NOTE: THIS TENTATIVE SYLLABUS HAS BEEN DESIGNED FOR STUDENTS TAKING THIS CLASS ON THE VOLUSIA CAMPUS. STUDENTS IN ORLANDO SHOULD NOT FOLLOW THIS DOCUMENT.

Faculty
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Class Meetings
September 5, 6, 7; 19, 20, 21; 26, 27
Fridays 4:30pm-8:20pm
Saturdays 8:30am-4:20pm
Sundays 1:00-5:00

Office Hours
Dates and Times TBA

Course Description
"Higher education [in USA] is a multifaceted phenomenon in modern society, combining a diversity of institutions and students, a range of purposes and functions, and a variety of goals and values...as the century was turning, a time of considerable transition in which we have witnessed a proliferation of alternative higher education providers, rapid advances in technology and in distance education, successful challenges to decades-old tenure and affirmative action policies, considerable growth in student and faculty interest in community and public service, and an increasing corporate climate for both private and public institutions. Throughout these changes, however, the core functions of higher education—the creation and sharing of knowledge—continue to propel a massive enterprise that has so positive an impact on the economic and social growth of the United States. Our system of higher education is the envy of nations worldwide" (Altbach, et al., 2002, p. xiii).

The primary objective of this course is to provide a framework for understanding the considerable richness of topics which have shaped, and are shaping, the development of American colleges and universities. In other words, it is an essential inventory of the historical, philosophical and contemporary forces through which to look and place higher education within the larger context of our society. The major framework for our class discussions will be the challenges posed to the American university as it faces the social, political and economic forces within the ideal of democratization.
Required Texts

Objectives

• To develop a general knowledge of the historical origins, trends, enduring enigmas, and contemporary status of American higher education;
• To become familiar with the scholarly literature, basic research underpinnings of historical research, and the gaps in the study of this field;
• To examine the continuity and change of contemporary issues and to recognize the historical roots of enduring enigmas and future dilemmas; and,
• To develop perspective on the future of higher education with particular appreciation to the trends that may force change.

Academic Integrity and Ethics

As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see http://www.osc.sdes.ucf.edu/).

Disability Access Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.
Turnitin.com
In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student’s assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as an instructor I receive a report (an index) from turnitin.com that states if and how another author's work was used in the assignment. These indices do not reflect Turnitin’s assessment of whether a paper has or has not been plagiarized. Originality Reports are simply a tool to help find sources that contain text similar to submitted papers. The decision to deem any work plagiarized must be made carefully, and only after in-depth examination of both the submitted paper and suspect sources in accordance with the standards of the class and institution where the paper was submitted. For a more detailed look at this process, including training on how to use this system visit http://www.turnitin.com
YOU MUST COMPLETE THIS TRAINING BY CLASS SESSION 3.
The ID number for this class is 2284304.
The Class Enrollment password is 'enigma.'
The index which will be used as standard for this class is ________________.

Internet Usage
You will be expected to have daily access to the internet and email, since I will be emailing you about assignment updates, additions and changes. If you do not have an UCF email account, get one now! If you do not own a computer, there are computers accessible to you in all UCF’s computer labs, and most computer labs have computers connected to the internet. For further information on computer labs, please see the following website: http://registrar.sdes.ucf.edu/webguide/index_quickfind.aspx.
Course Requirements

Completion of assigned readings, participation in class discussion and activities (impromptu debates and oral presentations). This is a graduate level course! That is, graduate education is about preparation of scholars and researchers—individuals who will push the boundaries of current knowledge and make up the academic leaders of the future (Altbach et al., 2002, p. 286). Thus, you are responsible for completing all required readings even when these are not discussed in class. In addition, note that your participation in class is crucial and expected. Crucial and expected participation entails an engagement in class which demonstrates familiarity with the reading, and your professional, intellectual and personal position regarding ideas discussed. In order to ensure your active involvement, you are to prepare a written list of 2 objective questions per assigned reading. This list will include (1) the answer and (2) the page number where the answer appears. A 'Reply to All' will be developed where you will be able to email your questions to the whole class. Bring me a hard copy of your questions—put it on my desk before I start class; starting with Session 2. The 'Reply to All' will start with Session 2. The subject line for the email with your questions should read: History Questions.

For sessions that are on-line, you are responsible for writing only 1 objective question. Use the same manner as noted above when sending this question to the class.

Evaluation Criteria: The following are examples of factors I will consider in the assessment of these tasks: interesting, insightful, debatable and mature comments; comments based on assigned readings and that show integration of the material; building on the comments of others; raising good questions; being sensitive to your level of participation and making attempts to increase or decrease it, etc. NOTE: No incompletes will be given in this class except for major emergencies. Incompletes will not be granted because you needed more time, competing responsibilities, computer problems, etc. [Points=20]

Preliminary Research Paper. I will assign you a topic for investigation pertaining to an important issue in the history of our colleges and universities. Your paper is preliminary in nature because it will not have all the sections of a traditional research project (e.g., Methodology) and its focus is mainly on a good introductory review of the literature on your topic (instead of comprehensive as in a thesis or dissertation). See page ___ of this syllabus for a detailed discussion on the organization and presentation of this requirement. Notice that you are required to submit drafts at certain points throughout the semester and that your work MUST be reviewed by Turnitin.com before submitting it to me. It is your responsibility to become knowledgeable on the use of Turnitin. YOU MUST COMPLETE THIS TRAINING BY CLASS SESSION 3.

Evaluation Criteria: These are some of the factors to be considered in the assessment of your paper: learning curve of APA; quality of bibliography; discussion of your paper with Reference Librarian; telephone conversation or emailing with a scholar in the area of investigation; timely visits to the Writing Center or editor; quality and strength of your problem statement; your dedication and perseverance to learn, on your own, how to produce a graduate-level paper; application of self-directed learning theory to your own academic performance; presentation of the
most critical historical, theoretical and philosophical issues dealing with your topic and your critique on how these issues will play out in the future. How long should your paper be? Well... as long as necessary; but understand that quantity does not mean quality! Again, please see page ___of this syllabus for more information. (Points=40)

**Due Date:** No later than December 8, 2008 by 4:00pm via an email attachment. Notice that having technological problems is no excuse for not having your paper turned in on time!

**Objective Tests.** (1) There will be a midterm based on the questions you provided. I suggest that you meet as a group under the leadership of your Group Leader to prepare for this test. (2) The final examination will consist on a formal and brief lecture on your topic. After your presentation we should all have learned more about your topic than we did from our regular readings. Thus, prepare yourself to teach your topic emphasizing the areas I did not lecture on nor the assigned readings mentioned or elaborated. You will have five minutes to teach us about your topic—thus, I expect for you to practice your delivery. (Practice. Prepare. Practice. Prepare. And, start all over again.) Provide me with a copy of your tentative agenda by session 11. You may use any media, including Power Point but note that you will be responsible for any technological fiasco (secret: have a plan ‘B’ just in case things don’t work out as planned!). Lastly, you are required to provide the whole class with a 3-page handout on your presentation (Page One and Two: Outline with brief comments; Page Three: Brief bibliography on your topic). (Points=Each 20)

**Translation of Points**

100-90=A  
89-80=B  
79-70=C  
69-60=D  
59 and less=F

NOTE: No incompletes will be given in this class except for major emergencies. Evidence of this emergency may be requested in writing. Incompletes will not be granted because you needed more time, competing responsibilities, computer problems, etc.

**References**

Altbach, Gumport, Levine, Rendón & Smith (2002). *Higher education in the USA. CA: ABC-CLIO* - citation is not APA! Are you able to identify the elements that are missing?

**Procedures for on-line sessions**

1. You have been assigned to a group.
2. Your discussion of on-line material will be with the members of your group.
3. You need to read the assigned material no later than the Wednesday of the on-line session.
4. You need to post your comment(s) on the assigned material to the members of your group (using ‘Reply All’) no later than the Thursday following our on-line session on Wednesday. You are required to post at least one comment. This comment should be structured as an essay and its length should be no more than one-page. What sort of
content or discussion should you have? Your one-page essay must read as the work of a graduate student!

5. The leader of your group will create a file of all comments and will email it to me no later than the Saturday following the on-line Wednesday session by 5pm.

6. The subject line for your on-line activities should read: HistoryO On-Line Group #__.

7. If you have questions or concerns, please discuss these with your Group Leader. S/he will email me regarding these matters. The subject line should read: HistoryO PROBLEM Group #__.

8. Online communication is guided by the University’s Rule of Conduct.

**Procedures for creating a bank of questions**

1. The subject line for the email with your questions should read: History Questions

2. Every student, after creating a list with emails of the whole class, will email his/her questions using “Reply All.” This list must include me.

3. After your questions have been checked by me, you will send your corrected versions to your Group Leader.

4. Group Leaders will collect all corrected versions from their members and, by the Friday following session 5, email these corrections to the whole class (including me). The subject line should read: REVISED History Questions, Group #__.

5. Sessions 6 and 7 will provide a good time to study/review for the midterm with your group.
Guidelines
Preliminary Research Paper

I. The Problem
   a. Statement
      i. A brief and concise presentation of the problem and/or concern related to your topic.
   b. Significance and Justification
      i. Explain why the topic is an important area of investigation; why does your issue deserve or merit attention?

II. Theoretical Framework and Philosophical Understanding
   a. Discuss the model, conceptualization, or theory that will frame the understanding of the problem stated. For example, if your topic is Retention of white students in HBCUs, you could use these two theories, among others: Tinto’s Theory of Student Departure or Critical Race Theory.
   b. Argue for a philosophical model to better understand how your topic fits or has meaning within the philosophical underpinnings of Higher Education.

III. Literature Review
   a. Provide a comprehensive summary of scholarship and research that explains the problem you are presenting. You must provide the historical context of the problem (i.e. when the problem emerged, how it has been treated in the past, and the trends and gaps of the topic).

IV. Conclusions and Recommendations

This paper MUST be formatted according to the most recent guidelines of the APA Manual and will be follow the following order:

1. Title page
2. Table of contents
3. Abstract
4. Section I: The Problem
5. Section II: Theoretical Framework
6. Section III: Literature Review
7. Section IV: Conclusions and Recommendations
8. References
9. Appendices (if applicable)
# Course Outline

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<th>Topic</th>
<th>Assigned Readings</th>
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<td>Introduction &amp; Roots to the 20th Century</td>
<td>Brubacher &amp; Rudy, Chapters 1, 3 &amp; 5</td>
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<tr>
<td></td>
<td>Assign Literature Review Topics</td>
<td>Altbach, Chapter 2</td>
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<tr>
<td>2 9/6</td>
<td>Development of Graduate Education, The State University, The Land-Grant Colleges &amp; The Philosophy of Higher Education Selection of Group Leaders</td>
<td>Brubacher &amp; Rudy, 62-64; Chapters 8, 9 &amp; 14; Rosovsky, Students; Altbach, Chapter 15</td>
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<tr>
<td>3 9/7</td>
<td>Democratization of American Higher Education</td>
<td>Brubacher &amp; Rudy, 69-82; Keller, Chapters 1, 3 &amp; 12</td>
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<tr>
<td>4 9/19</td>
<td>Democratization of American Higher Education</td>
<td>Rodriguez, ALL chapters</td>
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<td>5 9/20</td>
<td>Democratization of American Higher Education</td>
<td>Brubacher &amp; Rudy, Chapter 6; Altbach, Chapters 11 &amp; 16; Keller, Chapters 15 &amp; 19</td>
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<td>6 9/21</td>
<td>Faculty</td>
<td>Rosovsky, Professors; Keller Chapters 4, 10 &amp; 17; Altbach, Chapter 9</td>
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<td>7 9/26</td>
<td>Faculty &amp; The 21st Century Oral Presentations- Lit Review Due</td>
<td>Altbach, Chapters 5 &amp; 10; Keller, Epilogue; Brubacher &amp; Rudy, Chapters 15 &amp; 20</td>
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<td>8 9/27</td>
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