handout
- Research Paper (30%)
 - 2-page proposal (Research paper topic, sources) (2%)
 - 15-page research paper –Masters Students (18%)
 - 20-page research paper-Doctoral Students
 - Presentation (10%)
- 2-page commentary of each week's assigned Cohen and Kisker readings, 2 pts. Each (12%)
- 1-page commentary for each assigned article, 0.5pts each (11%)
- Exam (17%)
- Participation (10%)

A =	4.0 = 90-100%
B =	3.0 = 80-89%
C =	2.0 = 70-79%
D =	1.0 = 65-69%
F =	0.0 = <65%

TECHNOLOGY REQUIREMENTS

Internet-based research is required in this course. A computer, smart phone, or tablet with Internet access will be needed to complete some assignments. A wireless connection is available to students on campus. Computers are available for student use in the Gee Library and campus computer labs. For more information concerning library or campus computer labs, visit <http://www.tamu-commerce.edu/library/>

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Email me at Derek.Lester@tamuc.edu. I will reply to emails within 48 hours. Use only your TAMU-Commerce email when communicating with me. I may also be reached on my cell phone: (206) 407-9904.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Respect Differing Views

As with all graduate courses, this course deals with ideas. Please be respectful of individuals with ideas and beliefs that differ from your own. If you disagree with someone then ask them why they believe as they do, and then listen to the answer. People can have complex reasoning for what is seen as, on the surface, a simple idea. Only civil and even-tempered discussions will be permitted in class.

Academic Honesty

Plagiarism within an assignment will result in a failing grade for that assignment. I expect all assignments for this course to be original works produced specifically for this course. At the instructor's discretion, if the plagiarism may have been accidental, an assignment may be redone for a maximum grade of 80% of the original total.

Work produced, whether in part or in whole, from assignments for other courses will not be accepted for credit.

Technology Use

Personal use of computers, cell phones, or tablets is not permitted during the class session.

Late Assignments

An electronic and hard copy of each assignment is due at the beginning of class. Electronic copies must be emailed to my TAMU email address. Hard copies will be handed in at the beginning of class. Late assignments will lose one letter grade (10%) per day late. The measurement of days ends at 11:59pm the following day of class. A new day begins at Midnight (12 am) and continues to 11:59 pm. Late assignments may be turned in via email.

Examination Policy

Exams are timed and closed book.

Religious Holidays Policy

Reasonable accommodation will be given to students who require class absences because of religious holidays. However, the attendance policy is still in effect.

Writing Center

Students are encouraged to visit the A&M-Commerce Writing Center for writing assistance. Visit the website at: <http://web.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx>

Also, I am available to help with the writing process during office hours and by appointment.

Concealed Carry

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.

University Specific Procedures: Students with Disabilities:

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
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
[Student Disability Resources & Services](#)

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

Date	Topic	Reading(s)
Sept 1	Intro to Course Faculty/Student Introductions Review Syllabus Mini Lecture: History of the University to 1636 Trow	DL ASHE Reader - DL
Sept 8	Eisenmann Cohen and Kisker: 1636-1789 Burton (1690-1825)	ASHE Reader Chapter 1 ASHE Reader
Sept 15	Vine (1636-1789) Church and Sedlak (17???) Cohen and Kisker: 1790-1860	ASHE Reader ASHE Reader Chapter 2
Sept 22	Lane, Stites (1790-1860) Cohen and Kisker: 1870-1944 Final Paper Outline Conversations	ASHE Reader Chapter 3
Sept 29	No Class – Writing Day	
Oct 6	Johnson, Williams, Herbst, Lageman (1900-50)	ASHE Reader
Oct 13	Cohen and Kisker: 1945-1975 (Parts 1 & 2)	Chapter 4
Oct 20	MacDonald and Gracia (1848-1990) Cohen and Kisker: 1976-1994 (Part 1)	ASHE Reader Chapter 5
Oct 27	Cohen and Kisker: 1976-1994 (Part 2)	Chapter 5
Nov 3	Hutchenson, Eisenmann, Freeland In-class review of papers	ASHE Reader
Nov 10	No Class – Writing Day (ASHE Conference)	
Nov 17	Cohen and Kisker: 1994-2009 (Part 1) Lazerson, Lavin and Hyllegard	Chapter 6 ASHE Reader
Nov 24	No Class – Thanksgiving	
Dec 1	Cohen and Kisker: 1994-2009 (Part 2) Allen and Jewell, Douglass In-class review of papers	Chapter 6 ASHE Reader

Dec 8

Final Papers Due
Final Paper Presentations

Dec 15

Final Paper Presentations
Final Papers Returned to Students
Final Exam