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Day(s), Time & Location - Distance

E-Hours - The instructor is available via email using only your Rammall/Angelo email address (angelo.edu). You should receive a response within 24 hours.

Please post all questions related to assignments in the Class Cafe. Send an email for other questions. Email is the most accessible way to contact all instructors. While it is important to maintain good communication with your instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

Course Description
A comprehensive introduction to the basic philosophical principles of American higher education including facts and fundamental theoretical concepts on which to build future understandings and research.

Required Reference Book
Student Learning Outcomes
By the end of the course, the student (candidate) will be able to:
• Demonstrate an understanding of the colonial period and the forces that created American Higher Education.
• Articulate an understanding of the ongoing nature of the history of higher education and how it is influenced.
• Understand and apply resources to help with the success of the course.
• Articulate functional areas within higher education institutions.
• Articulate the historical contexts of institutional types and functional areas within higher education.
• Describe the various histories of different institutions and their beginnings.
• Understand student characteristics for the various generations of American Higher Education.
• Articulate the history of the inclusion and exclusion of people with a variety of identities in higher education.
• Describe the roles faculty, academic affairs, and student affairs educators in the institution.
• Demonstrate the ability to work as individual researchers/scholars and in collaboration with others.
• Demonstrate advanced knowledge, skills, and values appropriate to their chosen discipline.
• Understand the purpose of higher education.
• Discuss the current system of higher education institutions.
• Analyze the current system of higher education in America.
• Understand the diverse roles of community colleges in American higher education.
• Understand the major legal, governmental, and social events that shaped and transformed higher education.
• Know the major eras in higher education and the social contexts in which they exist.
• Understand student characteristics for the various generations of American Higher Education.
• Analyze the future direction of higher education in America.
• Present and defend judgments about the information and assignments related to the course objectives.

Methods of Instruction
Since this course is primarily online, candidates are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the instructor immediately for help since many of the tasks build on one another.

Candidates are responsible for on time participation in discussion boards, wikis, and activities. Individual tasks are expected and will be used to determine the final grade.

Class will consist of online discussions, individual participation, and papers.

Course Requirements
The purpose of graduate education is to provide for advanced and specialized training beyond the baccalaureate program. Graduate study is intended to strengthen the academic and professional competence of the candidate, to develop the candidate’s capacity for independent study, to familiarize candidates with past and current research, to train the candidate in the techniques of research, and to enable the candidate to relate his or her research to the investigations of
other scholars and derive significant implications from the relationships.

Graduate study presupposes a broad background of knowledge, an adequate preparation in appropriate fields of study at the baccalaureate level including writing ability, and a command of skills required to carry on intensive research and investigation with a high degree of resourcefulness and self-direction. Generally speaking, only candidates with superior undergraduate academic records and self-motivation are qualified to pursue study at the graduate level.

It should be noted that graduate studies differ from undergraduate studies in the following respects: (1) The candidate is expected to assume greater responsibility and to exercise more individual initiative. (2) More extensive and intensive reading is required. (3) Greater emphasis is placed on productive research, with particular emphasis on the use of primary materials. (4) Seminar methods are employed with greater frequency, as greater class participation by the candidate is required. (5) Less instruction is provided in content, survey-type lecture courses. (6) Writing includes a scholarly voice and argument and critical analysis with credible evidence.

Graduate study thus involves far more than the passing of a given number of courses and the fulfillment of certain minimum requirements. The candidate cannot be content solely with earning acceptable grades. The candidate must continually satisfy the Graduate Faculty in the major field by displaying superior intellectual powers and scholarly commitment in order to maintain graduate status and good standing in the school.

1. Candidates’ Participation:
Candidates should participate actively and enthusiastically in all online discussions and course activities while following the requirements of each specific module. Course activities may include, but are not limited to, discussion boards, presentations, journals, and other opportunities to show content mastery through assignment submissions and interaction with other candidates and faculty.

2. Candidates’ Written Work:
- Demonstrates content quality and clarity that emphasizes depth and breadth, reflection and insights, scholarly discussion using scholarly voice, vocabulary, argument, and critical analysis.
- Clearly shows a high level of understanding regarding classroom discipline/ the topic of discussion.
- Demonstrates writing quality and clarity, including mechanics, spelling, grammar, appropriate language, and APA style.
- Demonstrates appropriate and accurate inclusion of authority to support discussion, with citations that follow a scholarly APA format.
- Demonstrates appropriate use of respectful person-first language (e.g., “student with dyslexia” rather than “dyslexic student”).
- Demonstrates an overall appearance according to APA format (title, page, 12pt font, 1 inch margin, double spaced, etc.), completeness, and timeliness.
3. Candidates’ Communication:
Candidates should maintain open communication with the instructor. Ask questions in a timely manner to provide time for the instructor to respond prior to due date (allow 24 hours for a response). Candidates are expected to check Blackboard and ASU email on a regular basis, preferable daily. Candidates are expected to complete assignments and meet all deadlines for submission of coursework.

Required Readings
Provided within Blackboard modules
APA Manual

Communication
Candidates must communicate with all instructors via only the ASU e-mail system. Candidates must also access and use Blackboard, Ramport, and Angelo e-mail. Candidates must access Blackboard regularly for electronic posting of the syllabus, assignments, announcements, scoring information, and instructions. Candidates contact the ASU Help Desk at 325-942-2911 to learn about Blackboard, how to access and navigate it, or other technology assistance. This should be done EARLY in the class, preferably before the first class day.

Research Writing Style
In the Department of Curriculum and Instruction all candidates should adhere to American Psychological Association Publication Manual (APA) when completing written assignments, and when applicable, in other electronic or media-style presentations. The APA Manual is available at the ASU library, at the bookstore, or on-line at www.apa.org.


If a template is provided follow those instructions.

Attendance Policy
When prompted by learning modules, discussion boards, PowerPoint presentations, or at any other direction for participation, the minimum response from each candidate is: (1) to post a response to the original or initial posting and/or question; and (2) to post two substantive responses to other candidates’ postings to continue the conversation. More frequent responses are both allowed and encouraged so that each student (candidate) can learn from peers and professor’s insights.

Absences for Observance of Religious Holy Day
Students can find information on the observance of religious holy days in Operating Policy 10.19. Because of the online nature of this course, there is not a specific attendance requirement.

Student Disability Services
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services,
programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the candidate’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Title IX
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sexual discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. You are encouraged to report any incidents to ASU’s Title IX Coordinator Michelle Boone at michelle.boone@angelo.edu or using ASU’s online form at http://www.angelo.edu/services/title-ix/file-a-complaint.php

Academic Honesty
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding Academic Integrity policies, which are contained in the Student Handbook at http://www.angelo.edu/student-handbook/.

Plagiarism is strictly forbidden, and ASU instructors may utilize Internet search links that assist in identifying plagiarized materials.

Grading & Assignments
Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

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

Late Assignments
Assignment Objectives & Due Dates
More detail and specific due dates for assignments will be posted in Blackboard.

All activities should be submitted as scheduled. A 10% grade reduction may occur for each day the assignment is late. Extensions will be administered on a case-by-case basis with the appropriate documentation according to the departmental policy.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Objectives</th>
<th>Readings</th>
<th>Assignments</th>
<th>Points</th>
<th>Due Dates (By 11:59 PM CST on date listed)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Module 1</td>
<td>• Demonstrate an understanding of the course syllabus.</td>
<td>Readings located in Blackboard</td>
<td>Plagiarism Certificate</td>
<td>0</td>
<td>Wednesday, August 24</td>
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<td></td>
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<td>• Understand and apply resources to help with the</td>
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<td>Academic Portfolio Creation</td>
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<td>Thursday, August 24</td>
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</table>

All activities should be submitted by the scheduled due dates. A 10% grade reduction may occur for each day the assignment is late. Extensions will be administered on a case-by-case basis with the appropriate documentation according to the departmental policy.
<table>
<thead>
<tr>
<th>Module</th>
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<td><strong>success of the course.</strong></td>
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<td>• Demonstrate an understanding of the colonial period and the forces that created American Higher Education.</td>
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<td>• Articulate an understanding of the ongoing nature of the history of higher education and how it is influenced.</td>
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<td></td>
<td>Introduction</td>
<td>5</td>
<td>Initial posts: Thursday, August 24</td>
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<tr>
<td></td>
<td>Discussion Board #1: Evolutions of American Higher Education</td>
<td>10</td>
<td>Responses: Sunday August 27</td>
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<td>Origins Paper</td>
<td>10</td>
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<td>Sunday September 3</td>
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</table>
| Module | • Understand student characteristics for the various generations of American Higher Education.  
• Articulate the history of the inclusion and exclusion of people with a variety of identities in higher education.  
• Describe the roles of faculty, academic affairs, and student affairs educators in the institution.  
• Demonstrate the ability to work as individual researchers/scholars and in collaboration with others.  
• Demonstrate advanced knowledge, skills and values appropriate to their chosen discipline. | Discussion Board #2: Student Populations and Student Affairs | Initial Post: Thursday, September 7  
Responses: Sunday, September 10 |
|---|---|---|---|
| 4  | Module 4 | • Understand the purpose of higher education.  
• Discuss the current system of higher education institutions.  
• Analyze the current system of higher education in America. | Policy Analysis Timeline | Sunday, September 17 |
| 5  | Module 5 | • Articulate the historical | Community College Project | Sunday, September 24 |
| Module 6 | **6** | Understand the major legal, governmental, and social events that shaped and transformed higher education.  
- Demonstrate the ability to work as individual researchers/scholars and in collaboration with others.  
- Demonstrate advanced knowledge, skills and values appropriate to their chosen discipline.  
Discussion Board #3: Current Events and Historical Foundations | Initial Post: Thursday, September 28  
Responses: Sunday October 1 |
|---|---|---|---|
| Module 7 | **7** | Know the major eras in higher education and the social contexts in which they existed.  
- Understand student characteristics for the various generations of American Higher Education.  
Generations Paper | Sunday October 8 |
<table>
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<tr>
<th>Module 8</th>
<th>Academic Portfolio Artifact Submission and Reflection</th>
<th>Peer Collaboration Project</th>
<th>Course Evaluation</th>
<th>Course Reflection</th>
<th>Wednesday, October 11</th>
</tr>
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</table>
| 8 | • Articulate the historical contexts of institutional types and functional areas within higher education and student affairs.  
• Demonstrate graduate-level communication skills especially in writing | 0 | 10 | 0 | 5 |
|   | • Analyze the future direction of higher education in America.  
• Present and defend judgments about the information and assignments related to the course objectives. |   |   |   |   |