**AUBURN UNIVERSITY SYLLABUS**

**Course number:** HIED 7276

**Course Title:** Overview of Postsecondary Education

**Credit Hours:** 3 Semester Hours **Prerequisites:** Graduate Student Status **Corequisites:** None

**Instructor:** Laura Parson, PhD, Assistant Professor, Higher Education, Department of Educational Foundations, Leadership and Technology

**Contact Information:** Office: 4086 Haley Center, 334-844-3592, [ljp0010@auburn.edu](mailto:groccje@auburn.edu),

**Office Hours:** By appointment

**Course Meeting:** Online

**Course Description:**

Overview of the history and evolution of postsecondary education.

**Course Objectives: At the conclusion of this course students will be able to**

1. Describe the history and evolution of higher education, with a focus on the American context;
2. Engage in critical conversations about the history of higher education;
3. Identify methods for conducting research about postsecondary education that contributes to the existing knowledge base; and
4. Think strategically about the future of higher education

**Required Texts:**

Gasman, Marybeth. (2010). *The History of U.S. Higher Education.* New York, NY: Routledge.

Thelin, J. R. (2011). *A History of American Higher Education*. Baltimore, MD: The John Hopkins University Press.

Book Club (you will only be required to read one of the following books; sign up on Canvas **before** buying one of the books below:

*Keep the Damned Women Out”: The Struggle for Coeducation*

*Paying for the Party: How College Maintains Inequality*

*Lower Ed: The Troubling Rise of For-Profit Colleges in the New Economy*

*Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream*

**Course Schedule:** See Semester Plan

**Course Requirements/Evaluations:**

***Weekly participation (30 points)****:* Significant engagement with the readings outside of class and through class participation (whether on campus or on-line) is critical to graduate study, and to participate fully, class members **must prepare in advance** for discussions. The discussion board will be set up so that you cannot see another student’s posts until you do your initial response. The following examples of factors considered when evaluating participation: contributing interesting, insightful comments; presenting good examples of concepts being discussed; building on the comments of others; raising good questions; being sensitive to your level of participation and making attempts to increase or decrease it if necessary. You are expected to participate in each class and/or Canvas Discussion Board assignment**. Your initial response posts are due by midnight Thursday of the week in which the questions are posed. You must respond to at least two other student’s posts; those are due by midnight Sunday of that same week.**  Discussion leaders will post discussion multiple prompts on *Canvas* throughout the semester to which students will respond weekly. Effective learning requires students' enthusiastic participation in a variety of activities and the exercises assigned throughout the semester are to provide experiences to enhance learning in different ways. One of the most effective means of engaging students in understanding material is through discussions.

**Due weekly**

*Learning objectives: 1, 2, 3*

***Discussion Leader (15 points):*** You will sign up for a week (discussion leader wiki) in which you will 1) Summarize that week's assigned readings using a medium of your choice; 2) provide a 3-4 paragraph summary and APA reference citation information on one empirical article relevant to the readings for the week on Canvas. **The article must be no more than 2 years old.** To complete the assignment you will pose **three** thought provoking questions for the class and each class member will respond to your questions.The question should be open ended and not address issues of “is it fair, right, wrong” or provide an obvious answer. All other students in the class must provide responses to the questions you pose. You may be creative in how you choose to lead the discussion. Some weeks will have more than one discussion leader. Email your three (or more) discussion questions for the class to respond to the instructor no later than the Friday night before the week in which you are leading discussion. She will post the discussion questions no later than Monday morning.

**Sign up on Canvas by May 17**

*Learning objectives: 1, 2, 3*

***Literature Circles (20 points)***: In groups of 3-4 (sign up for your book choice the first week of class on Canvas), you will participate in literature circles through the semester, alternating roles (see Canvas) in each literature circle meeting. Each literature circle group will present what they discussed and learned in their literature circle meetings using their technology of choice (e.g., blog, wiki, screencastomatic recording, Prezi), which will be made available to the class. Books will cover specific interest areas in higher education that we will not cover in depth in class. See the course schedule for literature circle meeting dates.

**Sign up on Canvas by May 17**

*Learning Objectives: 2, 3*

**Four Scenarios (35 points):** For your anticipated role in higher education (e.g., Nursing faculty, Residence Life, Advising, Engineering faculty), create four scenarios that anticipate future settings for higher education (e.g., war and peace, recession and economic growth) and write a clear analysis and descriptions of what your specific field would look like at each extreme of the continuum. Each analysis should include how higher education will look according to the critical uncertainties you identify as of key importance in your field. See Canvas for assignment details and rubric.

**Final paper due July 23; Draft due June 25**

*Learning Objectives: 4*

**Grading and Evaluation Procedures:**

Literature Circles 20

Class participation (including discussions) 20

Four Scenarios 35

Discussion Leader 15

Total 100 points

The following grade scale will be used:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 or below

**Class Policy Statements:**

A. Class attendance is required and students are encouraged to contribute to class discussion. Two excused absences are allowed without penalty (please see the student handbook for a description of what constitutes an excused absence). Please make every effort to arrive to class on time as we will often start class with a group activity. Participation is the key to a lively class. 15% of the course grade will depend upon contributions to our class sessions. Class participation provides the opportunity to practice speaking and persuasive skills, as well as the ability to listen. Comments that are vague, repetitive, unrelated to the current topic, disrespectful of others, or without sufficient foundation will be evaluated negatively. What matters is the quality of one's contributions to the class discussion, not the number of times one speaks. Out of professional courtesy, please notify me in advance when you know you will be absent from or late to class.

B. Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up the meeting, please contact me by E-mail ([ljp0010@auburn.edu](mailto:Groccje@auburn.edu)). Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT).

C. Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed, and presented. When in doubt about plagiarism, paraphrasing, quoting or collaboration, consult the course instructor.

D. This class is a participatory community that values all comments and contributions and all class members are respected.

E. Emergency Procedures: If the fire alarm sounds, calmly exit the building. Meet outside the building at the area specific by the professor and await further instructions. If a tornado warning is issued, calmly move to a designated severe weather shelter (located on the lower levels of the building). Stay in the shelter area until the warning expires. Classes are suspended for the duration of a tornado warning. For all other emergencies, follow instructions provided by AU ALERT and your professor. More information on emergency procedures is available at [www.auburn.edu/emergency](http://www.auburn.edu/emergency).

Revised 8/4/17 ljp