I. TITLE: History and Foundations of American Higher Education

II. COURSE DESCRIPTION AND PREREQUISITE(S):
This course provides a historical overview of the U.S. system of higher education, with an emphasis on the development of colleges and universities, and how these developments have shaped current policies and practices in higher education. Curricular, administrative, and policy issues will be explored.

Prerequisite(s): None

III. COURSE OBJECTIVES:
The student will be able to:
A. develop an understanding of the historical influences of the U.S. system of higher education,
B. explore the differences among types of institutions and their missions,
C. examine the impact of federal and state government on higher education,
D. investigate the changing role of faculty and administrators within higher education, and
E. identify contemporary issues impacting higher education.

IV. CONTENT OUTLINE:
A. Historical overview of the system of US higher education
B. Influences from other higher education systems
C. The Colonial Period
D. Evolution of the American College in the 1800s and 1900s
E. Evolution of the American University
F. Emergence of the Junior College and Community College
G. GI Bill and its impact on American higher education
H. Federal and state government involvement in higher education
I. Diversity in the Academy
J. The ‘60s, ‘70s and ‘80s
K. Privatization, corporatization and accountability in the 21st Century

V. INSTRUCTIONAL ACTIVITIES:
A. Video lectures and discussions
B. Online discussions via Canvas
C. Small group activities
D. Problem-based research projects

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Two field-based investigations
VII. TEXT(S) AND RESOURCES:

VIII. EVALUATION AND GRADING PROCEDURES:
Evaluation and grade will be determined by assignments, tests, and projects based on text, supplementary readings in professional journals, lectures, presentations, group activities, and class discussions. Late assignments will receive a deduction of 10% the total point value for each day late. Due dates can be found in the Canvas course shell.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Institution Historical Review Project #1</td>
<td>30</td>
</tr>
<tr>
<td>Institution Historical Review Project #2</td>
<td>30</td>
</tr>
<tr>
<td>Functional Unit Historical Review Project</td>
<td>40</td>
</tr>
<tr>
<td>Discussion Boards (10x3)</td>
<td>30</td>
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<tr>
<td>Total</td>
<td>130</td>
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A = 90 – 100%
B = 80 – 89%
C = 70 – 79%
D = 60 – 69%
E = below 60%

Discussion Board Forums: Students will be asked to comment and engage classmates on PSE historical topics with present day relevancy.

Institution Historical Review Projects: Students will select two institutions for which they will perform historical reviews, one established over 100 years ago and one established less than 60 years ago. The project components will include an 1.) institutional profile, 2.) timeline of historical milestones, and an 3.) explanation as to how those milestones impacted the institutional profile, as found with the Carnegie classification system. Students are expected to conduct interviews and perform archival searches to complete the projects. Students will present findings to the class.

Functional Unit Historical Review Project: Students will select a functional unit of interest and perform a historical review. Students will identify two present day trends or issues impacting the functional unit and explain how historical shifts in the profession lead to the present day issues. The project components will include an 1.) overview of the functional unit (e.g. institutional presence, services, constituents), 2.) current issues or trends influencing the unit, 3.) timeline of historical milestones for the functional unit, and an 4.) explanation as to how those milestones impacted the current trends-issues of the functional unit. Students are expected to conduct interviews with administrators at various institutions and professional association leaders as well as perform archival searches to complete the project. Students will share findings with the class in the form of an authentic video.

IX. ATTENDANCE POLICY:
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin.

X. ACADEMIC HONESTY POLICY
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result
of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

- **Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

- **Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

- **Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

- **Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

**Policy Statement**

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of
Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

**Students with Disabilities**
Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889 (TDD).

**XII OTHER DEPARTMENTAL INFORMATION: DISPOSITIONS OF A MURRAY STATE UNIVERSITY COLLEGE OF EDUCATION GRADUATE**

- **Inclusive** – Is an advocate for an inclusive community of people with varied characteristics, ideas, and worldviews.
- **Responsible** – Considers consequences and makes decisions in a rational and thoughtful manner for the welfare of others; acts with integrity to pursue an objective with thoroughness and consistency.
- **Enthusiastic** – Is eager and passionately interested in tasks that relate to beliefs about education.
- **Caring** – Demonstrates regard for the learning and wellbeing of every student.
- **Confident** – Exhibits certainty about possessing the ability, judgment, and internal resources needed to succeed as a teacher.
- **Ethical** – Conforms to accepted professional standards of conduct by making decisions based on standards and principles established by the education profession.
- **Leadership** – Is an ethical change agent who acts to inspire classrooms, schools, districts, and communities. The instructor reserves the right to modify the format of this course as circumstances demand.