

CEPD 9210 History of Higher Education Fall 2019

Instructor Information

Instructor: Dr. Shanna E. Smith
Class Meeting Time & Location: Online
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Online Hours: By Appointment
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Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)
Call: 678-839-6248 or 1-855-933-8946 or
email: online@westga.edu

[24/7/365 D2L Help Center](#)

Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

Call:678-839-6428 or email:
counseling@westga.edu

College of Education Vision

The College of Education at the University of West Georgia will be recognized for leading *Innovation in Teaching, Leadership, and Wellness*, with programs designed to transform lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

A review of the historical progression of higher education and an introduction into the contemporary issues confronting higher education today with a focus on the relationship between the historical perspectives of higher education and its relationship to current practice.

Credit Hours: 3

Prerequisites: N/A

Co-requisites: N/A

Texts, Readings, and Instructional Resources

Required Text(s)

American Psychological Association (2009). *Publication manual of the American Psychological Association*, (6th ed.). Washington, DC: American Psychological Association/Author.

Brubacher, J. S., & Rudy, W. (2008). *Higher Education in Transition* (4th ed.). New Brunswick, New Jersey: Transaction Publishers.

Thelin, J. (2011). *A History of American Higher Education* (2nd ed.). Baltimore, MD: Johns Hopkins Press.

Thelin, J. (2014). *Essential Documents in the History of American Higher Education*. Baltimore, MD: Johns Hopkins Press.

Additional readings, materials, and online resources will be posted within CourseDen.

Suggested Text(s)

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

Labaree, D. (2017). *A Perfect Mess: The Unlikely Ascendancy of American Higher Education*. Chicago, IL: The University of Chicago University Press.

Lovett, B. (2015). *America's Historically Black Colleges and Universities: A Narrative History, 1837-2009*. Atlanta, GA: Mercer University Press.

Lucas, C. (2006). *American Higher Education: A History* (2nd ed.). New York, NY: Palgrave MacMillan.

Rudolph, F. (1990). *The American College & University: A History*. Athens, GA: University of Georgia.

Wechsler, H., Goodchild, L., & Eisenmann, L. (Eds.). (2007). *The History of Higher Education* (3rd ed.). Boston, MA: Pearson.

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

Instruction in this course will be delivered 100% online. Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication.

Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Discuss specific trends and events that occurred during each of the eight eras in the history of American higher education (NASPA/ACPA Competency: Values, Philosophy, and History)
2. Discuss events related to the history of higher education and institutions (NASPA/ACPA Competency: Values, Philosophy, and History)
3. Identify current issues as they relate to the historical roots of higher education (NASPA/ACPA Competency: Values, Philosophy, and History)

Assignments

Always refer to CourseDen for additional assignment details and due dates.

Should there be a conflict between CourseDen and the syllabus, the syllabus typically wins. It is imperative you manage your time wisely with the assignments. The modules will not open until that week, but you can work ahead as you have the readings. Once the modules open, you will be able to post assignments. Because this is the History of Higher Education, it may sometimes feel like “information overload”. I have posted a sample within Helpful Tools about how you can take personal notes to help you organize and synthesize the information presented in the readings. Making timelines are *strongly* recommended to help you make sense of the order of particular events.

Attendance Quiz (10 points)

Students must complete an attendance quiz in the form of a discussion post within 72 hours of the start date of this course, in order to be marked as “attending”. Students will receive 10 points for the timely submission of this attendance quiz.

Weekly Discussions (10 points each)

Because this is an online course, students are expected to engage weekly in classroom discussion via CourseDen. Your engagement and involvement throughout the course are imperative. Please make sure you are engaged, posting, and responding to classmates. Every week, a discussion prompt or question related to the weekly readings will be posted. Each initial response should be *at least* 1,000 words (about two pages single-spaced). Due dates will be listed within the Class Schedule Information. In addition, students are required to respond to at least two other students' posts with thoughtful, reflective responses *at least* 200 words each. These peer responses will replace the physical classroom discussion, and should be much more than simply evaluative "Good job" or "I agree" responses. Students are also expected to respond if a peer or instructor poses a question relevant to the initial posting. These posts should be written according to APA style standards. It is strongly recommended students complete weekly assignments within a Word document, and then copy and paste into CourseDen to prevent spelling and grammatical errors. Points will be deducted for posts that do not adhere to these requirements, or are incomplete in thought or cohesion. Any ideas or thoughts that are not original **MUST** be cited, or it constitutes as plagiarism. While opinions are important and should be voiced within this course, please remember that you must back up your arguments with empirical and/or historical information or proof. The purpose of these discussion posts is to evidence you have read the material, understood it, and can apply it to answer the discussion prompt in your own words. In studying the History of Higher Education, there are no perfectly right answers; however, there are wrong, poorly formulated, organized, or supported answers. To be successful in this course, you are expected to make your *own* meaning of the course content and resources, and then effectively state and support your perspective. If you reference a reading, please cite which particular source you are referencing. Any form of plagiarism will result in a 0 for that week's discussion post, and possibly a 0 for the course.

Annotated Bibliography (100 points)

The major research project in this course will be in the form of an annotated bibliography students will submit by the provided due date toward the end of the semester. Students will identify a topic of personal interest or related to their field within the History of Higher Education and submit a research proposal by the third week of class (see Class Schedule Information for due date). This proposal will be worth 10 points of the total points for this paper. For full credit, each proposal should clearly state what topic you are wanting to explore, and a plan for where you might find your required primary sources. A list of possible names, dates, and places of interest relevant to your topic should be included. A total of 12 empirical, peer-reviewed sources, including *at least* one primary source, are required for the annotated bibliography. Students should use no more than two of the assigned readings for the bibliography.

A quality annotated bibliography should:

- 1) Place your issue within the evolution of Higher Education in the United States (eras) and the context of the primary themes associated with its evolution;
- 2) Identify an era that had particular impact on your selected issues;
- 3) Explain and describe the evolution of the issue of your choosing on the in-depth exploration of a specific period of time, include its historical context and influences; and
- 4) Allow you to identify trends associated with your selected issue that enable you to make informed predictions or

recommendations for its future in US Higher Education (i.e., anticipated challenges, sources of optimism and/or concern, etc.). You will need this for your In Perspective assignment.

Once you have organized and synthesized the material, be certain you finish each entry with a synthesis sentence that explains the source's contribution to your synthesis. For the purposes of this assignment, order sources to tell your "story" about the topic. This annotated bibliography should include a title page, list of references, and adhere to APA style for full credit.

In Perspective (50 points) – TK20 Assignment

This summative assignment is a comprehensive reflection on the historical context of your topic. It will explore the breadth and depth of topic, associated trends and issues, identify similar trends in the current context, and make future predictions while comparing and contrasting historical events and examples. You should identify the potential pitfalls and opportunities/strengths using the historical knowledge you have gained in your research. Most of this assignment should have already been written within the context of your annotated bibliography synthesis statements. Please refer to Course Documents related to Final Project Materials regarding helpful hints, samples, and rubrics. TK20 assignments MUST be submitted on time; and must be submitted in order to receive grades for this course. A minimum of 10 points will be deducted from the final grade for a lack of submission of this assignment.

Grading Information and Policy

Considering this is a doctoral class, all work is evaluated by the instructor on a substantive basis. Things considered for each assignment include:

- Thoughtfulness
- Writing
- Intentionality
- Content
- Critical Thinking
- Overall Quality

The instructor reserves the right to reject any assignment she deems unacceptable for doctoral education.

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Academic Honesty:

All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person or presenting another's work as their own; this includes improperly cited materials. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog. It may result in an automatic 0 on the assignment, F in the course, or possible removal from the EDDPCS Program.

Attendance and Engagement:

Students must post to the introductory discussion post within 72 hours of class in order to be considered “attending” this online course (please see Class Schedule Information). Students who do not post to the introductory discussion post within this timeframe may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in online discussion.

Attendance and engagement is expected at a graduate level course. This course requires you to login at least once or twice a week *at a minimum*. The course is designed to keep you engaged and checking the course regularly. It is your responsibility to check the course and remain engaged.

Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations are available to all students, within constraints of time and space.

Late Work:

Late work is any work that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g. a corrupt file). As a general rule, late work will not be accepted in this course. However, life happens. If you have circumstances in your life which will prevent you from submitting weekly assignments on time, please notify me immediately. I can help in advance, but cannot help after an assignment is due. It is your responsibility to communicate with me regarding your inability to complete assignments as soon as possible. Late submission of the annotated bibliography or in perspective will not be accepted, as you have an entire semester to complete these. To avoid late work, please **DO NOT** procrastinate and wait to submit at the last possible minute.

Professional Conduct:

It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, class should be a safe place to discuss practical issues openly and confidentially. At times, we may not know information or say the wrong thing. This should be a safe place to make mistakes and we should be able to help each other learn the information.

Student Email Policy:

University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. I will send emails through CourseDen and to your student email account.

Rights of reservation:

Please note the instructor has the right to change the syllabus, instructions, assignments, or grade distribution with advanced notice. Additionally, the syllabus should be used as the source of all information and dates. Should there ever be conflicting information, such as dates, with CourseDen (or any other source), the syllabus is typically the winning source.

UWG Policies

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the “Additional Information” tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the [Common Language for Course Syllabi](#). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

Communication Rules

Communication should occur through the University email system. Emails and communication sent through CourseDen may go unanswered or have a delayed response. Emails sent to shannas@westga.edu typically have a 24 – 48 hour response.

Network Etiquette:

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

I will respond to discussion posts weekly, either publicly or within private feedback. I will provide proposal feedback within a week. It is my hope to return the final paper and assignments within two weeks. I will keep students informed on my progress should there be a delay. If you have questions or concerns, please contact me immediately.

Attributions

I reviewed a number of syllabi in the development of this course and syllabus. I owe a particular intellectual debt to Dr. Karen D. Boyd whose extensive knowledge of the History of Higher Education far outweighs my own.

Class Schedule Information

Subject/Theme	Begin Date	End Date	Reading Assignment	Assignment Name **
Reading Key: Thelin (TH); Brubacher & Rudy (BR); Essential Documents (ED); CourseDen Supplemental Material (CD)				
	8/14	8/19	Attendance Quiz	Attendance Quiz Due
Context of HE History & Founding of the US System of HE	8/14	8/21	TH: Introduction ED: Introduction CD: Historical Research TH: 1 BR: 5 CD: Statutes of Harvard CD: Historical Overview ED: 1.3	Begin reviewing texts and course materials in order to complete proposal due 9/4 Discussion Post 1 Due by 11:59p.m.
The American College Established & The American University	8/21	8/28	TH: 2, 3 BR: 3 CD: Dartmouth, The Collegiate Way TH: 4 BR: 4 ED: 2.1, 2.4, 3 CD: 1903 Conference, Historical Origins of HBCUs	Discussion Post 2 Due by 11:59p.m.
The Making of the Modern University & Antecedents, Foundations, and Evolution of Philosophy and Mission	8/28	9/4	TH: 6, 7, 8 CD: Liberty in Education BR: 14 CD: Standing at a Hinge	Discussion Post 3 Due by 11:59p.m. Proposal Due by 11:59p.m.*
Curriculum and Instruction & Faculty, An Academic Profession	9/4	9/11	BR: 5, 6, 13 ED: 9.2 CD: The Yale Report BR: 15 CD: The Harvard Tutors	Discussion Post 4 Due by 11:59p.m.

Subject/Theme	Begin Date	End Date	Reading Assignment	Assignment Name **
Governance, Administration, Decision-making, and Finance & External Constituents and Influence of Federal, State, and Local Governments	9/11	9/18	BR: 2, 17 TH: 8 (through 326) CD: Student Personnel BR: 11 CD: Race Relations	Discussion Post 5 Due by 11:59p.m.
Alumni, Associations, Accrediting Bodies, and Primary and Secondary Education & Student Experience	9/18	9/25	BR: 12 ED: 8.1, 8.2, 8.5 CD: Lab High TH: 5 BR: 16 (through 349), 7	Discussion Post 6 Due by 11:59p.m. Annotated Bibliographies DUE
Access and Diversification of the Student Body & Student Activism and Protest	9/25	10/2	ED: 6.3, 7.1, 7.3 CD: "Two, Four, Six..." BR: 16 (p. 349-353) ED: 7.5 CD: The Power of Protest, The May 4 Shootings, Kent State Video	Discussion Post 7 Due by 11:59p.m.
Using History: Today and Tomorrow's Issues in Yesterday's Context	10/2	10/8		Discussion Post 8 Due by 11:59p.m. In Perspective DUE

****Note:** Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of CourseDen.

* Items in red indicate TurnItIn assignment due in Dropbox.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer

tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280). Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support for Courses

- **CourseDen D2L Home Page**
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<https://d2lhelp.view.usg.edu/>
- **University Bookstore**
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**
<https://www.westga.edu/administratio/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XqaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>