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**Fall 2022**

**EDUC X369.7 - 010 History of American Higher Education**

**3 semester units (45 instructional hours)**

**BASIC COURSE INFORMATION**

**Course Meeting Dates & Times:** Thursdays, 6:00-9:00PM Pacific Time

8/18/22 – 12/9/22

**Course Location: Live Online via Zoom (**[**https://berkeley.zoom.us/j/9540968891**](https://berkeley.zoom.us/j/9540968891)**)**

**Instructor:** Miles G. Young, PhD

**E-mail:** [milesgy@berkeley.edu](mailto:milesgy@berkeley.edu)

**Instructor Availability:** Available by email (checked frequently and best point of contact)

**Disclaimer:** *The syllabus and schedule are subject to change. Students will be notified in advance of any changes.*

**Course Online Resources (Canvas):** [**https://onlinelearning.berkeley.edu/**](https://onlinelearning.berkeley.edu/)

**Technical Requirements and Access to Online Resources:**

Canvas: Please check your computer technical specifications. This course uses the Learning Management system (LMS) called Canvas. In order to use Canvas, your computer will need to meet these [technical specifications](https://guides.instructure.com/m/67952).

Zoom: Class meetings will be held via the Zoom web conferencing tool. Please also check your [computer technical specification to use Zoom](https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux). All participants and hosts are now required to sign into a Zoom account prior to joining meetings hosted by UC Berkeley. See "How to sign into your UC Berkeley Zoom account" ( https://berkeley.service-now.com/kb?id=kb\_article\_view&sysparm\_article=KB0013718) for how to sign in. Participants who are not eligible for a UC Berkeley-provided Zoom account can use a Zoom account provided by their institution, can create a free, consumer Zoom account (at https://zoom.us/freesignup/ ), or can dial in via the phone.

Class Zoom sessions will be recorded. I will record sessions for the purpose of capturing errors of information or gaps in my instruction, and to ensure I capture and address any questions that did not receive response during session. These recordings are for the instructor’s use only and will not be posted on any platform.

Please review our [online classroom orientation resource](https://extension.berkeley.edu/static/studentservices/onlineinfo/#collapseTwo) to learn about how to access and use Canvas and Zoom.

**Alternative ways to host Live Online classes (in the event of power outages or blackouts):**

●If the instructor is impacted by power outages, we may host class as a Phone-Only Zoom meeting.

**If unable to host Live Online class (or if it gets interrupted):**

* If possible, the instructor will notify students that class is canceled via your instructor portal and or as a course announcement on Canvas.
* When power returns:
  + Option 1: Instructor will work with students to reschedule the date/time of the class meeting. Once we have agreed upon a new date/time, the class will resume.
  + Option 2: When rescheduling class time is not possible, the instructor will record and post the lecture information.

**For students who may lose power/internet:**

* All of our sessions also have the option to join a Zoom meeting by phone if they are unable to access the class online.

**Important Deadlines:**

**Drop:** Must be done before the start of the second class meeting.

**Withdraw or Grade Option Change:** Must be submitted before the last class meeting.

You can add, drop, or withdraw by logging into your student portal.

**COURSE DESCRIPTION & OBJECTIVES**

**Course Prerequisites:**

* Bachelor’s degree

**Course Description:**

This course is a historical overview of higher education in America, from colonial times to the recent past. Though college and university education existed in Europe for centuries prior to the founding of Harvard in 1636, and though the American model certainly is based in large measure on the guilds of medieval Europe and the Oxford-Cambridge model in England, this course will focus solely on post-secondary education as it developed in what became the United States of America. The course is designed around a set of major themes that help to define the development of higher education in America over almost four centuries. The themes examine the intersection of American higher education and major socio-cultural developments in the broader history of the colonies and the nation.

**Learning Objectives:**

Students will:

* Develop an understanding of the social, political, cultural and economic contexts which have framed the development of higher education in the United States from the colonial era to the present.
* Understand how race, gender, religion, sexual orientation, and social class identities have affected participation in American higher education.
* Develop the tools to critically examine the work of historians of education and will understand how reading the history of education can aid in analyzing the current condition of American higher education.
* Further their ability to read and write at the graduate level through in-depth reading assignments and critical response papers of varying length.
* Develop their own critical analysis of the changes in American higher education.

Specifically, these objectives focus on the following general questions about higher education in the US

* What is/are the purpose(s) of higher education in America and how has/have the purpose(s) changed over time? What social, political, and intellectual contexts have shaped the purpose(s)?
* What types of colleges and universities exist in the US? How were these institutions started and how have they developed? What were the original purposes of the respective types of colleges and universities and how have the purposes developed over time?
* Who goes to college and how and why has this changed over time? What does “going to college” mean? What kind of student life exists in American higher education and how has student life changed over time?
* What curricular arrangements exist in American colleges and universities? How and why has the curriculum changed over time?
* Historically, what role has State and Federal Governments played in the development of higher education? How and why has the State and Federal role changed over time?
* How are American colleges and universities governed and financed? How and why has governance and finance changed over time?

**Methods of Instruction:**

We will use a variety of methods in this class including in-depth class discussion, personal reflections and peer to peer learning. We will apply a learner-teacher model where each student will be responsible for teaching and leading three individual discussions/ activities.

**COURSE MATERIALS**

**Required Textbook(s):**

**Textbook Title:** *A history of American higher education*

**ISBN:** 978-1421428826

**Publisher:** The Johns Hopkins

**Author:** J.R. Thelin

**Edition:** 3rd

**Other required materials:**

Selected readings available for download in Canvas.

Suggested materials:

* How Students Develop Online Learning Skills: <http://www.educause.edu/ero/article/how-students-develop-online-learning-skills>
* American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: American Psychological Association.
* Chronicle of Higher Education: online periodical, more likely to include administrative and policy news
* Inside Higher Ed: online periodical, more of a focus on academics and campus climate areas

**GENERAL POLICIES**

**Classroom Decorum:**

* Given the time of the class, and our virtual environment, please enjoy any snacks as you need during class (mute as appropriate). Please be mindful that we are all juggling life, family, pets, distractions, and the challenging blurring of personal and professional/ work life. Please do your best to minimize distractions and fully engage and participate, and be mindful of how your engagement (or lack thereof) may impact others. Video is not required during my lecture time, but I would highly encourage you turn on your video for class discussions to improve quality of engagement and participation.
* Please put your phone on vibrate or silent. If you need to take a call, please step away for a moment and let the instructor know privately via the chat function.
* While you will need to use your laptop or tablet device for our weekly sessions and taking notes, please do not conduct other work (e.g., reading email) during class as this will limit your full participation and is disrespectful to the other students, guests and the instructor.
* Ground rules for discussion – please be respectful of other people by listening fully and not interrupting. Depending on the size of the class, we may use the hand raise function to organize class responses and discussion. If you notice you tend to speak more, challenge yourself to make space for others. If you notice you tend to speak less, challenge yourself to share your thoughts.

**Class Visitors:**

Auditing is not permitted in UC Berkeley Extension courses. Students must formally enroll in the course and pay all fees before gaining access to class meetings via Zoom.

**Student Disability Services:**

All students who have special needs can receive appropriate accommodations. The EXDSS office must determine or verify these accommodations before they can be offered. Students who are requesting academic accommodations are responsible for contacting the EXDSS Coordinator before your course begins or immediately upon the start of the course. Students may submit their request by email ([extension-dss@berkeley.edu](mailto:extension-dss@berkeley.edu)) or by phone (510-643-5732).

**Academic Integrity and Student Conduct:**

Academic misconduct is any action or attempted action that may result in creating an unfair academic advantage for you or any other members of the academic community. This misconduct includes a wide variety of behaviors such as cheating, plagiarism, altering academic documents or transcripts, gaining access to materials before they are intended to be available, and helping another student to gain an unfair academic advantage.

As a student of UC Berkeley Extension, you are encouraged to reach out to your fellow students in your class to avoid isolation, to discuss materials, and to ask each other questions, but there are limits to this collaboration.  Please review the following document on academic integrity (<http://extension.berkeley.edu/upload/academic_integrity.pdf>), which clearly defines what constitutes cheating, as well as plagiarism and other forms of academic misconduct. Students are also responsible for informing themselves about UC Berkeley Extension’s Code of Student Conduct and its grounds for discipline (<http://extension.berkeley.edu/upload/studentconduct.pdf>).

UC Berkeley Extension takes academic misconduct very seriously. Depending upon the nature of the incident, the academic disciplinary sanction may vary but can result in consequences such as a failing grade for the course or even suspension and dismissal.

**Reasonable Accommodation for Students’ Religious Beliefs, Observations and Practices:**

In compliance with Education code, Section 92640(a), it is the official policy of the University of California at Berkeley to permit any student to undergo a test or examination, without penalty, at a time when that activity would not violate the student's religious creed, unless administering the examination at an alternative time would impose an undue hardship which could not reasonably have been avoided. Please contact the Extension program office for more information.

**Other Extension Policies:**

Including Privacy, Nondiscrimination, Sexual Harassment, Safety and Security, Classroom Recording: <http://extension.berkeley.edu/static/studentservices/student-guidelines/>

**Attendance and Tardiness Policy:**

Our weekly sessions will begin on time. Please ensure you are ready to begin on time, so we can stick to our schedule and be respectful of each others’ and our guest’s time. If students miss class for any reason, the burden is on the student to make up the work and to make a decision whether they can continue in the course if there are multiple absences.

**Grading Policies for Professional Education Courses X300-399:**

Courses that are numbered X300–399 are professional post-graduate academic credit courses in education for teachers and school administrators. The course number prefix X indicates a course that originates at UC Berkeley Extension. Final approval for professional education courses resides in Extension's Dean's Office as delegated by the UC Berkeley Academic Senate.

**Grade Breakdown and Weighting by Category:**

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| One-on-one Meeting | 0% |
| In-Class Discussions and Participation | 25% |
| Initial Perspective Paper | 5% |
| Module Briefs (x6) | 25% |
| Individual Project 1: Institutions | 10% |
| Individual Project 2: Diversity of U.S. Institutions | 10% |
| Individual Project 3: Social and Political Influences | 10% |
| Submission of Article for Module 7 | 5% |
| Culminating Perspective | 10% |
| **Total** | **100%** |

**Grading Options & Deadlines for Choosing Grading Options (required):**

All students will be graded according to the default student grading option for their course (Credit Letter Grade for X300–399 courses) unless they file a Petition for Grade Option Change form, a Petition for Incomplete form or request a withdrawal at the appropriate deadlines. Please note that the change from Not for Credit (NC) to Credit Letter Grade (CLG) may be made only if the instructor has recorded the student's academic progress throughout the course. Instructors should keep track of the student’s grade-option preference; it is recommended that the instructor records the student’s grading option preference in the “student notes” section of the grading sheet when submitting the final grade through the instructor portal. While students are responsible for informing themselves about their grading options for their course, instructors should also include student grading options on their course syllabus and distribute the syllabus to the class at the first class meeting, or post it in the online classroom.

The grading options for courses numbered X300–399 are as follows:

* Credit Letter Grade (CLG)—Credit letter grade is the default grading option for all academic credit courses.
* Pass/Not Pass (P/NP)
* Satisfactory/Unsatisfactory (S/U)—This option is only available for graduate-division university-level courses numbered X200–299.
* Not for Credit (NC)—Please note that auditing is not permitted in UC Berkeley Extension courses. Students who wish to attend the course but who do not wish to take a course for a Credit Letter Grade (CLG) need to pay to enroll as Not for Credit (NC).
* Withdrawal (W) – Withdrawals must be student-initiated. Students are able to request to withdraw through their student account on the website or they can submit a Petition to Withdraw form to their instructor or academic department.

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| **GRADE (FOR ROSTER)** | **PERCENTAGE BREAKDOWN** | **DESCRIPTION** |
| A A- | 94–100% 90–93% | An “A” represents above average or exceptional work that goes clearly above stated guidelines, demonstrating advanced level thinking that incorporates original thoughts clearly developed and building on the conceptual foundation developed in the course. Few if any grammatical or syntax errors. |
| B+ B B- | 86–89% 83–85% 80–82% | A “B” represents student has clearly defined an adequate theses, but lacks depth and clarity of insight or new thought that exemplifies superior work. Some grammatical or syntax errors, but they do not interfere with the interpretation or arguments made in the text. |
| C+ C C- | 76–79% 73–75% 70–72% | A “C’ indicates passing work but problems such as poor construction of ideas, showing a lack of clear understanding of the topic, or presenting significant formatting weaknesses that detract the reader from the purpose of the paper. Note: Each course in a certificate program must be completed with a grade of C or better, although some programs have higher requirements. |
| D+ D D- | 66–69% 63–65% 60–62% | Minimal grasp of topic. This would indicate a significant lack of depth or understanding in response to discussion and/or writing topics. Significant grammatical or syntax errors which interfere with understanding. |
| F | < 60% | Failed |
| P |  | Passed at a minimum level of C-minus or 70% |
| NP |  | Not Passed—anything below a C-minus or below 70% |
| NC |  | Not for Credit: Assigned to students who choose not to fulfill credit requirements |
| W |  | Withdrawal: Withdrawal from a course without academic penalty. Issued based on a student-initiated withdrawal. See [Petition to Withdraw](http://extension.berkeley.edu/static/studentservices/grades/?utm_source=internal&utm_medium=bullet&utm_campaign=course_grades#grades) for more information |

**Petition for Grade Option Change:**

[Grading Basis Change Request Form](https://powerforms.docusign.net/83b95bc6-5545-409d-b39d-0c1cadb292c7?env=na3-eu1) (the link to this form can also be found on the Extension website, under Student Services).

If you opt to change your grade option, you must inform your instructor as follows. The default for all students is to receive a letter grade. If you opt to change your grade option to a pass/no pass basis (P/NP) or a noncredit basis (NC), you must complete and submit the form above before the last class meeting. Extension will not accept any late grade option change form and cannot change a P/NP grade or NC grade option to a letter grade after recording it.

• **Passed and Not Passed (P/NP):** Passed/Not Passed can only be assigned to students who complete the requirements for credit. The student must have earned at least a "C-" to receive a Passed (P) grade.

• **Not for Credit (NC):** Not for Credit is assigned to students who choose not to fulfill credit requirements.

**Petition to Withdraw**

You can submit a request to withdraw by logging into your student account and submitting the request on your enrollment history page before the last course meeting.

Withdrawal after the drop deadlines are non-refundable at the time and a “W” will appear on your student record.

**Petition for Incomplete**

Incomplete grades may be assigned by an instructor on an exceptional basis if your coursework has been of passing quality but not finished during the term or enrollment period due to circumstances beyond your control. The following criteria must be met:

* You have successfully completed 75 percent of the assignments, assessments or projects at least three weeks prior to the course end date.
* You and the instructor have made a written agreement on the work required to complete the course and the due date by which you will submit the work to the instructor. The due date must be within three months of the course end date. If you do not complete the agreed-upon work, your instructor can submit a failing grade for you.
* You must submit the [Petition for "Incomplete" Grade form](https://powerforms.docusign.net/f4438cc0-4f04-4d9b-851a-4815b6f94acb?env=na3-eu1) prior to the course end date (the link to this form can also be found on the Extension website, under Student Services).

However, even if these criteria are met, it is at the discretion of the instructor whether to grant the Incomplete.

**Other Grade Policies:**

<https://extension.berkeley.edu/static/studentservices/registration/>

**Evaluation of Course and Instructor:**

It is UC Berkeley Extension policy that all courses be evaluated as part of an overall campus mandate to evaluate and improve the quality of teaching. Evaluation responses are reviewed by Extension representatives and program directors, shared with instructors after the course ends and after final grades are turned into Extension (if applicable), and filed in the academic department. The student evaluations are not designed to measure learning, but they do provide feedback in a variety of areas that affect the learning process. UC Berkeley Extension retains evaluations for a period of three years.

**RIGHTS**

**Civility and Respect in an Atmosphere of Academic Freedom:**

<http://students.berkeley.edu/uga/respect.stm>

**UC Berkeley Extension Code of Student Conduct:**

http://extension.berkeley.edu/upload/studentconduct.pdf

**Course Copyright and Classroom Recording Policies:**

<http://extension.berkeley.edu/static/studentservices/student-guidelines/>

**SCHEDULE**

With the exception of Session 0, assigned readings are to be completed by the class date. For example, Session 1a reading should be completed by start of class on February 14 in preparation for any discussion during class. Classes are scheduled for three hours. We may or may not use all the time for group discussion, but any remaining time is yours to use (e.g. reading time for the upcoming week, drafting a module brief, etc.). Students will be assigned project groups dependent upon the number of enrolled students for three assignments.

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| **Date** | **Topics & Readings** |
| Aug 18 | **Session 0: Introduction and the Role of History**  **Discussion Topics:**   * Introductions * Course overview, expectations, and housekeeping * Discussion of the role of history   **Readings:**   * Perkin, H. History of universities. In L. G. Goodchild & H. S. Wechsler (Eds.), *The history of higher education* (2nd ed.) (pp. 3-32). Pearson Custom Publishing. [Canvas] * Thelin, J.R. Preface and Introduction (ix-xvii; xxv - xxxiv)   **Assignments:**  Schedule one on one meeting with me based on shared availability within first two weeks  Initial Perspective Paper due Aug 31 |
| Aug 25 | **Session 1a: Origins of American Higher Education**  **Discussion Topics:**   * Unpacking the founding tenets of higher education in America * Brief coverage of individual project 1 assignments and expectations   **Readings:**   * Thelin, J.R, Chapter 1, pp. 1-40 |
| Sep 1 | **Session 1b: Origins of American Higher Education**  **Discussion Topics:**   * Brief coverage of individual project 1 assignments and expectations * The primary roles of colleges in pre and post-colonial America * Access and exclusion and how this varied by type of college of the time * Differences and similarities of perspectives on these early years across readings   **Readings:**   * Wright, B. “For the children of the Infidels?”: American Indian Education in Colonial Colleges. In L. G. Goodchild & H. S. Wechsler (Eds.), *The history of higher education* (2nd ed.) (pp. 72-79). Pearson Custom Publishing. [Canvas] * Geiger, R. (1999). Ten generations of American higher education. In P. G. Altbach, R. O. Berdahl, & P. J. Gumport (Eds.), *American higher education in the 21st century: Social, political, and economic challenges* (pp. 38-69). Johns Hopkins University Press. [Canvas]   **Assignment:** Module Brief for Module 1 due Sep 7 |
| Sep 8 | **Session 2: College Expansion and Growth 1785-1860**  **Discussion Topics:**   * From colonies to statehood, the role of a changing America in college growth and mission * Diversification and the inclusion of women * Q &A on individual Project, Time for individual work   **Readings:**   * Thelin, J.R, Chapter 2 and part of Chapter 3, pp. 41-86 * The Morrill Act, 1862. [Canvas] * Palmieri, P. From Republican motherhood to race suicide: Arguments on the higher education of women in the United States, 1820-1920. In L. G. Goodchild & H. S. Wechsler (Eds.), *The history of higher education* (2nd ed.) (pp. 173-182). Pearson Custom Publishing. [Canvas]   **Assignments:**  Module Brief for Module 2 due Sep 14  Individual Project 1: Institutions write-up due Sep 14, presentation to be held during class Sep 15 |
| Sep 15 | **Session 3a: Diversity and Institutional Survival 1860-1910**  **Discussion Topics:**   * Individual presentations on institutions   + History, development, affiliations, financing   + Similarities/ differences among group   **Readings:**   * Diener, T. (1986). *Growth of an American invention: From junior to community college*. Greenwood Press. [Canvas] * Remenick, L., Egetenmeyer, R., & Osborne, M. (2019). Services and support for nontraditional students in higher education: A historical literature review. *Journal of Adult and Continuing Education, 25*(1), 113–130   \*Note the readings in this week are part of session 3c discussion but listing here to break up the amount of reading for that week. |
| Sep 22 | **Session 3b: DIversity and Institutional Survival 1860-1910**  **Discussion Topics:**   * Federal legislation without much federal involvement * Expanding access with compromises and the importance of localism * The relationship between state and boards of higher education   **Readings:**   * Thelin, J.R, remainder of Chapter 3 and Chapter 4 pp. 86-154 * Nelson, S. & Williams, M. (Directors) (2017). *Tell them we are rising the story of black colleges and universities* [Film]. PBS <https://www.youtube.com/watch?v=FTbtYCy3KeM> (watch to 30:30) |
| Sep 29 | **Session 3c: DIversity and Institutional Survival 1860-1910**  **Discussion Topics:**   * Factors for the increased participation of underrepresented groups * Cultural capital on women’s access to higher education   **Readings:**   * Perkins, L. M. (2002). The impact of the ‘Cult of True Womanhood’ on the education of Black women. In L. G. Goodchild, & H. S. Wechsler (Eds.), *The history of higher education* (2nd ed.) (pp. 183-190). Pearson Custom Publishing [Canvas] * MacDonald, V. (2020). *American Latino theme study: Education*. National Park Service.[Canvas] * Gordon, L. (2002). From seminary to university: An overview of women in higher education, 1870-1920. In L. G. Goodchild & H. S. Wechsler (Eds.), *The history of higher education* (2nd ed.) (pp. 473- 498). Pearson Custom Publishing. [Canvas]   **Assignment:** Module Brief for Module 3 due Oct 5 |
| Oct 6 | **Session 4a: Collegiate Idealism through Two World Wars 1890-1945**  **Discussion Topics:**   * Continued evolution of access with compromise * College traditions and campus pride * Time for individual work for presentation   **Readings:**   * Thelin, J.R., Chapter 5 (pp, 155- 204) * The GI Bill of Rights. [Canvas] * 1940 Statement of Principles – AAUP. [Canvas] * Horn, C.L., & Marin, P. (2008). Realizing the legacy of Bakke. In P. Marin & C.L. Horn (Eds.), Realizing Bakke’s legacy (pp. 1-11). Stylus Publishing. [Canvas] |
| Oct 13 | **Session 4b: Collegiate Idealism through Two World Wars 1890-1945**  **Topics:**   * The formation of student affairs and campus life as part of core education * Legal challenges that led to higher education access reforms * Individual project presentations   **Readings:**   * Thelin, J.R. , Chapter 6 (pp. 205-259) * Teddlie, C., & Freeman, J. A. (2002). Twentieth century desegregation in U.S. higher education: A review of five distinct historical eras. In P. G. Altbach, K. Lomotey, & W. A. Smith (Eds.), *The racial crisis in American higher education: Continuing challenges for the twenty-first century* (pp. 77-102). SUNY Press. [Canvas] * The Higher Education Act of 1965 [Canvas]   **Assignment:** Module Brief for Module 4 due Oct 19. Individual Project 2: Diversity of U.S. Institutions write up due Oct 19, presentation to be held during class Oct 20 |
| Oct 20 | **Session 5a: The Golden Age 1945-1970**  **Topics:**   * Individual Presentations   **Readings:**   * Gasman, M., Nguyen, T., & Conrad, C. F. (2015). Lives intertwined: A primer on the history and emergence of minority serving institutions. *Journal of Diversity in Higher Education*, *8*(2), 120-138. [Canvas] * Park, J. J., & Teranishi, R. T. (2008). Asian American and Pacific Islander serving institutions: Historical perspectives and future prospects. In M. Gasman, B. Baez, & C. S. V. Turner (Eds.), *Understanding minority-serving institutions* (pp. 111-126). SUNY Press. [Canvas] * Guillory, J. P., & Ward, K. (2008). Tribal Colleges and Universities: Identity, invisibility, and current issues. In M. Gasman, B. Baez, & C. S. V. Turner (Eds.), *Understanding minority-serving institutions* (pp. 91-110). SUNY Press. [Canvas] * Roebuck, J. B., & Murty, K. S. (2002). Historically black colleges and universities: Their place in American higher education. In L. G. Goodchild & H. S. Wechsler (Eds.), *The history of higher education* (2nd ed.) (pp. 667-676). Pearson Custom Publishing. [Canvas] |
| Oct 27 | **Session 5b: The Golden Age 1945-1970**  **Topics:**   * Post-war politics and policies * The college system reborn: experimentation in college structure and impacts to mission * College going culture and servicing an increasing number and diverse set of students   **Readings:**   * Thelin, J.R, Chapter 7, pp. 260-316 * Free speech movement (FSM). [Video] Youtube. <https://www.youtube.com/watch?v=t5Qey4u7usY> * Intelligent Channel, (2013, Jan 8). *Mario Savio, leader of the Free Speech Movement at UC Berkeley (1964)* [Video]. Youtube. * <https://www.youtube.com/watch?v=hlYk-WoBEEg&t=267s> (watch to 4:00)   **Assignment:** Module Brief for Module 5 due Nov 2 |
| Nov 3 | **Session 6: Marcia! Marcia! Marcia! The Reduced Popularity of College and Revenue Pressures, 1970 - 2000**  **Topics:**   * Quantity and its affect on quality * The expansion of student life and its role in college organization/mission * Student diversity and related access programs/ needs * Motivations for internationalization and resulting benefits and tensions * The push for tools and technology to support increased enrollment * Time for individual work for presentation   **Readings:**   * Thelin, J.R, Chapter 8, pp. 317-362 * Aslan, S., & Reigeluth, C. M. (2011). The past and future of educational computing: Understanding its evolution. *Contemporary Educational Technology, 2*(1), 1-17. [Canvas] * Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of studies in international education*, *11*(3-4), 290-305. [Canvas] * Connell, C. (2015). A quarter century that changed the landscape of international education. *International Educator*, Nov/Dec, 12-21. [Canvas] * Feldstein, M. (2017). What is the next generation? *Educause Review*. [Canvas] * Institute of International Education (2020). *Open doors 2020: Fast facts*. New York, NY. [Canvas] * Institute of International Education (n.d.). *Open doors 2010-2019*. New York, NY. [Canvas]   **Assignment:**   * Submit a current article to the discussion board under “Article Submission for Module 7” in relation to any aspect of higher education previously discussed but relevant to the future of higher education. Comment on two other’s articles. Be prepared to lead a discussion on your article during our last class meeting. An additional copy of your article should be submitted to the “Article Submission for Module 7” assignment in Canvas by Nov 9 * Module Brief for Module 6 due Nov 9 |
| Nov 10 | **Session 7: In Defense, The Future of Higher Education 2000 - …..**  **Topics:**   * Consumerism and the pressures on colleges and universities * Governance and diversity at the turn of the century * Individual Project 3 Presentations   **Readings:**   * AASCU. (2020). Top 10 higher education state policy issues for 2020. [Canvas] * Thelin, J.R, Chapter 9 & 10, pp. 363-439   **Assignment:**   * Individual Project 3: Social and Political Influences write up due Nov 16, presentation to be held during class on Nov 17 |
| Nov 17 | **Final Session 1a: Student Presentations**  **Topics:**   * Individual Project 3 Presentations |
| Dec 1 | **Final Session 1b: Module 7 Article Discussion**  **Topics:**   * Brief discussion about Culminating Perspective Paper * Module 7 Article discussions * Similarities or mainstays from colonial times to present, as well as review of the most drastic changes * Where does higher education go from here?   **Assignment:** Culminating Perspective Paper due Dec 9 |

**ASSIGNMENT DETAILS**

All evaluated and graded material will be returned to students within two weeks of the class meeting received unless otherwise noted. Students will submit their written work via Canvas for comment and review. Unless otherwise noted, all work should be typed in Word, double spaced, using font Calibri, and have correct spelling and grammar.

Assignments that are submitted after deadlines will not receive full credit, unless extensions are requested and approved in advance by the instructor. Adjustments to the assignments may occur but all students will be notified in advance and due dates adjusted if needed. Rubrics for all graded assignments will be listed in Canvas and in the syllabus. APA form should be used for all written assignments and include citations and references, if any are used.

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| **Points** | **Assignment Description** |
| **NA** | **One on one meeting**  The purpose of us meeting one on one at the start of the course is to review any unique needs or circumstances of which I should be aware of for your learning, as well as have an introduction outside of the group setting. |
| **10** | **Initial Perspective Paper**  This paper allows students to explore their thoughts about higher education in the U.S. and the role it plays in their life and in society prior to engaging in the class. What perspective on higher education in America do you have as you start this course?  Respond to the following questions. The paper should be four to five pages double-spaced. Proofread prior to submission so that errors are identified and resolved. This is a reflection of what your thoughts and perceptions are now—not a scholarly paper, so I do not expect you to cite sources.   * What is the purpose of higher education in America? How have you been informed about these purposes (parents, high school, media, etc)? * Is higher education a right or a privilege? Should some form of higher education be open and accessible to everyone? Why do you believe this? * Is higher education a public or personal “good”? How does your viewpoint of the benefit (public or personal) influence your thoughts about “who should pay” (more state or federal funding/lower tuition or less state or federal funding/higher tuition)? * How have your past experiences in higher education shaped your perspective? * What changes do you expect to see in the future of U.S. higher education and why? |
| **60**  **(10 each)** | **Module Briefs**  These assignments allow each student an opportunity to reflect on the courses objectives and the specific questions related to the course objectives. Assists students in completing peer teaching and learning, and in completing other course assignments.  For each brief, reflect on the objectives and broad questions guiding this course. You should consider relationships you see among the historical themes/ideas/events in the readings for each module and contemporary higher education in the United States.  **This is not a summary of the readings**. Rather, you apply the readings to each brief with specific references to historical influences in higher education. There is no “right or wrong” format for a brief, nor is there a minimum or maximum length. Be sure to note the sources that you use to prepare the brief. I would strongly suggest that you use correct APA citation if you decide that a quote is important to note and in identifying your References.  Briefs should be uploaded in a Word document and demonstrate that you have read, synthesized, and reflected on the module readings. |
| **20** | **Individual Project 1: Institutions**  The purpose of this project is to learn about specific institutions—how they were founded, how they have developed. You should select one institution to learn about and on which to present. Please do your best to purposely select different types of institutions (see project two list) rather than similar institutions.  Your expertise should begin with identifying the aspects that an institution uses to define itself (e.g. charter, conferences and alliances, Carnegie classification, land-grant university and association membership, accreditation, etc. Look at projects two and three and the other assignments to see if these terms appear again.  You need to become a “novice expert” on the history and development of an institution of higher education. There is no template to follow, follow what you find about an institution—its history and development, how it describes itself, major events in organizational development and so on. However, do not stop at an institution's website.  Final presentations are to be uploaded to Canvas. **Note that your contributions during the presentation in class are also included in the total points for this assignment.** |
| **20** | **Individual Project 2: Diversity of U.S. Institutions**  Institutions often describe themselves as a specific type of college or university. Diversity, in terms of the types of institution, is considered as one of the defining characteristics of higher education in the US. The purpose of this project is to learn about the diversity of institutions. You should select an institutional type from the list below (listed in alphabetical order).  Asian American and Pacific Islander Serving Institutions  College and University Consortiums (Claremont Colleges, Five Colleges, Baltimore Collegetown, Atlanta  University Center Consortium, Quaker Consortium, etc)  Community Colleges  Doctoral (research) Universities  For-Profit Colleges and Universities  Hispanic Serving Institutions  Historically Black Colleges and Universities  Land-Grant Universities (also include Sea- and Space-Grant institutions)  Liberal Arts Colleges (including religious affiliation/sponsorship, independent, and public)  Minority Serving Institutions  Municipal Universities  Normal Schools and State Teachers Colleges  Tribal Colleges and Universities  Women’s Colleges  The information you gather should focus on three components—1) definition (attributes/ characteristics/ distinctions); 2) history, development, and contemporary standing; and, 3) current research about administration/faculty/students, culture, organization/organizational development, challenges, etc in regard to the respective institutional type. Explain how this type of institution defines itself, trace its history and development to contemporary times, identify current scholarly research about the type of institution.  You will craft a 10-minute presentation for class which addresses the areas noted above. Additionally, you will write a 3-5 page paper on your institution type in APA format which addresses the core elements defined in 1-3 above. Papers alone are to be uploaded to Canvas. **Note that your presentation in class and participation in discussion is also included in the total points (10 presentation/10 paper) for this assignment.** |
| **20** | **Individual Project 3: Social and Political Influences**  The purpose of this project is to consider the social, political, and intellectual context in which higher education developed and how these contexts continue to influence higher education in the United States.  Select one of the topics from the list below (listed in alphabetical order). You will post your presentation to the discussion board for classmates to review prior to class.  1940 Statement of Principles—American Association of University Professors (not an option)  ADA, IDEA, and Section 504 of the Rehabilitation Act  Affirmative Action in Higher Education (admission and employment)  Big Six Higher Education Associations  Carnegie Classifications of Institutions of Higher Education  Civil Rights Act of 1964 and Higher Education  College Entrance Exams and College-Ready High School Curricula  Council for Higher Education Accreditation  Dartmouth College Case  Family Educational Rights and Privacy Act (FERPA)  GI Bills (1944, Post-9/11, Montgomery Bills)  Greek System/Greek Life  Higher Education Act of 1965 (including reauthorizations and amendments) NOTE: A number of topics should come from the Higher Education Act and amendments such as federal financial aid, Title IX, etc)  Higher Education Facilities Act of 1963  Phi Beta Kappa and Other Academic Honors Societies  State Systems of Higher Education--The Wisconsin "Idea" and the California Master Plan  Student Activism: The 60s and Beyond  Truman Report (Higher Education for American Democracy)  Yale Report of 1828  The information you gather should focus on explaining the topic and how the topic has influenced higher education in the United States—the people that attend, the types of institutions, the way institutions operate, the way society views/values higher education, and so on.  You will craft a 10 minute presentation for class which addresses the areas noted above. Additionally, you will write a 3-5 page paper on your topic in APA format which addresses the core elements defined above as well as includes common links in the topics explored during class presentations. For example, the AAUP is an association for faculty, the Big Six are associations for institutions, and Phi Beta Kappa and other associations are for students—the common link being associations.  Papers alone are to be uploaded to Canvas. **Note that your presentation in class and participation in discussion is also included in the total points for this assignment. See rubric in Files.** |
| **15** | **Article Submission for Module 7 and Lead Discussion on Selected Article**  This is your opportunity to define current events which may be influenced by history. Submit one article to me by email. The article may be from an academic journal, higher education periodical, or established news source. In a brief few sentences, describe how the subject matter ties to what has been covered in the course so far to this point and what kind of light it sheds on the future of higher education. Depending upon the number of articles received, I may include some of my own. The syllabus will be adjusted and students notified within ample time to complete the readings prior to the last session. **Limit article to 10 pages if possible.**  This presents a shared learning and peer to peer perspective. You will then lead a brief discussion on your article topic during our last class of the semester. You are free to prepare visual materials for your classmates, but it is not required. The intent is to foster discussion and tie together themes among articles if any, as well as move our discussion forward about the future direction of higher education. |
| **25** | **Culminating Perspective Paper**  To reflect on the knowledge gained during the semester in light of original philosophy, beliefs, and perceptions about higher education in America and the role it plays in their life and in society.  You need to respond to the following questions.   1. What has changed from your Initial Perspective Paper? Do you have the same thoughts about the purpose of higher education, including whether it is a right or a privilege, a public or personal good? 2. What sources from the duration of the course (readings, peer projects, personal experience) have either reaffirmed your initial thoughts or influenced changes? 3. What three “things” should everyone pursuing a certificate or degree related to higher education know about the history and development of U.S. higher education and why?   Choose a format for this assignment that best suits the content, your learning style, and ability to share it. This may include PowerPoint/Prezi or a visual timeline (should include voiceover talking points to expand on these visuals), video, or a written paper. Include references for your work. **A paper should be 6-7 pages in length and if you choose a video it should be 10-12 minutes**. |