

Syllabus for
GCSE 724—Governance and History of College and Higher Education
3 Credit Hours
Spring Module
January 8-11, 2014

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The School of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

Examines the scope of the governance and history of higher education institutions. Helps professionals in higher education develop and refine competencies to enhance administrative skills and performance. Designed to help those active in administrative processes and functions in higher education institutions, regardless of size, to survive and prosper in the 21st century.
Prerequisites: None.

II. COURSE GOALS

The course is designed to enable the student to do the following:

- A. Understand the governmental characteristics and processes of colleges and universities.
- B. Examine the dynamics of academic leadership in the higher education setting.
- C. Obtain an overview of the history of American higher education.
- D. Consider the role religion has played and should continue to play in American higher education.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Identify and discuss major models of collegial governance.
- B. Identify effective administration and leadership in the cybernetic institution.
- C. Explain the inter-connectivity between academic governance and historical foundations.
- D. Define and describe the key transitional elements in the establishment and disestablishment of Christianity in American universities.
- E. Describe the College of Education Conceptual Model and its philosophical base with regards to developing a biblical worldview.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

Birnbaum, R. (1998). *How colleges work: The cybernetics of academic organization and leadership*. San Francisco: Jossey-Bass. ISBN 9781555423544

Marsden, G. M. (1994). *The soul of the American university: From protestant establishment to established nonbelief*. New York: Oxford University Press. ISBN 9780195106503

Thelin, J. R. (2011). *A history of American higher education*. Baltimore: The John Hopkins University Press. ISBN 9781421404998

Other
None

B. Optional Materials

1. Textbooks

Burtchaell, J. T. (1998). *The dying of the light: The disengagement of colleges & universities from their Christian churches*. Grand Rapids, MI: William B. Eerdmans. ISBN 9780802844811

DeFattore, J. (2004). *The fourth R: Conflict over religion in America's public schools*. New Haven, CT: Yale University Press. ISBN 9780300102178

Hofstadter, R., & Smith, W. (Eds.). (1968). *American higher education: A documentary history* (Vol. 1). Chicago: University of Chicago Press. ISBN 97802263148155

Holmes, A. F. (2001). *Building the Christian academy*. Grand Rapids, MI: William B. Eerdmans. ISBN 9780802847447

Kerr, C. (2001). *The uses of the university* (5th ed.). Cambridge, MA: Harvard University Press. ISBN 9780674005327

Reed, J. E., & Prevost, R. F. (1993). *A history of Christian education*. Nashville, TN: Broadman & Holman. ISBN 9780805418675

Spring, J. (2005). *The American school: 1642-2004* (6th ed.). New York: McGraw-Hill. ISBN 9780072875669

Urban, W. J., & Wagoner, Jr., J. L. (2004). *American education: A history* (3rd ed.). New York: McGraw-Hill. ISBN 9780072878356

Wulff, D. H., & Austin, E. (2004). *Paths to the professoriate: Strategies for enriching the preparation of future faculty*. San Francisco: Jossey-Bass. ISBN 9780787966348

2. Other
None

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures (may or may not be applicable)
 - 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
 - 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
 - 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
 - 4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
 - 5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. School and/or Department Policies and Procedures
 - 1. Oral Roberts University outcomes and School of Education Institutional Standards along with state and national accreditation standards are collected and assessed through the School of Education ePortfolio process.
 - 2. Assessment Requirements
Course specific artifacts are submitted to ePortfolio. A School of Education approved ePortfolio is a requirement for all School of Education Candidates.
 - 3. Independent Study, Dissertations, or Internships
 - a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
 - b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
 - c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)

4. In-Class Studies (or All Other Studies)
 - a. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.
 - b. Students who miss class for university-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.
 - c. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
 - d. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.

C. Course Policies and Procedures

1. Evaluation Procedures

The final grade will be based on a composite assessment of the following:

 - a. Preassignment
 - b. Postassignment
 - c. Final Examination
2. Whole Person Assessment Requirements

The School of Education has no Whole Person Assessment Requirements. However, the Oral Roberts University outcomes are reflected through the School of Education Institutional Standards.
3. Other Policies and/or Procedures
 - a. Since this is a four-day modular class, students will be expected to attend all class sessions, be on time, and remain for the complete class time.
 - b. **Preassignments:** Write a short review of a peer reviewed journal article that discusses an issue of governance or history in higher education. The review should analyze and critique the author's article, methodology used and its appropriateness to the problem described, recommendations for how the article might be improved, and who could benefit from reading the article. Be sure to state the title, author's name, date of publication, journal volume number, and the article's length in your discussion. Include a copy of the article with the paper.
 - c. **Postmodule Assignment:** Determine a peer-reviewed journal in the field of higher education in which you would like to publish. Write an article for the journal on a subject covered or connected with the material learned in the class. Submit the article, along with the reference material for the journal, as your postassignment.

- (1) The final paper will be ten pages long not including the title page or the reference pages and will meet APA formatting specifications.
 - (2) The postassignment due date will be announced in class and must be emailed to tnorton@oru.edu by that due. If emailed one day late, one full letter grade will be deducted. If emailed two days late, two full letter grades will be deducted.
 - (3) **If your paper is not received in a reasonable time after these deadlines, you will be called and asked to overnight a copy of your postassignment.**
- d. There will be a written, comprehensive examination consisting of five short essay questions. Students will be expected to write coherent answers to the questions by using information presented in class and found through research. Answers should include citations and reflect the knowledge base gained during the course of study. Students will demonstrate that they have analyzed and synthesized the material presented in class, as well as use information gathered from the required textbooks and through research and outside readings.
 - e. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)

VI. COURSE CALENDAR

Session	Topic
1	Introduction and overview of the course. Understanding colleges and universities as organizations. The historical foundational era of American higher education. The establishment of Protestant nonsectarianism.
2	Models of organizational functioning. The “Golden Age” of American higher education. Defining the American university in a scientific age.
3	Integrating educational models. The coming of age of American higher education. The trouble with old-time religion.
4	Review and Final Exam.

Course Inventory for ORU's Student Learning Outcomes
GCSE 724—Governance and History of Postsecondary Schools
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This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1—Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability				X
1D	Ethical behavior	X			
2	Outcome #2—Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy			X	
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation				X
2E	Intellectual creativity	X			
3	Outcome #3—Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	Outcome #4—Socially Adept Proficiencies/Capacities				
4A	Communication skills		X		
4B	Interpersonal skills			X	
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship				X
4E	Leadership capacity	X			

This course specifically addresses the ORU School of Education Institutional Standards: 1, 2, 3, 6, 7, 8, 9, 10, and 13.