

EDUC511

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : EDUC511 **Title :** Foundations of Higher Education

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: Foundations of Higher Education is a comparative and historical survey of colleges and universities in the United States. The historical, social, and philosophical influences and assumptions that have shaped the growth and purpose of higher education will be studied from Colonial era to "virtual" public and private universities. Major areas of focus include the evaluation of higher education, contemporary issues, and policies and practices that characterize the operational environments of higher education institutions in the 21st century, including governance; equity, diversity, and inclusion; curriculum; and accreditation.

Course Scope:

The course is a comparative and historical survey of colleges and universities in the United States. The growth and purpose of higher education will be studied from Colonial era to "virtual" public and private universities. Major areas of focus include contemporary issues, policies and practices that characterize the operational environments of higher education institutions in the 21st century; including financial management, accreditation, curriculum, and institutional planning.

The purpose of this course is to provide a comprehensive examination of the foundations of Higher Education Administration in the United States. This examination will focus on the philosophical assumptions that guide higher education, the unfolding of its history, and the ways in which philosophy and history have shaped higher education.

Objectives

After successfully completing this course, you will be able to:

1. Compare and contrast the philosophical perspectives (i.e., ways of thinking about knowledge, education, and humanity) that have shaped contemporary higher education in the United States.
2. Examine the historical factors that have shaped contemporary higher education in the United States.
3. Assess how history and philosophy have shaped higher education curriculum models.

Outline

Week 1: History of Higher Education 1785-1940

Learning Outcomes

1. Examine the historical factors that have shaped contemporary higher education in the United States.
2. Assess how history and philosophy have shaped higher education curriculum models.

Required Readings

Readings – Complete Lesson 1

1. Overview of Higher Education
2. Shaping Higher Education 1890 to 1940
3. Chapter 1, 2, 3 in Rudolph & Thelin text

Assignments

Complete Forum #1

Recommended Optional Reading

Recommended Media

Week 2: History of Higher Education 1940-1970

Learning Outcomes

1. Examine the concepts of organizational administration, management, and leadership.
2. Analyze traditional and emerging approaches to organizing the collegiate enterprise.

Required Readings

Readings – Complete Lesson 2

1. Conceptualizing the Shared Governance
2. Governance for a New Era
3. Academic Freedom
4. Chapter 15 & 19 Rudolph and Thelin text

Assignments

Complete Forum #2

Recommended Optional Reading

Recommended Media

Week 3: History of Higher Education 1940-1990

Learning Outcomes

1. Examine critical issues and constituencies of American higher education in collaboration with peers.
2. Examine the historical factors that have shaped contemporary higher education in the United States.

Required Readings

Readings – Complete Lesson 3

1. How the Changing US Market Structure Explains College Tuition (1940's to 1990's)
2. Organizational Structures
3. Liberal Education
4. Chapter 20 in Rudolph & Thelin text

Assignments

Complete Forum #3

Recommended Optional Reading

Recommended Media

Week 4: Curriculum in Higher Education

Learning Outcomes

1. Assess how history and philosophy have shaped higher education curriculum models.
2. Examine various curriculum models (i.e., courses or programs of study) that have existed and currently exist in higher education in the United States.

Required Readings

Readings – Complete Lesson 4

1. Learning and Curriculum Globalization
2. A Historical Review of Curriculum in American Higher Education: 1636-1900
3. Transformative Learning Through Internationalization of the Curriculum in Higher Education
4. Chapter 21 in Rudolph & Thelin text

Assignments

Complete Forum #4

Recommended Optional Reading

Recommended Media

Week 5: The Iron Triangle

Learning Outcomes

1. Analyze the fundamental challenges of higher education in the 21st century.
2. Examine critical issues and constituencies of American higher education in collaboration with peers.

Required Readings

Readings – Complete Lesson 5

1. Writing Across the Curriculum in Historical Perspective: Toward a Social Interpretation
2. Education Pays
3. Federal Role of Education
4. The Iron Triangle
5. Chapter 13 & 14 in Rudolph & Thelin text

Assignments

Complete Forum #5

Assignment: Higher Education Milestones Presentation

Recommended Optional Reading
Recommended Media

Week 6: Governance Structures

Learning Outcomes

1. Analyze traditional and emerging approaches to organizing the collegiate enterprise.
2. Analyze the fundamental challenges of higher education in the 21st century.

Required Readings

Readings – Complete Lesson 6

1. "Responsiveness" in American Higher Education: The Evolution of Institutional Governance Structures
2. Chapter 7 and 8 of "History of American Education" John Thelin

Assignments

Complete Forum 6

Assignment: Higher Education Curriculum Paper

Recommended Optional Reading
Recommended Media

Week 7: Does Education Pay?

Learning Outcomes

1. Examine critical issues and constituencies of American higher education in collaboration with peers.
2. Compare and contrast global higher education system.
3. Evaluate the alternative non-collegiate education systems to determine their validity in the future of higher education.

Required Readings

Readings – Complete Lesson 7

Assignments

Forum 7

Recommended Optional Reading
Recommended Media

Week 8: Wrap-Up and Reflection

Learning Outcomes

1. Evaluate the alternative non-collegiate education systems to determine their validity in the future of higher education.
2. Develop a new organizational/governance structure that includes how the higher education institutions of the future will govern, respond to internal and external constituents, and maintain costs, increase affordability, and provide access.

Required Readings

Readings – Lesson 8, Review all lesson content and reflect on what you learned

Assignments

Complete Forum 8

Assignment: Final Culminating Assignment

End of Course Survey

Recommended Optional Reading

Recommended Media

Evaluation

Grade Instruments	% of Final Grade
Weekly forum discussions	20%
Higher Education Milestones Presentation	25%
Higher Education Curriculum Paper	25%
Final Culminating Assignment	30%
Total	100%

Grading:

Name	Grade %
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Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.*

Author:

Publication Info:

ISBN: ERESERVE NOTE

Course Guidelines

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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