

Historical Perspectives of Higher Education

EDUC-782

CG Section 8WK 11/08/2019 to 04/16/2020 Modified 02/04/2022

Contact Information

See detailed faculty information in Canvas.

Course Description

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

Requisites

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](https://catalog.liberty.edu/) (<https://catalog.liberty.edu/>).

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.

Course 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.

Course Resources

Click on the following link to view the required resource(s) for the term in which you are registered: [Liberty University Online Bookstore](https://bncvirtual.com/liberty) (<https://bncvirtual.com/liberty>).

Additional Materials for Learning

1. Computer with basic audio/video output equipment
2. Internet access (broadband recommended)
3. Canvas [recommended browsers](https://community.canvaslms.com/docs/DOC-10720-what-are-the-browser-and-computer-requirements-for-canvas) (<https://community.canvaslms.com/docs/DOC-10720-what-are-the-browser-and-computer-requirements-for-canvas>)

☰ Course Assignments

Textbook readings and presentations

Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations \(https://www.liberty.edu/institutional-effectiveness/student-expectations/\)](https://www.liberty.edu/institutional-effectiveness/student-expectations/), the candidate will complete the related checklist found in the Course Overview.

Discussions (5)

Discussions are collaborative learning experiences. Therefore, the candidate will complete 5 Discussions. For the first 4 discussions, the candidate will create a minimum of a 500-word thread in response to the prompt. The thread must include at least two in-text citations from the textbook, scholarly journals, and/or the Bible. For the final Discussion, the candidate will create a thread in response to the prompt that includes a minimum 100 words for each entry. In addition to the thread, the candidate is required to reply to 2 other classmates' threads. Each reply must be at least 100 words. (CLO: C, H)

Historical Review Project

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.

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).(CLO: A, B, C, F, G)

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, current 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. (CLO: C, D, F, H)

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, current APA-formatted paper (1,000–1,250 words). (CLO: C, D, E, H)

Student Affairs Issue Project

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, current APA formatted paper (1,000–1,250 words).

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 article critique 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.

Research Paper

The candidate will write a 1,500–1,750-word current APA-formatted final paper. The content of the paper must build upon the research question/topic, critique, and rough draft. 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. (CLO: C, D, E, F, G, H)

✓ Course Grading

Course Requirements Checklist	10
Discussions (1 at 75 pts, 4 at 60 pts)	315
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

Policies

Late Assignment Policy

Course Assignments, including discussions, exams, and other graded assignments, should be submitted on time.

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week after the due date will receive up to a 10% deduction.
2. Assignments submitted more than one week and less than 2 weeks late will receive up to a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.
4. Group projects, including group discussion threads and/or replies, and assignments will not be accepted after the due date outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a

case-by-case basis by the instructor.

Disability Assistance

Students with a disability and those with medical conditions associated with pregnancy may contact Liberty University's Online Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu for accommodations. Such accommodations require appropriate documentation of your condition. For more information about ODAS and the accommodations process, including how to request an accommodation, please visit <https://www.liberty.edu/online/online-disability-accommodation-support/> (<https://www.liberty.edu/online/online-disability-accommodation-support/>). Requests for accommodations not related to disabilities or pregnancy must be directed to the Registrar's Office, which generally handles medical needs support.

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](https://www.liberty.edu/media/1226/Liberty_University_Discrimination_Harassment_and_Sexual_Misconduct_Policy.pdf) (https://www.liberty.edu/media/1226/Liberty_University_Discrimination_Harassment_and_Sexual_Misconduct_Policy.pdf) or the [Student Disability Grievance Policy and Procedures](http://www.liberty.edu/media/8021/Disability_Grievance_Procedures.pdf) (http://www.liberty.edu/media/8021/Disability_Grievance_Procedures.pdf).

Course Attendance

In an effort to comply with U.S. Department of Education policies, attendance is measured by physical class attendance or any submission of a required assignment within the enrollment dates of the course (such as examinations, written papers or projects, any discussion posts, etc.) or initiating any communication with one's professor regarding an academic subject. More information regarding the [attendance policy](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FOnline%2BAttendance%2BAnd%2BNon-Attendance&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613719138&sdata=%2BNBTsPOoXuHAPLfISQRugK7cRSuV6UyC7qD3agf3l2k%3D&reserved=0) (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FOnline%2BAttendance%2BAnd%2BNon-Attendance&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613719138&sdata=%2BNBTsPOoXuHAPLfISQRugK7cRSuV6UyC7qD3agf3l2k%3D&reserved=0>) can be found in the [Academic Course Catalogs](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.liberty.edu%2Findex.cfm%3FPID%3D791&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=DjjhMiRBFnF%2B2ZJUC8eBd1OdNb26S9ADukODYsilXIA%3D&reserved=0) (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.liberty.edu%2Findex.cfm%3FPID%3D791&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=DjjhMiRBFnF%2B2ZJUC8eBd1OdNb26S9ADukODYsilXIA%3D&reserved=0>). Regular attendance in online courses is expected throughout the length of the term. Students who do not attend within the first week of a sub-term by submitting a required academic assignment (such as the Course Requirements Checklist, an examination, written paper or project, discussion post, or other academic activity) will be dropped from the course. Students who wish to re-engage in the course are encouraged to contact Academic Advising to discuss their enrollment options. Students who begin an online course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of "FN" ([Failure for Non-Attendance](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FUnofficial%2BWithdrawals&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=MoMvZdPfa69InuhVHMHAVgu59ZP0Fw45xJTU9PIBrU%3D&reserved=0) (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FUnofficial%2BWithdrawals&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=MoMvZdPfa69InuhVHMHAVgu59ZP0Fw45xJTU9PIBrU%3D&reserved=0>)). Students wishing to withdraw from courses after the official start date should familiarize themselves with the [withdrawal policy](#).

Add/Drop Policy

The full policy statement and procedures are published in the [Policy Directory](https://wiki.os.liberty.edu/display/IE/Dropping+and+Adding+Online+Classes) (<https://wiki.os.liberty.edu/display/IE/Dropping+and+Adding+Online+Classes>).

Honor Code

Liberty University comprises a network of students, Alumni, faculty, staff and supporters that together form a Christian community based upon the truth of the Bible. This truth defines our foundational principles, from our Doctrinal Statement to the Code of Honor. These principles irrevocably align Liberty University's operational procedures with the long tradition of university culture, which remains distinctively Christian, designed to preserve and advance truth. Our desire is to create a safe, comfortable environment within our community of learning, and we extend our academic and spiritual resources to all of our students with the goal of fostering academic maturity, spiritual growth and character development.

Communities are predicated on shared values and goals. The Code of Honor, an expression of the values from which our Doctrinal Statement was born, defines the fundamental principles by which our community exists. At the core of this code lie two essential concepts: a belief in the significance of all individuals, and a reliance on the existence of objective truth.

While we acknowledge that some may disagree with various elements of the Code of Honor, we maintain the expectation that our students will commit to respect and uphold the Code while enrolled at Liberty University.

Adherence to the principles and concepts established within facilitates the success of our students and strengthens the Liberty community.

The Code of Honor can be viewed in its entirety at <http://www.liberty.edu/index.cfm?PID=19155> (<http://www.liberty.edu/index.cfm?PID=19155>).

Grading Scale

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

For courses with a Pass/NP final grade, please refer to the Course Grading section of this syllabus for the assignment requirements and/or point value required to earn a Passing final grade.

Schedule

When	Topic	Notes
Course Overview	Student Acknowledgements	Course Requirements Checklist Advising Guide Acknowledgement
Module 1: Week 1	Learn	Read: 3 items Watch: 3 items
	Apply	Discussion: Historical Origins of Higher Education
Module 2: Week 2	Learn	Read: 2 items Watch: 1 item
	Apply	Historical Review Project: Outline Assignment Discussion: Higher Education in America - The Formation Years
Module 3: Week 3	Learn	Watch: 1 item
	Apply	Historical Review Project: Research Paper Assignment
Module 4: Week 4	Learn	Read: 2 items Watch: 2 items
	Apply	Educational Family Genealogy Assignment Discussion: Higher Education in America - The Middle Years
Module 5: Week 5	Learn	Read: 2 items Watch: 2 items
	Apply	Experiential Learning Activity Assignment Discussion: Higher Education in America - The Future

When	Topic	Notes
Module 6: Week 6	Learn	Read: 1 item Watch: 1 item
	Apply	Student Affairs Issue Project: Article Critique Assignment Student Affairs Issue Project: Rough Draft Assignment
Module 7: Week 7	Learn	Read: 1 item Watch: 2 items
	Apply	Student Affairs Issue Project: Research Paper Assignment
Module 8: Week 8	Learn	Read: 1 item Watch: 3 items
	Apply	Discussion: Professional Associations