

Syllabus for  
**GHED 806—History and Future of Higher Education**  
**Fall 2021**

**I. COURSE DESCRIPTION** Examines both the history of higher education institutions, and current indications for their future. 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 characteristics and processes of colleges and universities.

B. Obtain an overview of the history of American higher education, and develop a perspective regarding its future.

C. 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. Explain the inter-connectivity between academic governance and historical foundations, and how these lay a foundation for the future of higher education.

B. 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.

**III. TEXTBOOKS AND OTHER LEARNING RESOURCES**

**A. Required Materials**

**1. Textbook.**

- Valsiner, J. (2018) Sustainable Futures for Higher Education: The Making of Knowledge Makers, Springer Publishing  
Print ISBN: 9783319960340, 3319960342  
eText ISBN: 9783319960357, 3319960350

**IV. 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. 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.
6. **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.
7. 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.
8. 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.

## V. 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. Class participation (in mod and online)
- d. Final Examination

3. Other Policies and/or Procedures

a. Since this is a two and a half-day modular class, students will be expected to attend all class sessions, be on time, and remain for the complete class time.

b. **Pre assignments:** Write a short review of a peer reviewed journal article that discusses an issue of history of higher education or the future of 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, and date of publication, journal volume number, and the article's length in your discussion.

Include a copy of the article with the paper. Be prepared to discuss the article in class or in an online discussion.

c. **Post module 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 Dr. Tapp via email, along with the reference material for the journal, as your post assignment.

(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 post assignment due date will be announced in class and must be emailed to [stapp@oru.edu](mailto:stapp@oru.edu) by that due date. If emailed one day late, one full letter grade will be deducted. If emailed two days late, two full letter grades will be deducted.

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.

## VI. COURSE CALENDAR

### Session

1

### Topic

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.

*This course calendar is subject to change at the discretion of the professor, based on the needs of the class.*

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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
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge	X			
1B	Sensitivity to the Holy Spirit	X			
1C	Evangelistic capability		X		
1D	Ethical behavior	X			
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation		X		
2E	Intellectual creativity	X			
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle		X		
3B	Physically disciplined lifestyle		X		
<b>4</b>	<b>Outcome #4 – Socially Adept</b> 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			