



**HIED 627-HISTORY OF HIGHER EDUCATION IN THE UNITED STATES**  
**COURSE SYLLABUS: Spring 2024**

**INSTRUCTOR INFORMATION**

Instructor: Anissa Guerin, Ph.D.  
Office Hours: Please contact me via email to schedule an appointment  
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Preferred Form of Communication: Email  
Communication Response Time: A response to any email or message will occur within (2) business days, (excluding weekends and holidays).

**COURSE INFORMATION**

**Materials—Textbooks, Readings, Supplementary Readings:**

Textbook Required:

*The History of American Higher Education*. (3<sup>rd</sup> Ed). (2019). Johns Hopkins University Press.  
ISBN-10 : 1421428830 □ ISBN-13 : 978-1421428833

*A People's History of American Higher Education (Core Concepts in Higher Education)*. (1<sup>st</sup> Ed.)  
(2019). Routledge. ISBN-10 : 0415894700 □ ISBN-13 : 978-0415894708

*Publications Manual of the American Psychological Association* (7<sup>th</sup> ed.). (2019). Washington D.C.: American Psychological Association.

Supplementary Readings:

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

Wechsler, H. S., Goodchild, L. F., & Eisenmann, L. (2007). *The history of higher education* (3<sup>rd</sup> 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.

A serious commitment to mastery of the content. An online course inherently requires students to assume the responsibility for their own learning and to be active, self-directed learners.

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 online threaded discussion over each research/reading assignment. (Note—no late participation will be accepted. **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 will also result in a reduced grade. Initial responses to the discussion questions are due by Wednesday of each week. Responses to at least 2 of your peers are due by the Saturday of each week. No partial credit/points will be given. Both the initial response and responses to your peers must be completed and completed by the due date to receive credit. Both components: 1) the initial discussion question and responses to peers and 2) initial response and responses to the peers, must be completed for credit/points. Failure to complete one or more components will result in no points/credit being given.

A final assignment. (subject to change)

All students must submit a paper focusing on one of the five major student learning outcomes listed above. (**NOTE: late submissions WILL NOT BE ACCEPTED.**) 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).

## **TECHNOLOGY REQUIREMENTS**

This course will be using myLeo Online (D2L Brightspace) 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.

### **Browser Support**

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

□

### **Desktop Support**

<b>Browser</b>	<b>Supported Browser Version(s)</b>	<b>Maintenance Browser Version(s)</b>
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A

Apple® Safari®	Latest	N/A
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### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.  Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.  
Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
  - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (*version 17 or later*) <https://get.adobe.com/flashplayer/> ○ [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/> ○ [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## ACCESS AND NAVIGATION

To access myLeo Online, students should type the following address into their internet browser:  
<https://myleoonline.tamuc.edu>

Students will need their campus-wide ID (CWID) and password to log in to the course. Students who do not know their CWID or have forgotten their password should contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT Brightspace Support

### Need Help?

### Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



## **System Maintenance**

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette> **TAMUC**

### **Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

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 UniversityCommerce 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&MCommerce 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- 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  
Velma K. Waters Library Rm 162  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Counseling Center**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis

assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel).

### **Nondiscrimination Notice**

Texas A&M University-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.

### **Campus Concealed Carry Statement**

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&MCommerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

### **Artificial Intelligence**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence (AI), ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Grading Items	Assignment	Points
<b>Class Participation</b>		
	Discussion Board Posts (10)	10 points
	Peer Response	10 points
	Focus Paper	20 points
<b>Final Historical Research Project</b>	Part 1: History of the Topic	20 points
	Part 2: Connecting History to Today	20 points
	Part 3: Final Historical Research Project Write-Up & Virtual Final Research Presentation (including history of the topic, connecting history to today, and providing implications for practice)	20 points
	<b>TOTAL</b>	100 points

## GRADING

-The following criteria will be utilized for student evaluation:

Participation in weekly threaded discussion.

Essays and Final Assignment (subject to change).

Note: points will be deducted for writing errors or APA violations.

**\*\*\*Assignments are subject to change at the instructor's discretion.\*\*\***

Final grades in this course will be based on the following scale:

A = 90-100pts.

B = 80-89pts.

C = 70-79pts.

D = 60-69pts.

F = 59pts or Below

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

<b>Question of the Week/Readings</b>	<b>Assignments Due</b>	<b>Pts.</b>
<p><b>What Will This Course Look Like?</b>            There are no formal readings this week, but familiarize yourself with the following:</p> <ul style="list-style-type: none"> <li>• Intro video</li> <li>• Revised syllabus</li> <li>• Project &amp; Deadlines (watching the intro video will help!) □ Working w/me and periodic check-ins</li> </ul>	Week 1: Discussion Board Introductions	2pts.
<p><b>How is US Higher Education Connected to European Higher Education (and the German Model)?</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Thelin, Preface, Acknowledgements, Introduction: Historians and Higher Education</li> <li>• D2L Readings</li> </ul>	Week 2: Discussion Board European (and the German) Models	2pts.
<p><b>What Did Colonial and early US Colleges Look Like?</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Thelin, Chapter 1 &amp; 2</li> <li>• D2L Readings</li> </ul>	Week 3: Discussion Board Colonial and Early Colleges	2pts.
<p><b>What Do We Know About the Building of Higher Education in the US?</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Thelin, Chapters 3 &amp; 4</li> <li>• D2L Readings</li> </ul>	Week 4-No post	

<p><b>What Do We Know About the Historical Contrasts of Public &amp; Private Higher Education in the US?</b></p> <p><b>Readings:</b>  <input type="checkbox"/> D2L Readings</p>	<p>Week 5: Discussion Board Public &amp; Private Higher Education</p>	<p>2pts.</p>
<p><b>What Do We Know about Higher Education at the Turn of the 20<sup>th</sup> Century?</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Chapter 5</li> <li>• D2L Readings</li> </ul>	<p>Week 6: Discussion Board Turn of The Century</p> <p><b>Part 1: Historical Research Project DUE</b></p>	<p>2pts.  20pts</p>
<p><b>Spring Break!!!!</b></p>	<p>Week 7-No class</p>	
<p><b>How did US Higher Education Grow and Expand?</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Chapters 6, 7</li> <li>• D2L Readings</li> </ul>	<p>Week 8: Discussion Board Growth and Expansion</p>	<p>2pts.</p>
<p><b>What is the History of US Community Colleges?</b></p> <p><b>Readings:</b>  <input type="checkbox"/> D2L Readings</p>	<p>Week 9: Community Colleges</p>	<p>2pts.</p>
<p><b>What Challenges Grew in US Higher Education Post-1970?</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Chapter 8</li> <li>• D2L Readings</li> </ul>	<p>Week 10: Discussion Board Challenges Post 1970</p>	<p>2pts.</p>
<p><b>Part 2: Connecting History DUE</b></p>		<p>20pts.</p>
<p><b>Focus Paper DUE</b></p>		<p>20pts.</p>
<p><b>What is the Future of Public Higher Education in the US?</b></p> <p><b>Readings:</b>  <input type="checkbox"/> Chapter 9 &amp; 10</p>	<p>Week 13: Discussion Board Future of Public Higher Education</p>	<p>2pts.</p>

<b>What Do My Fellow Scholar-Practitioners Need to Know?</b>  <b>Readings:</b> <input type="checkbox"/> D2L Readings	Week 14: Discussion	2pts.
<b>Part 3: Final Historical Research DUE</b>		20pts.