Course Change Request

Date Submitted: 02/01/18 4:13 pm

Viewing: EDAD 639 : Foundations of Educational Administration

Last edit: 02/02/18 9:53 am
Changes proposed by: ksmith

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Educational Administration and Human Resource Development</td>
</tr>
<tr>
<td>EDAD - Educational Administration</td>
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</table>

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Kerri Smith</td>
<td><a href="mailto:ksmith@tamu.edu">ksmith@tamu.edu</a></td>
<td>979-847-9098</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit

Other

Seeking approval to allow this course to be taught in a non-traditional format.

Course prefix    EDAD    Course number    639
Department        Educ Admin & Human Resource Dev
College/School    Education & Human Development
Academic Level    Graduate
Effective term    2018-2019

Complete Course Title
Foundations of Educational Administration
Abbreviated Course Title
FOUND OF EDUC ADMIN

Catalog course description
Selected historical, philosophical and sociological foundations and developmental dimensions of educational administration.

Prerequisites and Restrictions

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings
No

Stacked
No

https://nextcatalog.tamu.edu/courseleaf/approve/
<table>
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<th>Contact Hour(s) (per week):</th>
<th>Lecture: 3</th>
<th>Lab: 0</th>
<th>Other: 0</th>
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<td>Three-peat?</td>
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<td>Lecture</td>
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<td>Will sections of this</td>
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<td>course be taught as</td>
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<td>non-traditional? (i.e.,</td>
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Learning Outcomes

Meets traditional face-to-face learning outcomes.
Describe how learning outcomes are met or provide justification why they are not met.

This course meets every other week, but every week students post responses to 2 of my online prompts and they respond to at least 2 of their class members’ responses (they often respond to more than two). They do this every week, regardless of whether we meet in class or not. So, part of the contact hours occur during the week in which we meet in person as well as when we do not meet in person.

When we meet in person, we have a class discussion on the readings and on current events of interest in higher education. Then I have them work in groups on issues based on the readings. It is similar to a flipped classroom, to a small extent.

After each learning outcome is the manner in which that learning outcome is met.

This course was strategically designed with the hope and expectation that students will:

* Become informed critics and persuasive spokespeople for higher education.
  (Outcome met through online discussion posts and responses to other classmates’ posts; AND through in-class discussions of the issues from the readings and from the issues arising from current news stories regarding higher education)

* Understand the importance of historical, philosophical, and theoretical factors that shape the development of postsecondary institutions in the US.
  (Outcome met through the readings and discussions we have online and in-class)

* Develop the ability to evaluate and interpret philosophical arguments and provide a forum where individuals can discuss and appreciate different philosophical viewpoints.
  (Outcome met through group work activities as well as through the student’s responses to my reading prompts and their posts to other students’ written responses as well as through the end of term presentations)

* Become familiar with major current and historical trends in higher education.
  (Outcome met through course readings and discussion. Also, this outcome is met through the use of group-based work in which students take major historical trends and apply them to the current higher education landscape. Current events are discussed by using newspaper stories from the Chronicle of Higher Education and InsideHigherEducation.com)

* Identify and apply basic theoretical strategies and frameworks to facilitate meaningful in-class and out-of-class discussions for postsecondary learners.
  (Outcome met through reading of basic frameworks and application of strategies and frameworks during group work activities, which lead to class discussions of how their approaches to the topics at hand were formulated and designed)

* Support arguments and improve writing skills to meet the standards for graduate work.
  (Outcome met through an evaluation of their writing in their online discussions, as well as through their written assignments such as the book critique, current issues paper, and annotated bibliography. During one class session, I conduct a workshop on how to improve writing skills as well as the expectations that I have of students with regard to writing at a graduate level.)

* Develop critical and analytical skills and the ability to reflect upon ideas.
  (Outcome met through a number of activities including an evaluation of their writing skills in online discussions, evaluation of students’ writing assignments, their analysis of the readings and group activities, and their end of term presentations)

Hours

Meets traditional face-to-face hours.
Describe how hours are met or provide justification why they are not met.

Since class meets online every week, part of the contact hours for the weeks in which we do not meet are met during the weeks that we meet in-person. There may not be 3 contact hours on weeks we do not meet, but because we conduct online work every week, and not just on weeks we do not meet in person, the contact hours are being met.

I spend on average at least 8-10 hours a week interacting with students online by commenting on their responses to my prompts as well as to their posts to other students' prompts. This is every week, including the weeks that we meet in person. In addition to interacting with students with regard to their posts, students are asked to develop ideas that they will work in groups to answer and present. In this way, students are interacting with each other and myself when we do not meet in person.

Will this course be taught as a distance education course?  
Yes  No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.  
Yes  No

Is 100% of this course going to be taught in Texas?  
Yes

Will classroom space be needed for this course?  
No

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MS-EDAD) Master of Science in Educational Administration</td>
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</table>

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**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus: **EDAD 639 Syllabus-Fall 2017 v1.docx**

Letters of support or other documentation: No

Additional information: No

Reviewer Comments: No

Reported to state? No

Key: 4628
EDAD 639:
Foundations of Higher Education Administration
Texas A&M University

Wednesdays, 4 -7pm (Hybrid Course)
Harrington Rm. 632

Instructor: Vicente M. Lechuga
Term: Fall 2017
Phone: (979) 845-4301
Email: vlechuga@tamu.edu
Office: 541 Harrington Tower
Office Hours: Tuesdays & Wednesdays (email for an appointment)

Introduction and Overview

The central purpose of this class is to provide an overview, both historical and contemporary, of higher education institutions. Students often wonder why it is necessary to study foundations. Navigating through the complex issues that higher education is currently struggling with requires one to understand the internal and external constituencies that influence higher education institutions. This course provides an introduction to the roles and functions of higher education from historical and contemporary perspectives, and is designed for graduate students who aspire to serve in administrative and instructional capacities on college and university campuses.

Such work is performed in the midst of complicated interactions among diverse groups of people, complex organizational structures, and key events that are shaped in part by an institution's mission, history and traditions, current exigencies, administrative care, faculty talents, governance, and student characteristics. These factors influence what one contributes to, how one fits in, and the meanings one makes of an institutional setting. Thus, an important implication is that administrative and instructional effectiveness depends, in part, on the extent to which one understands and appreciates these and other contextual factors. Knowledge and appreciation of the historical and philosophical underpinnings of the field, as well as current and forthcoming issues facing higher education will enable one to thoughtfully navigate complex organizational settings and contribute to learning, student development, and societal advancement. This introductory course serves as a foundation from which to start lifelong learning about colleges and universities.

Course Outcomes

This course was strategically designed with the hope and expectation that students will:

- Become informed critics and persuasive spokespeople for higher education.
- Understand the importance of historical, philosophical, and theoretical factors that shape the development of postsecondary institutions in the US.
- Develop the ability to evaluate and interpret philosophical arguments and provide a forum where individuals can discuss and appreciate different philosophical viewpoints.
• Become familiar with major current and historical trends in higher education.
• Identify and apply basic theoretical strategies and frameworks to facilitate meaningful in-class and out-of-class discussions for postsecondary learners.
• Support arguments and improve writing skills to meet the standards for graduate work.
• Develop critical and analytical skills and the ability to reflect upon ideas.

Expectations

Students are expected to:

• Attend every class session
• Arrive on time and prepared
• Complete all reading assignments for each class session
• Actively participate in meaningful discussions and other in-class activities
• Turn in written assignments on the specified due dates*

Class sessions will be almost exclusively based on discussion, reflection, and sharing, i.e. seminar format. This format affords students the opportunity to provide insight into and integrate their personal experiences with the selected course topics. The topics will likely stimulate varied perspectives; therefore, students should be prepared to effectively organize and clearly articulate their viewpoints. Furthermore, students are expected to critically analyze all topics discussed in class. Additionally, group work will give students the opportunity to learn cooperatively and collaborate on more comprehensive course assignments.

*Note: All assignments that are not handed in on time will be marked down, unless specific accommodations were made prior to the due date.

Discussion Agreement

We will have discussions every week online in addition to classroom discussions. By participating in this graduate-level seminar course, you are agreeing to abide by the following ground rules for discussion:

• Promote an environment conducive to learning.
• If something did not make sense, ask about it because it is likely that others have the same questions.
• Respect differences of culture, nationality, values, opinion and style.
• Welcome disagreement and debate, as they provide opportunities to learn.
• Seek to understand first before trying to be understood.
• Encourage participation and recognize that everyone has something to contribute.
• Promote clear communication—be specific, give examples, and ask questions.
• Speak for yourself. Let others speak for themselves.
• Add to what has already been said, be conscious of time.
Writing Style

All assignments must be typed, using Times New Roman 12pt. font, 1-inch margins all around and should conform to the style and reference notation format outlined in the *Publication Manual of the American Psychological Association 6th Edition*. The APA manual is a required text for this course, and an essential tool for survival in graduate school. Please study it carefully and refer to it often. If you are unsure about certain APA formatting and citation rules, refer to the manual. Even if you think you are sure, still double-check the manual. Points will be deducted from your papers if they are formatted incorrectly.

Books and Course Materials


Articles and other reading assignments will be made available on our course website

Assignments & Grading

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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
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<tbody>
<tr>
<td>Class Participation</td>
<td>Up to 10 points</td>
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<tr>
<td>Current Issues Paper (1,000 words)</td>
<td>15 points</td>
<td>September 20</td>
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<tr>
<td>Book Review (1,400 words)</td>
<td>20 points</td>
<td>October 25</td>
</tr>
<tr>
<td>Presentation (10 min. + 5 minutes for Q&amp;A)</td>
<td>25 points</td>
<td>Nov. 15 &amp; 29</td>
</tr>
<tr>
<td>Annotated Bibliography (5000 words) - Mon. after last class mtg.</td>
<td>30 points</td>
<td>December 5</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
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</tbody>
</table>

Course Grading scale (Per the University grading system)

*Note:* Texas A&M considers a grade below a C in a graduate level course as failing

Points:  
90-100  = A  
80-89    = B  
70-79    = C*  
60-69    = D  
Below 60 = F

A Note on Incompletes

I do not give Incompletes, except under extreme circumstances. If you feel that you need to take an Incomplete for this course, please set up a meeting with me as soon as possible so that we can discuss it. Please note that Texas A&M Student Rules on Grading, Policy 10.5 states: “A temporary grade of I (Incomplete) at the end of a semester or summer term indicates that the student has completed the course
with the exception of a major quiz, final examination or other work. The instructor shall give this grade only when the deficiency is due to an authorized absence or other cause beyond the control of the student”.

The policy also states, “the remaining work [is] to be completed before the last day of scheduled classes of the next fall or spring semester in which the student enrolls in the university…If the incomplete work is not completed within this time or if the student registers for the same course again, the I will be changed to an F by the registrar”.

To be clear, in the case that I assign you an Incomplete, we will meet to discuss a timeline for you to turn in the remaining work. You MUST complete the remaining work before the last day of classes of the following semester in which you are enrolled or the “I” will be changed to an “F” by the Registrar’s Office. Although some professors may allow you to complete any remaining work at your own leisure, I choose to follow university guidelines. In other words, you must stick to the timeline we agreed on before I assigned you the Incomplete or the “I” will turn into an “F”. I will not change an automatic “F” that the Registrar’s Office assigns you at the end of the following semester because you failed to complete the remaining work based on our agreed upon timeline.

**A Note on Extensions**

Life is rough and graduate level work takes lots of time to complete. Therefore, I will grant reasonable extensions on assignments. Generally speaking, I am less concerned with students asking for an extension and more concerned about patterns of doing untimely work. Patterns indicate behaviors that will cause professional work problems and dilemmas. Let’s talk ASAP if you see patterns developing and need help with ways to get your class work done. Patterns of untimely work will be reflected in a lower grade for the course in fairness to others who have done timely work, often at great sacrifice. I may not be able to return late assignments with extensive comments or with other on-time papers.

Bear in mind that simply asking for an extension does not guarantee that I will grant it. Also, please request an extension **before** the due date and propose a new and reasonable due date for the assignment. Late assignments may incur a loss of points, depending on when you ask for the extension, the reason for the extension, and when you turn in the assignment.

**Assignment Format**

General Guidelines Related to Written Assignments:

- All written material should be double spaced, in **Times New Roman 12 point font**, 1 inch margins all around, with left justification only.

- Please use APA (6th Edition) formatting for within-text citations and bibliography (i.e. reference lists) in your papers. Only include references that are in the paper.

- All page limits refer only to pages of written text and DO NOT include bibliography/reference list pages or the cover page.
Assignment Descriptions

Online Course Discussions (every week of the semester)

Each week I will provide prompts on our course website based on the readings. You are expected to post/reply to each prompt on the date indicated and are also expected to respond to two posts/replies written by your classmates. This is a very important component of the course and counts towards as part of your class participation points.

Pillars of the Profession (throughout the semester)

The foundation of any profession is strengthened by those who contribute to its advancement through writing and research. The more we understand about various phenomena in postsecondary education, the better prepared we are to serve students, develop policies, improve organizations, and enhance learning environments. The profession would be at a standstill were it not for those women and men who devote effort and energy to improving the scholarly base from which decisions are made and implications are drawn. As a participant in this profession, it is essential for you to know these scholars and become acquainted with their work.

This assignment has two parts—(1) a short one-page profile of the person, which includes information about where they have worked, their major research areas, and the contributions they have made to higher education; (2) a bibliography (in APA format) that lists their books, book chapters, articles, and other scholarly publications. You will submit parts 1 and 2 to the instructor and email them to the class. You will also be expected to provide a short presentation (10 minutes) to your classmates on a designated class day. In the presentation, you should tell us about the person and her or his work, and briefly summarize a chapter or article of importance. (Variable due dates beginning on Week 2).

Current Issues in Higher Education Paper (no more than 1000 words excluding references, Due September 20)

As members of the higher education community it is important for you to stay abreast of current issues that face higher education today. Choose a current issue related to higher education that interests you and write a short paper that outlines the issue and provides the reader with a basic understanding of the topic. In addition, formulate an opinion on one side or the other and make an argument that substantiates your stance. Feel free to use additional sources of literature to make your point. A starting point for locating topics is The Chronicle of Higher Education and Inside Higher Education: http://www.insidehighered.com (subscription is free).

Book Review (no more than 1,400 words, Due October 25, excluding references)

For this assignment you are asked to choose a recent scholarly text on any topic related to higher education. Use this assignment to explore a topic or issue that is of personal interest to you. The book does not need to be about anything related to this class, but it does have to relate to higher education. Write a book review that follows the format used in scholarly journals such as the Review of Higher Education.
Final Paper – Annotated Bibliography (no more than 5,000 words, Due December 5 (Monday), excluding references)

The final paper will be an annotated bibliography. No original research is required. The majority of your bibliographic entries should come from peer-reviewed journal articles in higher education and other disciplines, if appropriate. No entries that can only be found on the Internet (unless it is a report issued by an organization, higher education center, or university) or from newspapers including The Chronicle of Higher Education. Minimize Single Author or Co-Authored book entries, as they are too long to provide a thorough assessment. Chapters from Edited books are fine. Examples of higher education journals include the Journal of Higher Education, Review of Higher Education, Research in Higher Education, Community College Review, Journal of College Student Development, NASPA Journal (now know as Journal of Student Affairs Research and Practice), Innovative Higher Education, and Journal of the Professoriate, to name a few. Utilize our library’s online multiple databases to search for journal articles such as Proquest, JSTOR, Project Muse, PsychInfo and others. If you are not familiar with using these and other databases there are tutorials available for each database online once you enter it.

Choose any topic related to higher education that is of interest to you. It does not have to be historical in nature. You can use a few class readings as a place to start, if appropriate, but you are expected to find outside sources from which to base your position. Topics about pressing issues in higher education are appropriate, as well as issues related to students, faculty, policy, and colleges and universities. This paper can build on some of the ideas we have discussed in class or can be based on your own perspectives about a particular subject or issue pertaining to any aspect of higher education that is of interest to you. The topic of your paper should not be broad enough to the point where you find too much research and are unable to develop a clear and concise annotated bibliography. Conversely, it should not be too short to make it difficult for you to find relevant literature to develop an adequate and focused bibliography.

Final Presentations (10 minutes + 5 min. Q&A (15 minutes total) – November 15 & 29)

You will present the topic you chose to write about for your annotated bibliography. Discuss why you chose the topic, what the current research says about the topic, and the argument you would be making if you were to write a research paper. You may use PowerPoint but it is not necessary. Also, be sure to provide either paper or electronic copies of your bibliography to all of the class members.

Grading Criteria for papers

Grades will be assigned based upon the following criteria. This criteria is based on one used at the University of Texas.

"A" Paper: The principal characteristic of the "A" paper is its rich content, "meaty," "dense," "packed." The information delivered is such that one feels significantly taught by the author, sentence after sentence, paragraph after paragraph. The "A" paper is also marked by stylistic finesse: the title and opening paragraph are engaging; the transitions are artful; the phrasing is tight, fresh, and highly specific; the sentence structure is varied; the tone enhances the purposes of the paper. Finally, the "A" paper, because of its careful organization and development, imparts a feeling of wholeness and unusual clarity. Not surprisingly, then, it leaves the reader feeling bright, thoroughly satisfied, and eager to reread the piece. An "A" paper clearly takes a stand and argues and defends that stand so as to completely persuade the reader, without leaving dangling questions and unexplored avenues of discussion. It is complete unto itself.
"B" Paper: It is significantly more than competent. Besides being almost free of mechanical errors, the "B" paper delivers substantial information, that is, substantial in both quantity and interest and value. Its specific points are logically ordered, well developed, and unified around a clear organizing principle that is apparent early in the paper. The opening paragraph draws the reader in; the closing paragraph is both conclusive and thematically related to the opening. The transitions between paragraphs are for the most part smooth, the sentence structures pleasingly varied. The diction of the "B" paper is typically more concise and precise than that found in the "C" paper. Occasionally, it even shows distinctiveness, i.e. finesse and memorability. On the whole, then, a "B" paper makes the reading experience a pleasurable one, for it offers substantial information with few distractions. It establishes a stand on an issue, and for the most part, clarifies and defends that stand, leaving few unanswered questions and unexplored angles. It is relatively successful in convincing the reader.

"C" Paper: It is generally competent; it meets the assignment, has few mechanical errors, and is reasonably well organized and developed. However, its information seems thin and commonplace. One reason for this is that the ideas are technically cast in the form of vague generalities; generalities that prompt the confused reader to ask marginally: "In every case?" "Exactly how large?" "Why?" "But how many?" Stylistically, the "C" paper has little to draw the reader in; the final paragraphs are often bumpy; the sentences, besides being a bit choppy, tend to follow a predictable (hence monotonous) subject-verb-object order; and the diction is occasionally marred by unconscious repetitions, redundancy, and imprecision. The "C" paper, then, while it gets the job done, lacks both imagination and intellectual rigor, and hence does not invite a rereading. It attempts to establish a stand on an issue, but achieves only average success. It leaves many ideas dangling and opens as many doors for further questions as it closes. It is not very successful in convincing the reader.

"D" Paper: Its treatment and development of the subject are as yet rudimentary. While organization is present, it is neither clear nor effective. Sentences are frequently awkward, ambiguous, and marred by serious mechanical errors. Evidence of careful proofreading, if any, is scanty. The whole piece, in fact, often gives the impression of having been conceived and written in haste. Or, the paper, while of standard writing, missed the assignment completely by achieving something other than requested such as presenting a summary of an article rather than an analysis and opinion derived from the article.

"F" Paper: Its treatment of the subject is superficial; its theme lacks discernible organization; its prose is garbled or stylistically primitive. Mechanical errors are frequent. In short, the ideas, organization, and style fall far below what is acceptable graduate level writing.

Academic Dishonesty

"An Aggie does not lie, cheat or steal, or tolerate those who do".

TAMU Plagiarism Statement

Texas A&M defines Plagiarism as – The appropriation of another person's ideas, processes, results, or words without giving appropriate credit.

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the
work of another person and turn it in as your own, even are you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.

Examples of plagiarism include but are not limited to:

- Intentionally, knowingly, or carelessly presenting the work of another as one’s own (i.e., without crediting the author or creator).

- Failing to credit sources used in a work product in an attempt to pass off the work as one’s own.

- Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources. Students are permitted to use the services of a tutor (paid or unpaid), a professional editor, 2 the University Writing Center to assist them in completing assigned work, unless the instructor explicitly prohibits such assistance. If the student uses such services, the resulting product must be the original work of the student. Purchasing research reports, essays, lab reports, practice sets, or answers to assignments from any person or business is strictly prohibited. Sale of such materials is a violation of both these rules and State law.

- Failing to cite the World Wide Web, databases and other electronic resources if they are utilized in any way as resource material in an academic exercise.

- Other similar acts.

**Authenticating Your Own Work**

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

**Texas A&M Faculty Senate Statement on Plagiarism**

The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.
**Americans with Disabilities Act Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Disability Services in Room B118 of Cain Hall, or call 845-1637. Helpful information is located at http://disability.tamu.edu

**Course Schedule**

(*Indicates an assignment is due; * Indicates that class will be held online for that week)

**August 30**  
Introduction and Course Overview

**September 6**  
The Historic Underpinnings of the University *(Class will meet in-person this week)*

*Readings:*  
Scott – *The Mission of the University*  
Thelin & Hirschy – *College Students and the Curriculum*

Pillars of the Profession: Burton Clark, George Kuh, & Vincent Tinto

*September 13*  
Colonial Colleges

*Readings:*  
Thelin – Introduction & Chapter 1  
Rudolph – Chapters 1 & 2

**September 20*  
Higher Education in the “Antebellum” Period

*Readings:*  
Thelin – Chapter 2  
Rudolph – Chapter 6

Pillars of the Profession: Alexander Astin, Edward St. John, & Laura Rendon

*(Current Issues paper is due)*

*September 27*  
Land-Grant Colleges and Utilitarian Education

*Readings:*  
Thelin – Chapter 3  
Rudolph – Chapter 5
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>October 4</td>
<td>Growth &amp; Instability</td>
<td>Thelin – Chapter 4, Rudolph – Chapter 13</td>
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<tr>
<td></td>
<td></td>
<td>Pillars of the Profession: Robert Bimbaum, Patricia Gumport, Linda Serra Hagedorn</td>
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<tr>
<td>*October 11</td>
<td>The Emergence of the “American” University</td>
<td>Thelin – Chapter 5, Rudolph – Chapters 15</td>
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<tr>
<td>October 18</td>
<td>Higher Education in Flux</td>
<td>Thelin – Chapter 6, Rudolph – Chapter 18</td>
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<td>Pillars of the Profession: Arthur Cohen, Robert Berdahl, William Tierney</td>
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<td><em>October 25</em></td>
<td>The “Golden Age” of Higher Education</td>
<td>Thelin – Chapter 7, Rudolph – Epilogue</td>
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<td></td>
<td><em>(Book Review is due)</em></td>
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<td>November 1</td>
<td>Growing Pains</td>
<td>Thelin – Chapter 8</td>
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<td>Pillars of the Profession: Ernest Boyer, Arthur Chickering, Jack Schuster, Sylvia Hurtado</td>
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<td>*November 8</td>
<td>The Current State of Higher Education</td>
<td>Slaughter &amp; Rhoades – <em>The Theory of Academic Capitalism</em></td>
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<td>Kezar – <em>Obtaining Integrity?</em></td>
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<tr>
<td>November 15</td>
<td>Class Presentations, Group I</td>
<td></td>
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<tr>
<td>November 22</td>
<td>NO Class [Happy Thanksgiving!]*</td>
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</table>
November 29  Class Presentations, Group II
December 5*  Final Paper Due (*Monday after final day of class)