

**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 663**

#### **SOCIAL AND POLITICAL ASPECTS IN HIGHER EDUCATION**

#### **COURSE DESCRIPTION**

This survey course introduces candidates to the major social and political issues and trends facing contemporary higher education in the United States. Candidates examine, discuss, and debate various perspectives on critical issues at postsecondary campuses.

#### **RATIONALE**

The purpose of this course is to provide an overview of the past, present, and future developments and trends in society as they relate to higher education institutions. Special attention is focused on the college student experience and how institutions adapt to change.

#### **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. Understand the foundational concepts of social and political influences in the context of higher education.
- B. Describe the primary forces of campus change in relation to students, faculty, and administration.
- C. Identify trends in the American social and political landscape that have shaped higher education academics, governance, and related themes.
- D. Relate biblical principles to social and political issues in the context of higher education and society at large.

- E. Critically analyze historical and current issues to develop insights of the future of postsecondary education.

## V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations/notes

- 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 is required to provide a thread in response to the provided prompt for each forum. Each thread must be at least 400 words and demonstrate course-related knowledge. In addition to the thread, the candidate is required to reply to at least two other classmates' threads. Each reply must be at least 200 words. (MLO: A, B, C, D, E)

- D. Brief Papers (2)

The candidate will write a 1,000 to 1,200-word research-based paper in current APA format that focuses on designated topics related to economics and finance in higher education. The paper must include at least 3 references in addition to the course textbooks and the Bible. (MLO: B, C, D)

- E. Quizzes (3)

Each quiz will cover the Reading & Study material for the assigned module(s)/week(s). Each quiz will be open-book/open-notes, contain multiple-choice and true/false questions, and have a 1-hour time limit. (MLO: A, C)

- F. Paper – Debate Case

The candidate will identify a social or political topic directly affecting higher education and will develop a paper that presents opposing sides of the issue. The candidate will provide a one-page overview of the topic (Debate Topic Overview due during module/week 3), and the fully developed paper in module/week 6. APA style is required for this assignment. (MLO: B, D, E)

- G. Poster Presentation

The candidate will prepare a single Power Point slide of sufficient dimensions that it could be actually printed later for presentation at a professional conference or for display at the candidate's institution. A slide template will be provided for candidate to use. (MLO: B, C, D, E)

**VI. COURSE GRADING AND POLICIES****A. Points**

Course Requirements Checklist	10
Discussion Board Forums (4 at x 50 pts ea)	200
Debate Topic Overview	25
Brief Papers (2 at x 125 pts ea)	250
Paper – Debate Case	200
Poster Presentation	100
Quizzes (3 at x 75 pts ea)	225
<b>Total</b>	<b>1010</b>

**B. 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 663**

Textbooks: Bastedo, et al., *American Higher Education in the 21<sup>st</sup> Century* (2016).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Bastedo et al., chs. 1–3 1 presentation 2 websites	Course Requirements Checklist Class Introductions Advising Guide Acknowledgement DB Forum 1	10 0 0 50
<b>2</b>	Bastedo et al., chs. 4–6 2 presentations 2 websites	Brief Paper 1	125
<b>3</b>	Bastedo et al., chs. 7–9 3 presentations 3 websites	DB Forum 2 Debate Topic Overview Quiz 1	50 25 75
<b>4</b>	Bastedo et al., chs. 10–11 2 presentations 2 websites	Brief Paper 2	125
<b>5</b>	Bastedo et al., chs. 12 2 presentations 2 websites	DB Forum 3 Quiz 2	50 75
<b>6</b>	Bastedo et al., chs. 13 2 presentations 3 websites	Paper – Debate Case	200
<b>7</b>	Bastedo et al., chs. 14–15 3 presentations 1 website	Poster Presentation Quiz 3	100 75
<b>8</b>	Bastedo et al., chs. 16–17 3 presentations 1 website	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**.