



AUBURN UNIVERSITY SYLLABUS

1. **Course Number:** EDLD 7270
Instructor: Dr. David DiRamio
Course Title: Overview of Postsecondary Education
Credit Hours: 3 semester hours
Class Meetings: Thursdays, 5:00 - 7:50 pm, Haley Center 3304
Office: Haley Center 4096, phone (334) 844-3065
Office Hours: Mondays: 1:30 -3:30 pm and Thursdays: 2:00 - 4:45 pm
(Always best to set up an appointment)
E-mail: diramio@auburn.edu
Prerequisites: None
2. **Date Syllabus Prepared:** August 8, 2010 (updated 9/2/10)
3. **Required Text:** Cohen , A. M., & Kisker, C. B. (2009). *The shaping of American higher education*. San Francisco, CA: Wiley/Jossey-Bass. ISBN 0470480068.
4. **Course Description:** Overview of the history and evolution of postsecondary education.
5. **Course Objectives:** Upon completion of this course, students will be able to:
 - I. Provide an overview of the history and evolution of postsecondary education, with a focus on the American context;
 - II. Relate knowledge to the organization and socialization of higher education;
 - III. Apply understanding to personal and professional experience (reflection);
 - IV. Identify resources for conducting studies about postsecondary education;
 - V. Learn about minority and gender issues in postsecondary education;
 - VI. Study current events that impact future history of higher education; and
 - VII. VII. Identify areas of interest for ongoing graduate student academic and/or doctoral journey.

6. Course Content:

I. Introduction and expectations

- A. Introduction and foundations of higher education
- B. Ancient and medieval history

II. Beginnings of Higher Education in the Colonies

- A. Colonial period
- B. Beginnings of US system
- C. Differences emerge

III. Emergent Nation

- A. Dartmouth case
- B. Private colleges
- C. Beginning of diversification

IV. In Search of Direction

- A. Era of strong presidents
- B. Land grant colleges

V. The Nation Industrializes

- A. Diversity and discrimination
- B. German influences
- C. Beginnings of the modern university

VI. Rise of Professional Schools

- A. Curriculum
- B. Changing role of faculty

VII. Role Federal Government Increases

- A. HE and the war effort

VIII. Mass Higher Education

- A. Post war and mass HE
- B. Returning veterans
- C. Research and growth of research universities

IX. Innovations

- A. Community colleges
- B. Urban campuses and "multi-versities"
- C. Governance

X. Campus life

- A. Student unrest
- B. Athletics
- C. Portfolios and standardized tests

XI. Contemporary Era

- A. Emerging expectations

7. Course Requirements:

- I. **Regular attendance and class participation** are essential for successful completion of the course. Active and mature participation includes asking questions, sharing experiences, and contributing to the class community. You are part of a classroom community and the total learning environment depends upon the contributions of each individual. Absence must be handled like it would be in a professional position on campus: Communicated and planned for in advance. Since our class meets only once weekly, excessive absences (more than one during short summer) may result in a lower grade for the course. Extenuating circumstances will be considered on an individual basis, especially if negotiated ahead of time.

A successful EDLD 7270 student demonstrates initiative in the area of participation. You are responsible for adding to the knowledge base during class by discussing input prepared and gained from your readings and coursework. The quality (not the quantity) of participation is important. Students who come to class unprepared to discuss course material will be downgraded accordingly. All student voices are important, so please do not monopolize classroom discussion.

- II. **Weekly readings and Discussions postings.** Post a short reflection about an assigned reading. Assigned readings are posted weekly by the instructor and include sections from the textbook, journal articles, and/or articles from The Chronicle of Higher Education. Instructor may use your posting for discussion in class. You may also be directed by the instructor to react to another student's posting.

- III. **Group presentation.** A portion of class time will be given over to the presentation prepared by a small group from an assigned list of topic areas.

Week 5 (September 16). Group 1: A college on the hill...

It is 1740. You played a leadership role in founding a town in New England and that town has been flourishing for a decade or so. You are close to the frontier so the future is not always secure but there is the need for education to promote the general welfare. The town is about 5,000 persons strong and growing; there are indications that growth will continue. Education would be one way to secure that future but the town does not have many college-educated people. There has been a primary school system in place for a few years but not all families are able to send their kids and those who do are only able to do so for a few years. So, there is reason to believe that a college would help the town grow; there are concerns that will need to be addressed.

Week 6 (September 23). Group 2: An era of change and resistance...

The Revolutionary War has been fought and independence gained. Fresh challenges are present as there are new lands to settle. The new nation is expanding west. The opening of new lands brings with it new colleges, new forms of education and debates about the nature of higher education in the United States along the ever expanding frontier. There are increasingly more opportunities for women and there are reform movements, not all of which are successful. The Dartmouth College Case and the Yale Report reflect the tenor of the times. This is very much an era of transition to new lands, to new ideas, to new challenges, all of which impact higher education.

Week 7 (September 30). Group 3: A struggle for inclusion...

Higher education developed differently in the various regions of the nation, particularly in the south. African Americans had few opportunities for education in the south and only a few more in the north. The second land grant act permitted the development of race based separate state supported systems of higher education. The nation remains divided on matters of race, including the education of Blacks. Leaders of the Black communities present differing views. What are the arguments? Colleges are founded to educate Blacks but they struggle. Much has happened, some of it good, but progress has been slow.

Week 8 (October 7). Group 4: A struggle for acceptance...

The role of women in education, but particularly in higher education, has developed over time but only with women proving they belonged. The movement of women into higher education and then into the roles that education opens came only after overcoming opposition, some social, some religious. How was this accomplished? Higher education is a social instrument, but, in many matters, discrimination among them, it has not provided meaningful leadership. Does this inability to lead impact the moral authority of higher education; should it?

Week 9 (October 14). Group 5: G.I. Bill and financial aid...

After WWII it is estimated that 15 million men and women who had been serving in the armed services would be unemployed. To reduce the possibility of postwar depression brought on by widespread unemployment, Congress passed the Serviceman's Readjustment Act. Along with subsequent acts over the next half century, federal financial aid has become a juggernaut in higher education, influencing students, institutions, and policy. How did we get from the G.I. Bill to where we are now?

Week 10 (October 21). Group 6: The federal government becomes a player...

As president, Washington and others, urged the founding of a national university yet that did not happen. It took time before the federal government became involved in higher education but once again that involvement began, the shape of higher education changed. Presidents appointed commissions to study higher education, between 1947 and 1967 there were five such reports. These proposals impacted higher education in this country in significant ways. For a country that does not have a national university or a commissioner of postsecondary education, the federal government has become a huge player.

Week 11 (October 28). Group 7: The community college movement...

This is a uniquely American contribution to postsecondary education and represents the diversity of institutional types found in this country. Like so many major developments in higher education, the community college movement was in response to social, economic, and political pressures. Community colleges have always had supporters and detractors. In fact, today there are movements that begin to make community colleges more like four-year institutions. "Mission creep" does not escape community colleges.

Note: Group presentation members will have the opportunity to assess other group member's effort. This assessment is in strict confidence and is for the instructor's use only. See attached rubric for scoring.

IV. Final Exam. A final exam will be administered online in Blackboard during the final week of classes. The exam will include multiple choice, short answer, and essay questions. More information in class.

8. Grading and Evaluation Procedures:

The final grade for the course will be based on the following:

Class participation in discussion & postings	400 pts.
Group Presentations (including peer eval.)	300 pts.
Final Exam.....	<u>300 pts.</u>
Total.....	1000 points

The following grading scale will be used:

900 - 1000	= A
800 - 899	= B
700 - 799	= C
600 - 699	= D
Below 600	= F

9. Class Policy Statements:

- A. Students are expected to attend all class meetings and participate in all classroom exercises (Tiger Cub, p. 73). Should students need to be absent for any reasons, please contact the course instructor before missing that class meeting.
- B. Students are responsible for initiating arrangements for missed work due to excused absences (Tiger Cub, p. 74)
- C. Students who need special accommodations should make an appointment to discuss the Accommodation Memo during office hours as soon as possible. If you do not have an Accommodations Memo, contact the Program for Students with Disabilities, in 1244 Haley Center as soon as possible. Telephone: 334-844-2096.
- D. All portions of the Auburn University Honesty Code can be found in the Tiger Cub (Title XII) will apply in this class.
- E. A grade of incomplete will not be given except under extreme circumstances as determined by the instructor.

10. Important Dates & Deadlines

August 19	Week 1. First class session, introductions, syllabus, etc.
August 26	Week 2. Ancient and medieval history of higher education. Assigned readings in Blackboard folder "Week 2." Post about reading in Blackboard Discussions forum
September 2	Week 3. Colonial colleges. Assigned readings in Blackboard folder "Week 3." Post about reading in Blackboard Discussions forum.
September 9	Week 4. No in-class meeting (online only). Emerging nation. Assigned readings in Blackboard folder "Week 4." Post about reading in Blackboard Discussions forum.
September 16	Week 5. Group 1 presentation. Followed by... The "land-grants" and an industrializing nation. Assigned readings in Blackboard folder "Week 5." Post about reading in Blackboard Discussions forum.
September 23	Week 6. Group 2 presentation. Followed by... Diversity and underrepresented students. Assigned readings in Blackboard folder "Week 6." Post about reading in Blackboard Discussions forum.

September 30	Week 7. Group 3 presentation. Followed by... Professional schools emerge. Assigned readings in Blackboard folder "Week 7." Post about reading in Blackboard Discussions forum.
October 7	Week 8. Group 4 presentation. Followed by... Post-WWII and mass higher ed. Assigned readings in Blackboard folder "Week 8." Post about reading in Blackboard Discussions forum.
October 14	Week 9. Group 5 presentation. Followed by... Research and the federal government. Assigned readings in Blackboard folder "Week 9." Post about reading in Blackboard Discussions forum.
October 21	Week 10. Group 6 presentation. Followed by... Community colleges and the future of postsecondary education. Assigned readings in Blackboard folder "Week 10." Post about reading in Blackboard Discussions forum.
October 28	Week 11. Group 7 presentation. Followed by... Campus life. Assigned readings in Blackboard folder "Week 11." Post about reading in Blackboard Discussions forum.
November 4	Week 12. For-profit education and distance learning. Assigned readings in Blackboard folder "Week 12." Post about reading in Blackboard Discussions forum.
November 11	Week 13. No in-class meeting (online only) while instructor attending ASHE conference in Indianapolis. Assigned readings in Blackboard folder "Week 13." Post about reading in Blackboard Discussions forum.
November 18	Week 14. Athletics and the era of big time sports. Assigned readings in Blackboard folder "Week 14." Post about reading in Blackboard Discussions forum.
November 25	No class (Thanksgiving break).
December 2	Week 15. Emerging expectations and the global economy. Assigned readings in Blackboard folder "Week 15." Post about reading in Blackboard Discussions forum.
December 3-8	Final exam available in Blackboard.

11. Relevant Journals/Periodicals/Other resources available in/through Auburn RBD Library:

- Goodchild, L. F., & Wechsler, H. S. (Eds.). (1997). The history of higher education. Needham Heights, MA: Simon & Schuster. Available in RBD Library.
- History and Archival Resources in Higher Education available on the Web at <http://higher-ed.org/history.htm>
- *Journal of Higher Education*
- *Review of Higher Education*

12. Web sites related to Institutional Research and Assessment:

- Association for Institutional Research (AIR) <http://airweb.org/>
- National Center for Educational Statistics (NCES) <http://nces.ed.gov/>
- National Center for Public Policy and Higher Education
<http://www.highereducation.org/>
- The Alabama College System <http://acs.cc.al.us/>
- Alabama Commission on Higher Education <http://www.ache.state.al.us/>
- Alabama Department of Education <http://www.alsde.edu>
- The National Center for Higher Education Management Systems (NCHEMS)
<http://www.higheredinfo.org/>
- Southern Regional Education Board (SREB) <http://www.sreb.org/>
- Southern Association for Institutional Research (SAIR)
<http://www.sair.org/>
- College Board
<http://www.collegeboard.com/highered/>
<http://www.collegeboard.com/counselors/>
- The Chronicle of Higher Education <http://chronicle.com>
- Compendium of National Data Sources on Higher Education (SOAR/SHEEO)
<http://www.sheeo.org/soar>