

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

EDUC 782

HISTORICAL PERSPECTIVES OF HIGHER EDUCATION

COURSE DESCRIPTION

This course provides a historical foundation of how ideas and practices from the past influence current trends in higher education.

RATIONALE

This foundational course provides candidates a brief historical overview of higher education in the United States with an emphasis on diversity, organizational structure, and individual roles. This course will also examine contemporary issues in higher education which have historical significance and implications for 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. RECOMMENDED RESOURCES

American Psychological Association. *Publication manual of the American Psychological Association* (Current ed.). Washington, DC: Author.

Bok, D. (2013). *Higher education in America*. Princeton, NJ: Princeton University Press.

Bowen, W. G., Kurzweil, M. A., & Tobin, E. M. (2005). *Equity and excellence in American higher education*. Charlottesville, VA: University of Virginia Press.

Cohen, A. M., & Kisker, C. B. (2010). *The shaping of American higher education: Emergence and growth of the contemporary system*. San Francisco, CA: Jossey-Bass.

Kanpool, B., & Poplin, M. (Eds.). (2017). *Christianity and the secular border patrol: The loss of Judeo-Christian knowledge (critical education and ethics)*. New York, NY: Peter Lang.

Thelin, J. R. (2011). *A history of American higher education*. Baltimore, MD: Johns Hopkins University Press.

IV. ADDITIONAL MATERIALS FOR LEARNING

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

V. MEASURABLE LEARNING OUTCOMES

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

- A. Review the development of the American higher education system.
- B. Distinguish the role faculty, administrators, students, and external constituencies play in higher education.
- C. Differentiate the varying organizational cultures found within post-secondary institutions.
- D. Articulate what colleges must offer in view of changing environments, expectations, and critiques.
- E. Describe major trends in the American higher education system associated with curriculum development, graduate education, the role of research, and the treatment of academic freedom.
- F. Integrate a biblical worldview into education and especially for higher education.
- G. Produce a piece of research related to an identified issue or program in higher education.
- H. Formulate a working knowledge of higher education as a field of study or professional interest.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings, and 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 Forum

Discussion boards are collaborative learning experiences. Therefore, the candidate will examine professional associations and form a list of 6–8 organizations by career groupings (at least 3) in a thread. He/she must include the name of the association, webpage link, basic purpose of the association, membership qualifications and levels, fees, and a short description of how the association could be helpful as a leader in higher education (at least 100 words). In addition to the thread, the candidate is required to reply to 2 other classmates' threads. Each reply must be at least 100 words. (MLO: C, H)

D. Group Discussion Board Forums (4)

Candidates will be divided into groups of four members each. Each group will be assigned a leader for that forum. The group leader will post an open-ended question from that module/week's readings to the group. The group will then discuss the question by posting responses to the topic (3 replies of 200 words each, including at least 1 citation each). The group leader will synthesize all responses into a well-written summary (at least 500 words with at least 3 in-text citations). (MLO: A, B, H)

E. Historical Review Project (MLO: A, B, C, F, G)

1. Outline

The candidate will choose one of the early American colleges that are still in existence today and write a narrow research question/topic that will allow him or her to investigate a particular theme, era, person, or organizational unit pertaining to its history. In addition to the research question/topic, the candidate will submit a detailed outline.

2. Research Paper

The candidate will choose one of the early American colleges that are still in existence today and write a 1,500–1750-word paper to address the chosen research question/topic. The candidate must use at least 1 primary source and 1 secondary source, with the focus on the researched primary source (historical information coming from the institution).

F. Educational Family Genealogy

The candidate will create an analysis of an educational genealogy. The candidate will include 2 sections. First, the candidate will create a family chart and write a description of the educational experiences for each member (the depth of this section will depend on family members and the amount of research). Second, the candidate will author a well-written, APA-formatted reflection paper (750–1,000 words) on how his or her educational genealogy has affected his or her choices and views of higher education today. The paper must include 2 sources. (MLO: C, D, F, H)

G. Experiential Learning Activity

The candidate will identify an administrator in higher education (at the dean's level or higher) and shadow this person for at least a half day (preferably an entire day) OR set up a phone interview using 10–12 instructor-approved questions. The candidate will utilize this activity to synthesize course readings with real-life experience from that leader in the field of higher education. The candidate will present his or her experience and learned outcomes in a well-written, APA-formatted paper (1,000–1,250 words). (MLO: C, D, E, H)

H. Student Affairs Issue Project (MLO: C, D, E, F, G, H)

1. Article Critique

Based on the research question/topic, the candidate will use the Jerry Falwell Library to locate and review a qualitative or quantitative journal article that is scholarly, empirical (research-based), peer-reviewed, and current (written within the past 5 years). The article must clearly relate to the research question/topic that will be used for the Student Affairs Issues Paper. The candidate will compose a critique of the chosen article in a well-written, APA formatted paper (1,000–1,250 words).

2. Rough Draft

The candidate will write a 1,500–1,750-word rough draft using the requirements of the final paper as a guide. The candidate will use the research question and outline developed in Module/Week 5 as a basis for the rough draft of the final paper. The paper will be submitted to SafeAssign to enable the candidate to ensure all references are properly cited.

3. Research Paper

The candidate will write a 1,500–1,750-word APA-formatted final paper. The content of the paper must build upon the research question/topic, outline, and critique. The paper must include a minimum of 6 scholarly sources, 3 of which must be current (within the past 5 years), empirical, and peer-reviewed journal articles. The candidate must synthesize all research into a well-blended paper that clearly addresses the research question/topic, provides insight into best practices/strategies to address the issue, or improve the issue, with the intent of improving the overall Department of Student Affairs.

VII. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forum	75
Group Discussion Board Forums (4 at 60 pts ea)	240
Historical Review Project:	
Outline	50
Research Paper	150
Educational Family Genealogy	80
Experiential Learning Activity	100
Student Affairs Issue Project	
Article Critique	80
Rough Draft	50
Research Paper	175
Total	1010

B. Scale

A = 960–1010 A- = 940–959 B+ = 920–939 B = 900–919 B- = 880–899
C+ = 860–879 C = 840–859 C- = 820–839 D+ = 800–819 D = 780–799
D- = 760–779 F = 0–759

C. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at 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. 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 782

Textbooks: Bastedo et al., *American Higher Education in the Twenty-First Century* (2016).
 Lucas, *American Higher Education: A History* (2006).
 Selingo, *College (Un)bound* (2013).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Lucas: chs. 1–3 2 presentations	Course Requirements Checklist Class Introductions Advising Guide Acknowledgement DB Forum	10 0 0 75
2	Lucas: chs. 4–5 1 presentation	Group DB Forum 1 Historical Review Project: Outline	60 50
3	Bastedo et al.: ch. 1 Lucas: chs. 6–7 1 presentation	Historical Review Project: Research Paper	150
4	Bastedo et al.: ch. 2 Lucas: chs. 8–9 2 presentations	Group DB Forum 2 Educational Family Genealogy	60 80
5	Bastedo et al.: chs. 7, 11, 13, 16 2 presentations	Group DB Forum 3 Experiential Learning Activity	60 100
6	Bastedo et al. chs. 3, 6, 9, 15 1 presentation	SAIP: Article Critique SAIP: Rough Draft	80 50
7	Selingo: chs. 1–5 2 presentations	SAIP: Research Paper	175
8	Selingo: chs. 6–10 2 presentations	Group DB Forum 4	60
TOTAL			1010

DB = Discussion Board
 SAIP = Student Affairs Issue Project

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**.