

Eastern Illinois University  
Revised Course Proposal

**Banner/Catalog Information (Coversheet)**

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: CSD/EDF 5730
3. Short title: History & Philosophy
4. Long title: History & Philosophy of Higher Education
5. Hours per week: 3 Class      Lab 3 Credit
6. Terms: ☒ Fall      Spring      Summer ☒ On demand
7. Initial term: ☒ Fall      Spring      Summer Year: 2019
8. Catalog course description: This course is designed to acquaint students with the evolution of higher education primarily in the United States. Special attention will be given to forces that have shaped its development including the history of critical philosophical debates and issues about the nature and role of higher education.
9. Course attributes:  
General education component: None.  
     Cultural diversity      Honors      Writing centered      Writing intensive  
     Writing active
10. Instructional delivery  
Type of Course:  
x Lecture      Lab      Lecture/lab combined      Independent study/research  
     Internship      Performance      Practicum/clinical      Other, specify:
- Mode(s) of Delivery:  
x Face to Face x Online      Study Abroad  
x Hybrid, specify approximate amount of on-line and face-to-face instruction (60/40)
11. Course(s) to be deleted from the catalog once this course is approved. None.
12. Equivalent course(s): None.  
a. Are students allowed to take equivalent course(s) for credit?      Yes      No
13. Prerequisite(s): None.  
a. Can prerequisite be taken concurrently?      Yes      No  
b. Minimum grade required for the prerequisite course(s)?       
c. Use Banner coding to enforce prerequisite course(s)?      Yes      No  
d. Who may waive prerequisite(s)?  
     No one      Chair      Instructor      Advisor      Other (specify)
14. Co-requisite(s): None

**15. Enrollment restrictions**

a. Degrees, colleges, majors, levels, classes which may take the course: EIU Graduate Student

b. Degrees, colleges, majors, levels, classes which may not take the course: EIU Undergraduate Student

**16. Repeat status:** ☐ May not be repeated ☐ May be repeated once with credit

**17. Enter the limit, if any, on hours which may be applied to a major or minor:** ☐

**18. Grading methods:** ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

**19. Special grading provisions:**

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in: \_\_\_\_\_

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

**20. Additional costs to students:** None.

Supplemental Materials or Software \_\_\_\_\_

Course Fee ☐ No ☐ Yes, Explain if yes \_\_\_\_\_

**21. Community college transfer:** None.

☐ A community college course may be judged equivalent.

☐ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

**Rationale, Justifications, and Assurances (Part I)**

1. ☒ Course is required for the major(s) of College Students Affairs

☐ Course is required for the minor(s) of \_\_\_\_\_

☐ Course is required for the certificate program(s) of \_\_\_\_\_

☐ Course is used as an elective

2. **Rationale for proposal:** To meet the current professional student affairs competencies as set by the American College Personnel Association (ACPA) and NASPA (Student Affairs Administrators in Higher Education).

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: n/a

Prerequisites: n/a

Co-requisites: n/a

Enrollment restrictions: 5500 and above level graduate course

Writing active, intensive, centered: n/a

**4. General education assurances (answer N/A if not applicable)**

General education component: n/a

Curriculum: n/a

Instruction: n/a

Assessment: n/a

**5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: A hybrid version of this course will provide greater scheduling and delivery flexibility for the instructor and students, especially for students completing hours for internship. There has been an increased interest from students to have the CSD department offer a hybrid format. The online version is necessary to provide the online program in Administration in H. E. & Community College option.

Instruction: Whether individual instruction (hybrid) or the course is delivered online, asynchronous learning activities will be utilized, such as small group and student/instructor web conferencing, video lectures, posted readings, drop box assignments, threaded discussions, and quizzes/exams. All instructors who teach this course in an online format will have completed the EIU OCDi Training or equivalent.

Integrity: Written assignments will be subjected to originality checking software (e.g. Turnitin), and students will need to log into an online course management system (e.g. D2L) using network passwords to access reading, threaded discussions, quizzes and exams. If preferred, quizzes will be delivered with time constraints through a “lock down” browser that restricts simultaneous web browsing (e.g. Respondus).

Interaction: The instructor and students will communicate through various social media, email, and web conferencing software (e.g. – Illuminate, Skype, or FaceTime), along with discussion boards and chat functions available through online course management software (e.g. D2L).

**Model Syllabus (Part II)**

Please include the following information:

**1. Course number and title**

a. CSD/EDF 5730 – History & Philosophy of Higher Education

**2. Catalog description:** This course is designed to acquaint students with the evolution of higher education primarily in the United States. Special attention will be given to forces that have shaped its development including the history of critical philosophical debates and issues about the nature and role of higher education.

**3. Learning objectives.**

Graduate Learning Goals
1- Depth of content knowledge
2 - Effective written and oral communication
3- Effective critical thinking and problem solving
4- Advanced scholarship through research or creative activity

<b>Course Objectives</b>	<b>Graduate Learning Goals</b>
a) Describe the systems used to govern public, private, and for-profit institutions of all types (two-year, four-year, graduate, professional, vocational, etc.) in one's state/province and nation. (LPG)	1, 2,
b) Describe the foundational philosophies, disciplines, and values of the profession. (VPH)	1, 2,
c) Articulate the historical contexts of institutional types and functional areas within higher education and student affairs. (VPH)	1, 2,
d) Describe the various research, philosophies, and scholars that defined the profession. (VPH)	1, 2,
e) Articulate the history of the inclusion and exclusion of people with a variety of identities in higher education. (VPH)	1, 2,
f) Explain the purpose and use of publications that incorporate the philosophy and values of the profession. (VPH)	1, 2, 3
g) Explain the public role and societal benefits of student affairs in particular and of higher education in general. (VPH)	1, 2, 3
h) Articulate an understanding of the ongoing nature of the history of higher education and one's role in shaping it. (VPH)	1, 2, 3
i) Articulate the changing nature of the global student affairs profession and communicate the need to provide a contextual understanding of higher education. (VPH)	1, 2, 3

#### **4. Course materials.**

Cohen, A. and Kisker, C.(2010). *The shaping of American higher education*. San Francisco: JosseyBass.

Various handouts.

#### **5. Weekly outline of content.**

<b>Week</b>	<b>Theory/Activity</b>	<b>Length of Class</b>	<b>Reading</b>
1	Introduction, Framework for studying history of higher education	150 Min	Cohen Pgs 1-57
2	Establishing Higher education in the Colonies	150 Min	Philosophy of Education Readings (handouts)
3	Philosophy of Education	150 Min	Cohen Pgs 57-105
4	University mission statements and philosophy	150 Min	Cohen Pgs 57-105

5	Diffusion of small colleges	150 Min	Cohen pgs 105-186
6	University Transformation as the Nation Industrializes	150 Min	Cohen pgs 187-306 Ethical Standards and Principles – Jane Fried (handout)
7	Mass Higher Education in the Era of American Hegemony – Jeopardy	150 Min	Cohen pgs 307-434
8	Ethical Standards	150 Min	Student Learning- King & Magolda (handout)
9	Maintaining the Diverse System in an Era of Consolidation	150 Min	Assessment and Evaluation – Bresciani; Facts and Myths about Assessment in Student Affairs – Schuh & Upcraft; The Balancing Act: Accountability, Affordability, and Access in American Higher Education, Webber & Boehmer (handouts)
10	Assessment and Accountability in Higher Education	150 Min	Cohen pgs 435-576
11	Privatization, Corporatization and Accountability	150 Min	For Profit Institutions (handouts)
12	For profit institutions College, Inc.	150 Min	
13	Ivory Tower	150 Min	Historically Black Institutions (handouts)
14	HBCU's	150 Min	Historically Black Institutions (handouts)
15	University/college presentations	150 Min	Group meetings for class presentation
16	Discussion on Final Research Paper	150 Min	

**6. Assignments and evaluation, including weights for final course grade.**

<b>Assignment</b>	<b>Weight (%)</b>
Class Attendance and Participation	22%
I believe statement	5%
Reflection Papers - 4	20%
Philosophy statement	10%

Group Presentation	16%
Final Research Paper	22%
Presentation of institutions paper	5%

*Class Attendance and Participation:* Students are expected to contribute actively and positively to the class discussion. Because students are responsible for their own learning, involvement in the class discussions are critical to the overall success of each student.

*I believe statement:* Please share what you personally believe about the United State Public Education. Some topics could include: who should be educated, who should pay, and does higher education do what we say it will do? Why should we have public higher education?

*Reflection Papers:* There will be four reflection papers of 1 page in length due throughout the semester. This paper should draw upon the class readings, but most importantly reflect on your view of how the history of higher education to that point in class informs your current educational thinking and practice.

*Philosophy statement:* After review of the philosophy of educations, you will identify the university/college you will research for your final research paper, and print out their mission statement. You will analyze the mission statement and theorize what philosophical view this institution is promotion through their mission statement and why. You will also include your philosophical viewpoint and note if this is in correlation to the institution's philosophy that you identified and why.

*Group Presentation:* Groups of 2-3 individuals will be asked to select an historical event of their choice and report on their collective ideas of the educational significance of that event. This is an in class report that should be creative. Please plan on a 15 minutes presentation and 5-10 minutes of questions.

*Final Research Paper:* Each person will select an institution of their choice to research its history. A research paper should be description of the history of this institution in relationship to major class discussed historical themes i.e. students, faculty, curriculum, governance and finance. Components of the paper should include: philosophy reflected in the current mission statement of the institution; current structure of the administration of the institution; student status of the institution (race/ethnicity, gender); who makes up the current faculty of this institution; what degrees do they confer in what majors; and their graduation rate. This paper should be 8-10 pages in length and referenced in APA format.

*Presentation of institutions paper:* Students will present a 5 to 10 slide presentation to the class as though you are a college recruiter for this institution and the class is a group of prospective students.

## **7. Grading scale.**

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = below 59%

**8. Correlation of learning objectives to assignments and evaluation.**

<b>Assignments and Evaluation</b>	<b>Course Objectives</b>
Class Attendance and Participation	a, b, c, d, e, f, g, h, i
I believe statement	b, f, g, h
Reflection Papers - 4	a, b, c, d, e, f, g, h, i
Philosophy statement	a, b, e, f
Group Presentation	a, b, c, e, g
Final Research Paper	a, b, c, e, g
Presentation of institutions paper	a, c, e

**Date approved by the department or school: CSD - 4/11/18; EDF 4/11/18**

**Date approved by the college curriculum committee: 4/23/18**

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA: CGS: May 1, 2018**