HIED 627-01W

HISTORY OF HIGHER EDUCATION IN THE UNITED STATES

COURSE SYLLABUS: Spring 2026

INSTRUCTOR INFORMATION

Instructor: Anissa Guerin, Ph.D.
Office Hours: Please contact me via email to schedule an appointment
Office Phone: (903) 886-5618
University Email Address: anissa.guerin@etamu.edu
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. (3rd Ed). (2019). Johns Hopkins University Press. ISBN-10 : 1421428830 ISBN-13 : 978-1421428833

Publications Manual of the American Psychological Association (7th ed.). (2019). Washington D.C.: American Psychological Association.

Supplementary Readings (optional):

-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: JosseyBass.

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

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

Course Description:

HIED 627: History of Higher Education in the United States! This course offers a comprehensive exploration of the origins, evolution, and unique characteristics of American higher education. Special attention will be given to analyzing the traditional and contemporary roles of postsecondary institutions, as well as examining how political, economic, and social forces have shaped the landscape of both public and private colleges and universities.

Student Learning Outcomes:

In this course, we depart from the traditional chronological approach commonly found in history classes. Instead, our focus is on specific topics that provide a deeper understanding of the development of America's colleges and universities. By exploring key themes and issues, you will gain insights into the transformation of higher education institutions over time.

Should you have any questions or need further clarification on the course content or expectations, please don't hesitate to reach out. I look forward to embarking on this educational journey with you.

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

Research and Reading Expectations
To fully engage with each week's topics, students are expected to delve into both the course text and supplementary resources. While the internet may offer valuable insights, it should not be the sole source of information. Visiting the library (in person or online) is essential in the success of this course. Your commitment to thorough research will enhance your understanding and research skills.

Participation in Online Threaded Discussions
Active participation in online threaded discussions is essential. Initial responses to discussion questions are due by Wednesday each week, with responses to peers due by Saturday. Merely regurgitating lecture content or textbook material will not suffice; substantive engagement and citing appropriate references are crucial. Failure to complete both components of the discussion will result in no credit being awarded.

Final Assignments
All students must submit a paper focusing on one of the major student learning outcomes outlined in the course. Late submissions will not be accepted. Papers must be meticulously edited and adhere to APA Style Manual guidelines. Writing quality, including grammar, punctuation, and spelling, will be rigorously assessed alongside content. Any instance of academic dishonesty will result in appropriate penalties.

As you navigate this course, remember that effective communication through writing is a vital skill in this program. Strive for clarity, accuracy, and adherence to academic standards in all your written work.

Student Responsibilities and Tips for Success in the Course

Scholarly Expectations
At East Texas A&M University, we prioritize academic integrity and hold a zero-tolerance policy towards plagiarism and other forms of academic dishonesty. Such behavior includes but is not limited to plagiarism, auto-plagiarism, cheating, collusion, and abuse of resource materials. All submitted work must be original and uniquely created for this course. Works will be screened for plagiarism using TurnItIn or similar services. Consequences for academic dishonesty may range from reduced credit on assignments to potential removal from the academic program or

institution, with an automatic F in the course being a standard outcome. Proper citation in APA 6th edition style is required for any referenced works.

Students should demonstrate proficiency in resolving technical issues, problem-solving skills, and the ability to embrace challenges as opportunities for learning and growth. As future educational technology professionals, collaboration and cooperation are essential skills that students are expected to practice throughout this course. It is encouraged to seek assistance when needed and offer support to peers.

Timeliness

Assignments must be submitted by the designated due dates to receive full credit. Late or incomplete submissions may result in deductions of up to 10% of the assignment's value per day, with assignments losing all value if submitted 10 days past due. Ample notification and time will be provided for completing course assignments. Students are encouraged to plan ahead for any anticipated absences or technical difficulties and have contingency plans in place.

Time Commitment

To succeed in this course, students should be aware of the time commitment required. Refer to the bullets below for an estimate of the average expected time spent on class-related work:

-Outside class per class week: 9 hours (minimum), 12 hours (maximum)
-Total Term Expectation: 144 hours (minimum), 192 hours (maximum)

Your commitment to these requirements and policies will contribute to a successful and enriching academic experience. Should you have any questions or concerns, please do not hesitate to reach out for assistance.

GRADING

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

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Total points corresponding to the final letter grades

A: 180-200 points

B: 160-179 points

C: 140-159 points

D: 120-139 points

F: 0-119 points

Weights of the assessments in the calculation of the final letter grade.

Example:

Essay's 35%

Discussions 25%

Final Project 40%

TOTAL 100%

Course Outline/Calendar

Question of the Week	Assignments	Pts.
Week1- What Will This Course Look Like? There are no formal readings this week, but familiarize yourself with the following: • Intro video • Revised syllabus • Project & Deadlines (watching the intro video will help!) ⬜ Working w/me and periodic check-ins	Discussion Board Introductions	10pts.
Week 2 -How is US Higher Education Connected to European Higher Education (and the German Model)? **Readings:** • Thelin, Preface, Acknowledgements, Introduction: Historians and Higher Education • D2L Readings	Discussion Board European (and the German) Models	10pts.
Week 3- What Did Colonial and early US Colleges Look Like? **Readings:** • Thelin, Chapter 1 & 2 • D2L Readings	Discussion Board Colonial and Early Colleges	10pts.
Week 4 -What Do We Know About the Building of Higher Education in the US? **Readings:**	Week 4-No post	10pts.

• Thellin, Chapters 3 & 4 • D2L Readings		

Week 5 What Do We Know About the Historical Contrasts of Public & Private Higher Education in the US? **Readings:** ⬚ D2L Readings	Discussion Board Public & Private Higher Education	10pts.
<mark>**Week 6 Part 1: Historical Research Project**</mark>		20 pts
Week 7-What Do We Know about Higher Education at the Turn of the 20th Century? **Readings:** • Chapter 5 • D2L Readings	Discussion Board Turn of The Century	5pts.
Week 8-How did US Higher Education Grow and Expand? **Readings:** • Chapters 6, 7 • D2L Readings	Discussion Board Growth and Expansion	10pts.
Week 9-What is the History of US Community Colleges? **Readings:** ⬚ D2L Readings	Community Colleges	10pts.
Week 10-What Challenges Grew in US Higher Education Post-1970? **Readings:** • Chapter 8 • D2L Readings	Discussion Board Challenges Post 1970	10pts.
<mark>**Week 11-Part 2: History of the Topic**</mark>		25pts.

Week 12 &13-Focus Paper		50pts.
Week 14-FINAL PROJECT, PART 3 History of the Topic.		25pts
	TOTAL	200 pts

Please note the adjusted due dates for holidays. All submissions should adhere to the provided guidelines, and late work will not be accepted.

*****Course syllabus subjected to change *****

TECHNOLOGY REQUIREMENTS LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.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 ETAMU campus open computer lab, etc.

COMMUNICATION AND 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. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport   Interaction with Instructor Statement

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy
The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

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/student_guidebook/Student_Guidebook.pdf

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

ETAMU Attendance
For more information about the attendance policy please visit the Attendance webpage and Procedures13.99.99.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 East Texas A&M University 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

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
East Texas A&M University
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@etamu.edu
Website: Student Disability Services

https://www.tamuc.edu/student-disability-services/

Nondiscrimination Notice
East Texas A&M University 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 East Texas A&M University 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 East A&M 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 East A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East A&M Supports Students' Mental Health

The Counseling Center at East A&M, 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.etamu.edu/counsel**

AI use policy [Draft 2, May 25, 2023]

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, 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.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.