



## AUBURN UNIVERSITY SYLLABUS

1. **Course Number:** HIED 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 2454  
Meeting dates: 8/21, 9/11, 9/25, 10/23, 11/6, 12/4  
**Canvas site:** <https://auburn.instructure.com/login>  
**Office:** Haley Center 4096, phone (334) 844-3065  
**Office Hours:** Mondays and Thursdays: 2:00 - 4:45 (appointment preferred)  
**E-mail:** [diramio@auburn.edu](mailto:diramio@auburn.edu)  
**Prerequisites:** None
2. **Date Syllabus Prepared:** August 8, 2014
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, especially as it applies to the systems we have today.
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. 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. **Attendance and class participation** are essential for successful completion of the course, both for the in-person meetings and online activities. Active and mature participation includes asking questions, sharing experiences, and contributing to the “learning community.” You are part of a classroom community and the total learning environment depends upon the contributions of each individual. Absences from the scheduled class meetings must be handled as they would be in a professional position on a college campus: planned for and communicated in advance. Since our class meets in-person only six times, excessive absences from in-class meetings (more than one) 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 HIED 7270 student demonstrates initiative in the area of participation. You are responsible for adding to the knowledge base both online and in class by discussing material and gained from your readings and coursework. The quality (not the quantity) of participation is important. Students who come to in-person class meetings unprepared to discuss course material will be downgraded accordingly. All student voices are important, so please do not monopolize discussion, either online or in-person. Thank you!

- II. **Weekly Readings and Canvas Postings.** Post online a short commentary about an assigned reading(s). Assigned readings are posted weekly by the instructor and include sections from the textbook (*Cohen & Kisker*), journal articles, and/or articles from *The Chronicle of Higher Education*. Instructor may use your posting for discussion in a future class. You may also be directed by the instructor to react to another student’s posting.
- III. **Quizzes.** There will be four (4) online quizzes, approximately every three weeks. These are short assessments based only on the previous weeks’ content, including online “lectures,” articles, and the main text (*Cohen & Kisker*).

IV. **Final paper.** Individual students shall prepare a final paper (not to exceed 10 pages in length, excluding references) about some aspect of the history of higher education and how it relates to the modern systems we have today. Example topics include (but not limited to):

- The curriculum
- Diversity
- Faculty
- Gifts and fundraising
- Athletics
- Political protest
- Professional schools
- More (discuss with instructor)

Note: All papers shall be prepared according to the *APA Style Manual* (6th edition).

V. **Final exam.** A final exam will be administered online in Canvas during the final week of the semester. 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/activities (6 meetings)..	150 pts.
Weekly readings and Canvas postings.....	150 pts.
Quizzes (4 @50 pts.).....	200 pts.
Final paper.....	250 pts.
Final Exam.....	<u>250 pts.</u>
Total.....	1000 points

## 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 21	Week 1. First class session, introductions, syllabus, etc.
August 28	Week 2. Online class: Ancient and medieval history of higher education. Readings and discussion posting(s) in Canvas. Assigned readings & video lecture in Canvas folder "Week 2."
September 4	Week 3. Online class: Colonial and emerging nation. Readings and discussion posting(s) in Canvas. Assigned readings & video lecture in Canvas folder "Week 3."
September 11	Week 4. In-class meeting in Haley Center 2454: The "land-grants" and an industrializing nation. Prepare for readings and discussion. Assigned readings in Canvas folder "Week 4." Quiz #1 available online for one week in Canvas.
September 18	Week 5. Online class: Diversity and underrepresented students. Readings and discussion posting(s) in Canvas. Assigned readings & video lecture in Canvas folder "Week 5."
September 25	Week 6. In-class meeting in Haley Center 2454: Professional schools emerge. Prepare for readings and discussion. Assigned readings in Canvas folder "Week 6."
October 2	Week 7. Online class: Post-WWII and mass higher ed. Readings and discussion posting(s) in Canvas. Assigned readings & video lecture in Canvas folder "Week 7." Quiz #2 available online for one week in Canvas.
October 9	Week 8. Online class: Research and the federal government. Readings and discussion posting(s) in Canvas. Assigned readings & video lecture in Canvas folder "Week 8."
October 16	Week 9. Online class: Campus life. Readings and discussion posting(s) in Canvas. Assigned readings & video lecture in Canvas folder "Week 10."
October 23	Week 10. In-class meeting in Haley Center 2454: Community colleges. Prepare for readings and discussion. Assigned readings in Canvas folder "Week 9." Quiz #3 available online for one week in Canvas.
October 30	Week 11. Online class: For-profit education and distance learning. Readings and discussion posting(s) in Canvas. Assigned readings & video lecture in Canvas folder "Week 11."

November 6	Week 12. In-class meeting in Haley Center 2454: Athletics and the era of big time sports.. Prepare for readings and discussion. Assigned readings in Canvas folder "Week 12." Quiz #4 available online for one week in Canvas.
November 13	Week 13. Online class: Emerging expectations and the global economy. Readings and discussion posting(s) in Canvas. Assigned readings & video lecture in Canvas folder "Week 13."
November 20	Week 14. Online class: The future of higher education Prepare for readings and discussion. Assigned readings in Canvas folder "Week 14."
<i>November 27</i>	<i>No class. Happy Thanksgiving!</i>
December 4	Week 15. In-class meeting in Haley Center 2454: Wrap-up and Review. Prepare for readings and discussion. Assigned readings in Canvas folder "Week 15." Final paper is due via e-mail on this date. All work due.
Dec 4 to Dec 9	Final exam available in Canvas.

**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 at RBD Library)
- History and Archival Resources in Higher Education available on the Web at <http://higher-ed.org/history.htm>
- *The Chronicle of Higher Education*
- *Journal of Higher Education*
- *Review of Higher Education*