



Sam Houston  
State University

EDLD 7373  
American Higher Education System  
Spring 2018  
College of Education  
Department of Educational Leadership



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Preferred gender pronouns: He, Him, His

**Class format will be face-to-face with a hybrid approach.**  
Class meetings will occur on Thursdays, 7:20-9:50pm, Rm. 348

**Please contact me for any course assistance**

Virtual Office Hours (via Blackboard):

Monday-Friday 9:30am-3:00pm

SHSU - The Woodlands Center

Tuesdays 1:00-7:00pm

SHSU - Huntsville Campus

By appointment

Zoom Videoconference appointments are welcomed and encouraged

Zoom Personal Meeting Room: <https://zoom.us/j/6943906775>

Connect with me on the following social media:

Twitter: @rmontelo #EDLD7373

LinkedIn: [www.linkedin.com/in/rmontelo](http://www.linkedin.com/in/rmontelo)

Personal website: <http://ricmontelongo.com/>



**A BRIEF INTRODUCTION AND WHY I TEACH COURSE:** I'm looking forward to teaching you this semester in one of your first doctoral classes. I come to this class with twenty years of professional administrative experience working in higher education. My range of experience is very diverse and I have worked in the areas of student success and retention services, academic advising, tutorial

services/supplemental instruction (S.I.), student support services (SSS/TRIO), student-athlete support services, institutional research, multicultural services, student activities, career counseling and residence life. Understanding the historical foundation of higher education is crucial in higher education leadership. Knowledge of historical movements that have influenced higher education is important when discussing the future of our profession. This course will trace the origins of higher education in the United States from ancient times to the pre-colonial era and up through the modern era, including important historical events and how society (e.g., government, laws, norms, etc.) has shaped higher education.

## **I. COURSE DESCRIPTION**

This course is designed to teach doctoral students the historical and contemporary role of the American college and university system. The course covers the establishment of the community college as a unique American idea that has become a major component in the postsecondary milieu. The course also focuses on historical, current and emerging issues in the American college setting and the university system. Credit 3. (SHSU Graduate Catalog, 2017-2018). In addition, the course covers the influences of Asian, Latin American, Indigenous, Middle Eastern, and European systems and the educational histories and narratives of U.S. diverse populations.

## **II. COURSE CONTENT**

In this class, we will focus on various learning objectives as listed below. **As a result of being enrolled in this doctoral seminar, students will be able to:**

1. Accurately describe historic events and trends that influence education.
2. Convince audiences of the importance of organizational and institutional histories.
3. Articulate how historical contexts have given rise to traditions and influenced practices.
4. Articulate a position about whether or not history and historicism are reflections of the past, present, and future.
5. Understand historical perspectives from diverse and oppressed populations within American educational systems.

## **III. IDEA OBJECTIVES**

At least three opportunities for course evaluation will be offered: 1) a pre-class survey for gathering expectations; 2) a mid-class evaluation, and 3) the end-of-session reflection of course experiences. Please contact me via email or phone with concerns about the class, when needed. In this course, our focus will be on these major objectives (as assessed by the IDEA faculty course evaluation system):

**Essential:** Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories); Learning to apply course material (to improve thinking, problem solving, and decisions)

**Important:** Learning to analyze and critically evaluate ideas, arguments, and points of view

## **IV. LEARNING RESOURCES AND COURSE MATERIALS**

**Course Requirements** – All course requirements and resources will be posted on the Blackboard page for this course. Students are expected to check Blackboard for this course. If you have any difficulties with Blackboard you can contact SHSU Online at <http://distance.shsu.edu/current-students/> or [blackboard@shsu.edu](mailto:blackboard@shsu.edu) Support Desk: in order to offer additional support to students, SHSU Online is implementing an “Around the Clock” service model at the SHSU Online Support

Desk. This means support is available 24 hours a day, Monday-Friday, plus 7am- midnight on Saturdays, and 1pm-midnight on Sundays. <http://online.shsu.edu/campus/support-desk/> Note: all written assignments will be submitted electronically via Blackboard.

- All students are expected to attend every face-to-face seminar. In the case of a necessary absence, please advise professor in advance and arrange to make up lost hours. Please **arrive on time** and **stay for the entire class session**.
- Students are expected to participate and be courteous and professional in relating to all colleagues and the professor.
- Students are expected to use their own work and accurately cite original and primary sources; otherwise work might be considered academic plagiarism. Programs are used to check for such activity when you submit written papers in Blackboard and plagiarism in any form is unacceptable per university policy.

The required textbooks for this course are:

- Gasman, M. (2010). *The history of U.S. higher education – Methods for understanding the past*. Routledge.
- Lowe, R. & Yasuhara, Y. (2017). *The origins of higher education: Knowledge networks and the early development of universities*. Routledge.
- Spring, J. (2016). *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States* (8<sup>th</sup> Edition). Routledge.
- Thelin, J. (2013). *A history of American higher education* (2<sup>nd</sup> Edition). Johns Hopkins University Press.
- Thelin, J. (2014). *Essential documents in the history of American higher education*. Johns Hopkins University Press.

**“Food for Thought” Class Meetings** – During the semester, several classes will include a “Food for Thought” component. On scheduled dates, you are encouraged to bring light snacks and desserts to share with the class. “Food for Thought” will include invited speakers who will present on topics related to the course. Presentations will start around the second half of class.

**Scholar Weekends** – This semester there will be opportunities for doctoral students to engage with one another in scholarly study, reading, and writing alongside your program faculty. These meetings will occur on selected Saturdays and Sundays during the semester at announced locations. Scholar Weekends encourage intensive studying with the idea of creating a community of scholarship. Dates and locations will be posted in Blackboard. Meetings are *optional*.

## V. COURSE POLICIES

**Late Assignments** – *All students are expected to complete learning tasks on schedule.* As this is a doctoral-level course, late assignments will not be accepted. All due dates are specified in the class schedule/syllabus and students are responsible for keeping track and meeting deadlines. If you have extreme personal circumstances that warrant an exception, you must contact the instructor in advance and have prior approval for any late submission. It is your responsibility to communicate with the instructor any needs for the course. Since the summer session is quick-paced, deadlines for submission are strict and technology problems or lack of preparation are not acceptable excuses for late assignments.

**Official Communication** - Blackboard and SHSU e-mail accounts are the only official forms of communication for this course. Course information will be sent through Blackboard notification (email and announcements). Therefore, it is imperative that you check your SHSU e-mail and Blackboard regularly.

**Student Guidelines, Code of Conduct, Academic Dishonesty, & Grievances** - All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. I have a zero tolerance policy for academic dishonesty, plagiarism, mis- or non-attribution, and cheating. An excuse of “I didn’t know” is not acceptable at the graduate-school level. SHSU takes this matter seriously and do not be tempted to risk your academic and professional career. Information on academic dishonesty can be found at [Procedures in Cases of Academic Dishonesty #810213](#). Student grievances pertaining to academics may also be found in the SHSU Academic Policy Manual [Academic Grievance Procedures for Students #900823](#)

**Students with Disabilities Policy** – It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Information on the policy can be found in the SHSU Academic Policy Manual-Students <http://www.shsu.edu/dotAsset/187f9029-a4c6-4fb4-aea9-2d501f2a60f3.pdf>. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail [disability@shsu.edu](mailto:disability@shsu.edu)). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see: [Disabled Student Policy #811006](#)

**Student Absences on Religious Holy Days** – Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor. For a complete listing of the university policy, see: [Student Absences on Religious Holy Days #861001](#)

**Academic Probation and Suspension** – In case you are unfamiliar with the policy, two C’s in graduate courses results in a review by faculty as to whether or not the student should continue. A third C or an F results in an automatic termination from the program. Please review below link for additional policy information: <http://catalog.shsu.edu/graduate/academic-policies-procedures/degree-requirements-academic-guidelines/#probation-suspension>

**Academic Support** – Any students requiring academic support to complete the requirements of this class are encouraged to take advantage of the many services offered at SHSU. A few include:

- Distance Learning Services at Newton Gresham Library (NGL) at <http://library.shsu.edu/services/distance/index.html>
- SHSU Reading & Writing Center at <http://www.shsu.edu/centers/academic-success-center/writing/>

## VI. COURSE EXPECTATIONS

**Format & Participation** – You will research various historic periods through class readings and reflections actively with our learning community. Most class sessions will include collaborative work and discussions covering the contributions of these historic periods, either through group work, in- or out-of-class writing, online discussions, or reflection exercises. Together, we will identify key concepts and ideas that provide clarification of the author's ideas. I will guide seminar-format discussion of the readings and current topics in higher education. I will also make use of media, film, art, narrative, and music when applicable. It is the general expectation of faculty that doctoral students will schedule accordingly to fulfill all course requirements. Plan ahead on our readings so that you will be able to engage in thoughtful in-class dialogue, which is critical for learning and success in this course.

Failure to contribute to course discussions will be noted immediately and could be referred to the HIED doctoral program coordinator or department for intervention if you fail to respond to my initial outreach. Emergency or serious illnesses are the only acceptable excuses for lack of class participation. Even then, you should communicate to the instructor prior to missing course tasks. Course success will occur not only for logging into class, but also engagement with material and peers.

**Visitors in the Classroom** – Unannounced visitors to class must present current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

**Cell Phone & Computer Use in Class** – Cell phones should be silenced. While in class, students are expected to adhere to the highest ideals of respect and professionalism. As such, class will be conducted as if it were a technology-free zone with exception of the technology supported by SHSU. Laptop and tablet computers are to be used only for classroom purposes. ***Live tweeting and postings of course discussions are welcomed, but personal checking of other social media is discouraged.*** Questions regarding this statement should be addressed to the instructor for further discussion.

**Appropriate Citation** – Any and all work or ideas or ideas taken from another person or entity must be appropriately cited. Students must use the APA (Sixth Edition) format as an appropriate citation style. A support link to Purdue University's OWL on APA-style will be in Blackboard.

**Classroom Civility & Safety** – Fundamental classroom civility is expected. If at any point during the semester threatening behavior or comments are aimed at the professor, staff, or classmates, the professor will first attempt to address the matter with the student. Further addressing of the matter after initial outreach will be noted, addressed to the department, and if necessary, directed to SHSU Police. You should sign up for Kat Safe emergency notification to receive any campus closure and emergency notification. For on-campus emergencies, contact



911 or make sure the SHSU Police Department on-campus emergency line at 936-294-1000 is on your cell phone contact list.

**Appropriate Citation** – Any and all work or ideas or ideas taken from another person or entity must be appropriately cited. Students must use the APA (Sixth Edition) format as an appropriate citation style. A support link to Purdue University's OWL on APA-style will be in Blackboard.

## **VII. GRADED WORK**

**Changes in Syllabus or Course Assignments** – Students are responsible for any and all syllabus, schedule, or assignment changes announced on Blackboard or through SHSU email.

**Note:** For most assignments, detailed instructions will be posted in Blackboard in advance of their due dates. Papers and other assignments (when noted) are due by Sundays “end-of-day” = 11:59pm and must be submitted in Blackboard. If the course website is experiencing technical problems, email your assignment to [rxm059@shsu](mailto:rxm059@shsu) by the due date and time. Technical difficulties are generally not an excuse for late work.

**Papers:** Each paper should have a cover sheet with name and assignment title, header, use 12-point common font (ex. Times New Roman), be double-spaced with numbered pages, reflect graduate level writing and thought, and follow APA 6<sup>th</sup> edition guidelines. Suggested page lengths do *not* include cover sheet and reference list.

**Presentations:** Group and individual presentations will be required for class. Presentations should reflect professionalism and content appropriate for research or professional conference quality. Powerpoints (or other presentation aids like Keystone, Prezi, etc.) should have font-size for clear viewing (suggest 12 point or higher). Group work preparation should be delegated equally among all group members. Creativity is welcomed and appreciated in group work.

### **Blackboard Discussion (asynchronous) – 10 points**

An asynchronous class discussion will be scheduled (please refer to course calendar). That week's course will be asynchronous using Blackboard a discussion board. The discussion will start at the beginning of the week and close on Sunday end-of-day. To earn points for each scheduled discussion, you must provide your original post and at least TWO additional responses to other postings by your classmates. Additional details will be discussed in class.

### **“Food for Thought” Journals – 20 points (5 pts + 4 entries)**

Throughout the semester there will be guest speakers visiting our class to share their expertise on the course topic. After their talk, you will provide a short written response to the ideas shared in class. The journal is located in Blackboard and is due Sundays end-of-day the week of the talk.

### **Group Project: History Methods Video Podcasts - 20 points**

You will work with your assigned small group. For the Gasman Chs. 1-5, each small group will provide a video presentation that will summarize your selected chapter. Each group member will contribute and participate in the final video. Chapter video summaries will be posted in Blackboard. For Week 5, class will meet asynchronously (online) and you will view the podcasts. Each podcast should be 10-15 minutes in length. Viewing time for all chapters will be approximate to class meeting time. More details will be provided on Blackboard.

### **Exploratory Writing: MLK Day Reflection/Movie Critique – 25 points**

In the spirit of the Martin Luther King, Jr. Day (Monday, January 15<sup>th</sup>), this paper will be used to reflect on how diversity and multiculturalism is celebrated and represented in our culture and in American higher education systems. Instructions were provided prior to the semester.

**Exploratory Writing: Movie Response – *When I Rise* – 25 points**

We will view the documentary *When I Rise* in class March 22<sup>nd</sup>. The documentary tells the story of Barbara Smith Conrad, an gifted opera student at University of Texas-Austin who was placed in a civil rights battle with the Texas legislature. The paper will provide your response to the film and your understanding of events that occurred in this historic time period of higher education.

**Exploratory Writing: Video Response – *Racism 101 -Then & Now* – 25 points**

We will view the videotape (yes, VHS!) in class April 12<sup>th</sup>. The recording is from the PBS Frontline series and originally aired May 1988. The story describes campus racial incidents occurring during the 1980s. The paper will compare and contrast campus diversity then and now and your understanding of events during this historic time period of higher education.

**Explanatory Writing: Early Knowledge Networks Analysis – 25 points**

The first book used in the course describes how the idea of higher learning was addressed globally, especially overseas. The paper will provide an opportunity to analyze the ideas presented in *Origins of Higher Learning*. You will select a location/area that had most interest for you and then describe the contributions that area provided to the idea of learning. You will then provide thought on how these contributions transferred (or not) to U.S. higher education systems. You will explain reasons for your thoughts. More details will be in Blackboard.

**Expository Writing: Historic Document Analysis & Presentation - 40 points  
(30 pts paper + 10 pts presentation)**

The Thelin text on Essential Documents will be used for the analysis. You will select one time period (chapter) in the book and then select one historic document in the book that is listed under your chapter. You will summarize the document and write in detail its connection to the time period, providing thoughts on the state of higher education during that time using both Thelin texts and any other resources. A short in-class presentation is also required where you will convey information to the class on the document's importance. More details will be in Blackboard.

**Group Project: Higher Education History Mini-Documentary – 50 points**

You will work with your assigned small group. This assignment will fall under the expository category of coursework. As a group, you will work to create a video mini-documentary (aka “mini-doc”) addressing the campus selected by your small group in Week 1. Over the course of the semester, you will develop a plan for producing your mini-doc. Prompts on what videos should address will be provided. It is expected that as a group, you will visit your selected campus for out-of-classroom field research. A work week is scheduled for this assignment (no class mtg). More details will be discussed at the start of the semester, including grading rubrics.

**Professionalism & Participation – 20 points**

Points will be provided when you initiate and sustain constructive, insightful, and respectful dialogue either in class or online. Simply attending class or just posting random thoughts on discussion boards to not earn the full points possible. Please refer to syllabus section X. *Doctoral Student Dispositions* for additional information.

### VIII. POINT VALUES

Blackboard Discussion (asynchronous)	<b>10 points</b>
“Food for Thought” Journals	<b>20 points</b> (4 entries @ 5pts/each)
Group Project: History Methods Video Podcasts	<b>30 points</b>
MLK Day Reflection/Movie Critique	<b>25 points</b>
Movie Response – <i>When I Rise</i>	<b>25 points</b>
Video Response – <i>Racism 101</i> -Then & Now	<b>25 points</b>
Early Knowledge Networks Analysis	<b>25 points</b>
Historic Document Analysis & Presentation	<b>45 points</b> (30 pts paper + 15 pts presentation)
Group Project: Higher Education History Mini-Documentary	<b>50 points</b>
Professionalism & Participation	<b>20 points</b>
<b>TOTAL</b>	<b>275 points</b>

The grade scale for this course:

A = 247.50 – 275.00 total points

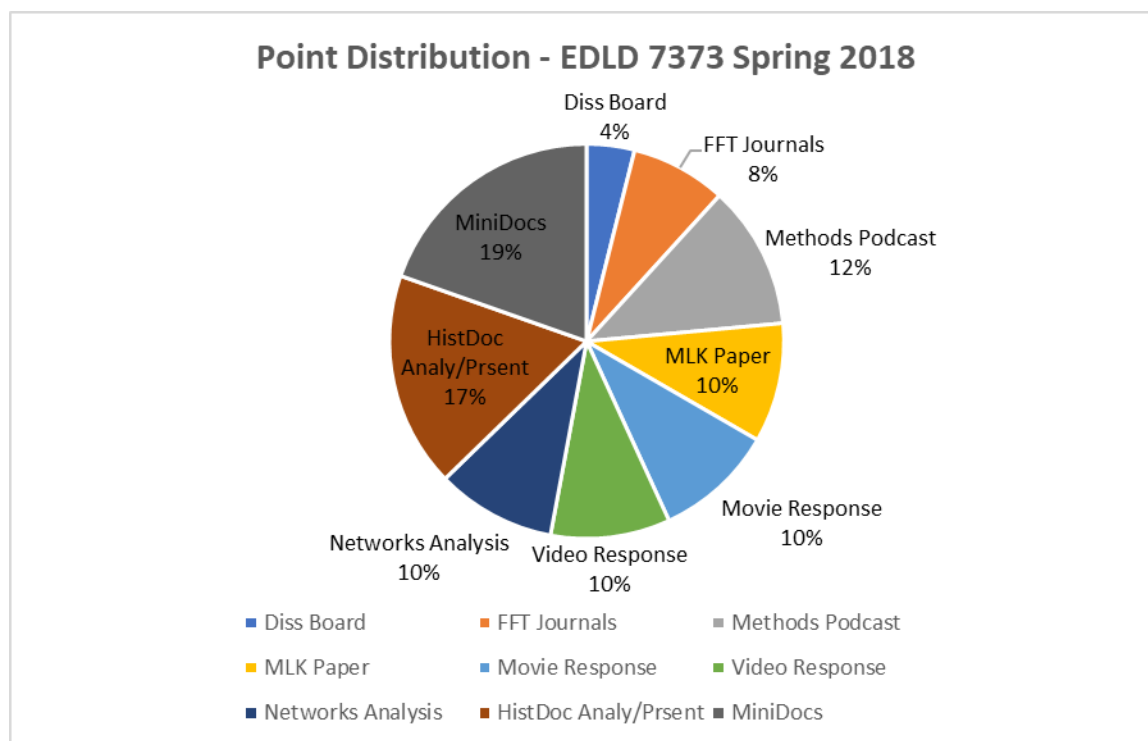
B = 220.00 – 247.49 total points

C = 192.50 – 219.99 total points

D = 165.00 – 192.49 total points

F = below 165 total points

### IX. POINT DISTRIBUTION





## X. DOCTORAL STUDENT DISPOSITIONS

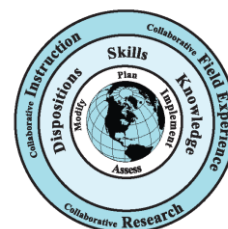


The following are dispositions that are used by program faculty for admittance to full candidacy. Please pay attention to this list and make an effort to maximize your performance in each area. These are typically good practices to follow in classroom, professional, and research settings. If you have any questions, please inform your instructor.

1. Engaged learner (participates in class, remains on-task, minimizes distractions)
2. Attends class (absences are rare, professor is notified, takes responsibility for missed concepts)
3. Observes ethical standards (avoids plagiarism, contributes fair share to group work)
4. Respects diverse viewpoints (student exhibits respectful behaviors when diverse perspectives are shared)
5. Submits assignments by deadlines (student consistently turns in assignments on or before deadline)
6. Demonstrates an attitude of professional growth (uses feedback, seeks out resources when needed, demonstrates independence by taking responsibility for learning needs)
7. Academic performance (student completes work at a B-level or higher ed and maintains at least a 3.0 GPA in doctoral classes).

## XI. CONCEPTUAL FRAMEWORK STATEMENT

CONCEPTUAL FRAMEWORK: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities' diverse learners.



Enhancing The Future  
Through Educator Preparation

## XII. USEFUL WEB RESOURCES:

- American College Personnel Association: <http://www.acpa.nche.edu>
- American Council on Education: <http://www.acenet.edu>
- American Association for Higher Education: <http://www.aahperd.org/aahe/>
- Association of American Universities: <http://www.aau.edu/>
- American Association of University Professors: <http://www.aaup.org/>
- Association of Governing Boards: <http://www.agb.org/>
- Association of Institutional Research: <http://airweb.org/>
- Association for the Study of Higher Education: <http://www.ashe.ws/>
- Carnegie Foundation for the Advancement of Teaching: <http://www.carnegiefoundation.org/>
- Council for Higher Education Accreditation: <http://www.chea.org/>
- National Academic Advising Association: <http://www.nacada.ksu.edu>
- National Association of College and University Business Officers: <http://www.nacubo.org/>
- National Association of Diversity Officers in Higher Education: <http://www.nadohe.org/>
- National Association of State Universities and Land Grant Colleges: <http://www.nasulgc.org/>
- National Association of Student Personnel Administrators: <http://www.naspa.org/>
- National Center for Public Policy and Higher Education: <http://www.highereducation.org>