

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **EDUC 562**

#### **INTRODUCTION TO HIGHER EDUCATION**

#### **COURSE DESCRIPTION**

This course is intended to give the candidate a broad overview of the postsecondary education system in the United States. The course will examine major trends, issues, and problems facing colleges and universities from a variety of perspectives, including historical, administrative, public policy, governance, and faculty.

#### **RATIONALE**

This foundational course provides the candidate with an introduction to higher education in the United States. Historical and contemporary issues in higher education will be examined and implications of these issues discussed as they influence future leaders in higher education.

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

#### **IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the candidate will be able to:

- A. Evaluate the cultural, governmental, social, and political influences of higher education in America.
- B. Examine the various types of higher education institutions and their roles within the larger system.
- C. Be able to discuss major issues in higher education and the backgrounds and implications of those issues.

- D. Integrate a biblical worldview into education and especially for higher education.
- E. Produce a piece of research related to an identified issue in higher education.

## V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the candidate will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the candidate will participate in 4 Discussion Boards Forums throughout this course. In each forum, the candidate will submit a thread of at least 300 words and at least 2 replies of at least 150 words each. (MLO: A, C, D)

- D. Topic Analysis Paper

The candidate will write an essay of at least 500 words in which he/she will select 1 higher education topic which he/she will use as the focus for the Course Project. This assignment requires citations from 5 sources in current APA formatting. (MLO: A, B, D)

- E. Course Project

The course project consists of 3 parts which build upon each other. (MLO: A, B, C, D, E)

1. Part 1: Journal Analysis

The candidate will write an 800–1,000-word essay in which he/she will compare 3 scholarly journal articles with different points of view on the same topic/issue he/she selected for the Topic Analysis Paper. The analysis must thoroughly interpret and examine the articles for perspective, validity, and significance of the findings. The candidate must support his/her discussion with relevant facts, arguments, examples, and details from his/her review of article. The analysis must be well-reasoned, indicating substantial breadth and depth of thinking, include at least 1 relevant Bible verse, and use current APA formatting.

2. Part 2: Media Analysis

The candidate will compare coverage of his/her selected higher education topic in 3–4 different types of sources (newspapers, magazines, academic journals, books, professional association website). The candidate will determine what perspectives are present or absent and assess sources for bias. The candidate must identify relevant scriptural principles and perspectives from a biblical worldview, including at least 1 relevant Bible verse. This assignment must be 800–1,000 words and requires citations from 3-4 sources in current APA formatting.

3. Part 3: PowerPoint Presentation

The candidate will create a PowerPoint Presentation that must include: (1) a brief outline of the topic and why it is relevant, (2) a description of the opportunities and challenges, (3) examples of where it is in use and experiences with it and/or possible applications for it, and (4) a conclusion highlighting the impact (positive and/or negative) this may have on higher education. Additionally, the candidate must type a script in the notes section to align with the PowerPoint for a 15-minute presentation. The sources previously used in Parts 1–2 must be incorporated at least 2 additional sources must be added.

F. Journal Critiques (2)

The candidate will evaluate and critique 1 research article from a professional journal. The journal can be from any discipline that addresses a topic in higher education specific to the module/week assigned. All articles must be current (5 years or less). Each critique must be 225–250 words and consist of three 1-paragraph parts: Summary Paragraph, Analysis of Author’s Key Points, and Personal Response. (MLO: A, B, C)

**VI. COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 50 pts ea)	200
Topical Analysis Paper	100
Course Project	
Part 1: Journal Analysis	200
Part 2: Media Analysis	200
Part 3: PowerPoint Presentation	200
Journal Critiques (2 at 50 pts ea)	100
<b>Total</b>	<b>1010</b>

A. Scale

A = 940–1010    A- = 920–939    B+ = 900–919    B = 860–899    B- = 840–859  
 C+ = 820–839    C = 780–819    C- = 760–779    D+ = 740–759    D = 700–739  
 D- = 680–699    F = 0–679

C. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Accommodation Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at [equityandcompliance@liberty.edu](mailto:equityandcompliance@liberty.edu). Click to see a full copy of Liberty’s [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

## ***COURSE SCHEDULE***

### **EDUC 562**

Textbook: Thelin, *American Higher Education: Issues and Institutions* (2017).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Thelin: chs. 1–2 1 presentation	Course Requirements Checklist Class Introductions Advising Guide Acknowledgement	10 0 0
<b>2</b>	Thelin: chs. 3–4 1 presentation	DB Forum 1 Topic Analysis Paper	50 100
<b>3</b>	Thelin: chs. 5–6	DB Forum 2 Course Project: Part 1	50 200
<b>4</b>	Thelin: chs. 7–8	Journal Critique 1	50
<b>5</b>	Thelin: chs. 9–10	Course Project: Part 2	200
<b>6</b>	Thelin: chs. 11–12	DB Forum 3 Journal Critique 2	50 50
<b>7</b>	Thelin: chs. 13–14	Course Project: Part 3	200
<b>8</b>	2 presentations	DB Forum 4	50
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.