COURSE SYLLABUS
EPS 8530
“Seminar in the History of Education“

Course Instructor
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Course Offered
Semester Offered: Fall, 2017
Credit Hours: 4
Class Time: 5:00-8:20 pm
Class Location: College of Education Room: 0169
Office Hours: By Appointment

Course Text:
1. All reading materials will be provide through Blackboard.

Course Description:
This course will explore the social and cultural events that have shaped the Higher Education system in the United States. We will examine how demographics, technology and industry shaped Higher Education a pivotal points in history.

Course Objectives
1. To examine the role of state and federal government in the establishment of American Higher Education.
2. To examine the origin of American higher education.
3. To examine the establishment of Land Grant University, Predominately White Institutions (PWI), Historical Black Colleges and Universities (HBCU), Hispanic Serving Institutions (HSI), GI Bill and Higher Education Acts.

Format and Procedures
This course is highly interactive. You will engage in a mixture of lecture, discussion and in-class learning activities. Students participation in class discussions will a significant portion of the course. Student are expected to complete ALL reading assignments prior to the class to be able to participate fully in the lecture/discussion/in-class activity.

Behavioral Expectations
Class Participation includes students having read the materials and being responsive as well as answering questions and being prepared to cover class materials.

In regards to email communication, if you send a message to me you should not anticipate a reply for at least 2 days. Example: If you send an email on a Monday morning 9:00am you will have a reply by Wednesday between 8am and 5pm.

Attendance and Participation
Attendance for all classes is required. Many of the assignments are based on exercises done IN CLASS. If you miss a class, you may lose points. Plan to be on time to avoid recorded absences.

If there is an emergency, contact the instructor before class and provide documentation to the instructor within 48 hours of the absence to prevent losing your attendance points.
<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPICS and READINGS</th>
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</thead>
</table>
| **Session 1**  
(9/11 Monday)  
Course Overview | Student data Sheet  
Syllabus: Expectations and Grading  
Student Introductions |
| **Session 2**  
(9/18 Monday) | History of Higher Education/Land-Grant Colleges/Morrill Act  
*Reading Prior to Class:*  
- American Higher Education: Past, Present, and Future  
- The Land-Grant Tradition Association of Public and Land-Grant Universities: 150 years of learning Discovery and Engagement: The Morrill Act  
*Group Planning/Pairing Time Discussion* |
| **Session 3**  
(9/25 Monday) | Higher Education Act 1965  
*Reading Prior to Class:*  
- Higher Education Act forty years of opportunity: Opening the Doors to Higher Education: Perspectives on the Higher Education Act 40 Years Later  
| **Session 4**  
(10/2 Monday) | Research and Group Time |
| **Session 5**  
(10/9 Monday) | Historically Black Colleges and Universities (HBCU)  
*Reading Prior to Class:*  
- Historically Black Colleges and Universities: Honoring the Past, Engaging the Present, Touching the Future  
- The Historically Black College as Social Contract, Social Capital, and Social Equalizer  
*Group Presentation* |
| **Session 6**  
(10/16 Monday) | GI Bill  
*Group Presentation*  
*Reading Prior to Class:*  
- The G.I. Bill and the Changing Place of U.S. Higher Education after World War II.  
- The G.I. Bill, Higher Education and American Society |
| **Session 7**  
(10/23 Monday) | Research and Group Time |
| **Session 8**  
(10/30 Monday) | Women in Higher Education  
*Readings Prior to Class:*  
- Inopportunity of Gender: The G.I. Bill and the Higher Education of the American Female, 1939-1954  
- A History of Women in American Higher Education  
- Women of Color in American Higher Education |
### Session 9
(11/6 Monday)

**Hispanic Serving Institutions**

*Readings Prior to Class:*
- Hispanic Serving Institutions: WHAT ARE THEY? WHERE ARE THEY?
- Inventing Hispanic Serving Institutions: The Basics.

**Optional Reading:**

### Session 10
(11/13 Monday)

**Research and Group Time**

### Session 11
(11/20 Monday)

**Community Colleges**

*Readings Prior to Class:*
- Brief History of Community Colleges and a Personal View of Some Issues
- The Evolution of Community Colleges

### Session 12
(11/27 Monday)

**Group Presentations**

**Religion and Higher Education**

*Readings Prior to Class:*
- Religion and Higher Education: An Historical Perspective

### Session 13
(12/4 Monday)

**Group Presentations**

*Reading Prior to Class:*
- Asian American and Pacific Islander-Serving Institutions

### Session 14
(12/11 Monday)

**Last Day of Class**

**Final Paper Due**

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### Assignments

Assignments are due at the beginning of the class period on the posted due date. All papers must be typed and double spaced. Make sure that your name, date and assignment # appear on the first page of each paper. No late assignments will be accepted unless arranged in advance.

### Course Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due on:</th>
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<tbody>
<tr>
<td>Team Oral Presentation 1 in teams of two you will make two presentations, of (45 minutes)</td>
<td>25</td>
<td>TBD</td>
</tr>
<tr>
<td>Team Oral Presentation 2 (45 minutes)</td>
<td>25</td>
<td>Based on date selected</td>
</tr>
<tr>
<td>Final Paper (One paper, per person of 12-15 pages on one of the two topics)</td>
<td>25</td>
<td>12/11/17</td>
</tr>
<tr>
<td>Class Participation (1 point per class) Must in class to receive points.</td>
<td>25</td>
<td>Based on Class Attendance</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
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### Evaluation and Grading:

The final grade will be based upon the success of completion of all the assignments, active participation in class and attendance at all class sessions.

No incomplete (I) grade will be given without satisfactory completion of 80% of the assignments, and Departmental approval. **Incompletes (I) will revert automatically to a failing grade after one calendar year.** Work must be completed within that year. There are no extensions.
Grading Legend:

- 96-100 points = A
- 90-95 points = A-
- 87-89 points = B+
- 84-86 points = B
- 80-83 points = B-
- 77-79 points = C+
- 74-76 points = C
- 0 - 73 points = F

Course Policy:

Regular, on-time attendance is important for your development in this class. More than one absence or less than full attendance will result in the reduction of your grade. Cellular phones should be turned off or in silent mode during class. Every student is expected to be respectful and courteous towards all members of the class.

Enrollment/Withdrawal Policy

Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

See the university webpage for full details: http://reg.wayne.edu/students/information.php
Students with Disabilities:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adama Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

To All Students Regarding Academic Dishonesty and Plagiarism:

Academic Dishonesty/Plagiarism
The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [https://doso.wayne.edu/conduct/codeofconduct.pdf]). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (http://bulletins.wayne.edu/ubk-output/index.html) and Graduate Catalog (http://www.bulletins.wayne.edu/gbk-output/index.html) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

Religious Observance Policy:
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

Resources for optional inclusion in course syllabi:
Wayne State University Writing, Research and Technology (WRT) Zone
The WRT Zone (2nd floor, UGL) provides individual tutoring consultations, research assistance from librarians, and technology consultants, all free of charge for graduate and undergraduate students at WSU. The WRT Zone serves as a resource for writers, researchers, and students’ technology projects. Sessions are run by Undergraduate and Graduate tutors, last up to 50 minutes, and tutors will work with students from initial idea development for an assignment all the way to the final draft of the assignment.
Tutoring sessions focus on a range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The WRT Zone is not an editing or proofreading service; rather, tutors work collaboratively with students to support them in developing relevant skills and knowledge, from developing an idea to editing for grammar and mechanics.

http://clas.wayne.edu/WRITING/
## PRESENTATION EVALUATIONS = 25 points

1. Team use of Support Media (handouts/powerpoint) (5 points)  
   Points:__________

2. Team Presentation Delivery eg. speaking loudly/clearly/well-articulated (5 points)  
   Points:__________

3. Team Organizations Skills (5 points)  
   Points:__________

4. Clearly Covered Main Points of Focus Area/Topic of area select (10 points) Points:__________

   Total:__________
List of Topics

**Colleges and Universities**

1. Harvard
2. William and Mary
3. Columbia
4. Rutgers
5. Dartmouth
6. Yale
7. Notre Dame
8. University of Chicago
9. Wayne State University

**Institutions and Events**

1. Land Grant Colleges/The Morrill Acts of 1862 and 1890
2. Historical Black Colleges and Universities (HBCU)
3. The History of the NCAA and its impact and place in higher education
4. The Higher Education Act of 1965
5. The GI Bill and higher education
6. Women in higher education (beginnings and overview)
7. Hispanic Serving Institutions (HSI)
8. The History of Community Colleges
9. Asian American and Pacific Islander-Serving Institutions
10. Religion and Higher Education: An Historical Perspective
**Final Paper Rubric**

**Suggested content for the paper could include:**

Select a topic that is listed on page 7 of the syllabus or suggest another topic that can be connected to the focus of the course. Once you have identified a topic use 7 references to highlight the importance to history within higher education.

- What was importance or notable about this issue(s)/topic(s)?
- How did this issue(s)/topic(s) impact the course of higher education?
- What are the critical components you have learned through researching this topic?

**Your reflection paper should follow these basic formatting requirements:**

- 12-15 pages in length, double-spaced
- 12 point Times New Roman font
- 1-inch margins (Top, bottom, left and right)

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<thead>
<tr>
<th>Final Paper Rubric</th>
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<tbody>
<tr>
<td>1a</td>
<td>Is the content of the paper clear and concise?</td>
</tr>
<tr>
<td>1b</td>
<td>Did the writer outline the paper leading the reader from one section to another?</td>
</tr>
<tr>
<td>2</td>
<td>Is the paper 11-15 pages in length and double-spaced?</td>
</tr>
<tr>
<td>3</td>
<td>Is the font 12 point Times New Roman?</td>
</tr>
<tr>
<td>4</td>
<td>Are there 1-inch margins (Top, bottom, left and right)?</td>
</tr>
<tr>
<td>5</td>
<td>Did the writer include page numbers in the lower right hand corner?</td>
</tr>
<tr>
<td>Total Possible</td>
<td>/25 pts</td>
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