

Eastern Illinois University
REVISED COURSE PROPOSAL EDF/CSD 5730
History and Philosophy of Higher Education

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: EDF/CSD 5730
2. Title (may not exceed 30 characters, including spaces): History and Phil of High Ed
3. Long title, if any: History and Philosophy of Higher Education
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3
5. Term(s) to be offered: ☐ Fall ☒ Spring ☐ Summer ☐ On demand
6. Initial term of offering: Fall ☒ Spring ☐ Summer Year: 2014

7. 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.

8. Registration restrictions:

a. Equivalent courses

- Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). None
- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. Yes X No

b. Prerequisite(s):

- Identify the prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. none
- Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s).
 Yes X No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

c. Who can waive the prerequisite(s)?

 No one Chair Instructor Advisor Other (Please specify)

d. Co-requisites (course(s) which MUST be taken concurrently with this one): None

e. Repeat status: X Course may not be repeated.

 Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:
None

g. Degree, college, major(s), level, or class to be excluded from the course, if any:
Undergraduates

9. Special course attributes: None

10. Grading methods (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

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

☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in (insert course prefix and number).

11. Instructional delivery method: (Check all that apply.)

☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research

☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad

☐ Internet ☐ hybrid ☐ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

- a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
- EIU graduates will write and speak effectively.
 - EIU graduates will think critically.
 - EIU graduates will function as responsible citizens.

Through readings, lecture, assignments and active class participation, students will

- a. describe the foundational philosophies, disciplines, and values on which the higher education is built.
- b. demonstrate an understanding of major historical events in the development of higher education in the United States.
- c. analyze and articulate the historical contexts of institutional types and functional areas within higher education and how they relate to current issues.
- d. describe the roles of faculty and of student affairs educators in the academy.
- e. explain the public role and societal benefits of higher education.
- f. articulate and critique an understanding of the ongoing nature of history of student affairs and other administrative dimensions of higher education.
- g. construct action steps to resolve current higher education challenges within a context of the history of educational thought into policy and practice.

- b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**

Learning Goals	Objectives
• Depth of content knowledge	a - g
• Effective critical thinking and problem solving	g
• Effective oral and written communication	a - g
• Advanced scholarship through research or creative activity	

- 2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

a. describe the foundational philosophies, disciplines, and values on which the profession is built.	Reaction Papers; Final Research Paper
b. develop an understanding of major historical events in the development of higher education in the United States.	Reaction Paper; Group report and Presentation; Final Research Paper
c. analyze and articulate the historical contexts of institutional types and functional areas within higher education and student affairs.	Group report and Presentation; Final Research Paper
d. describe the roles of faculty and of student affairs educators in the academy.	Final Research Paper
e. explain the public role and societal benefits of student affairs and of higher education generally.	Reaction Papers; Group report and Presentation; Final Research Paper
f. articulate and critique an understanding of the ongoing nature of history and student affairs.	Reaction Papers
g. be able to translate a context of the history of educational thought into policy and practice action steps to resolve current higher education challenges.	Reaction Papers; Group report and Presentation

- **Class Participation (10%)**

Students will be expected to contribute actively and positively to the class discussion. Actively engaging in discussion about ideas and concepts is one means of learning new material. Participation in the class is designed to help students develop verbal and listening skills by encouraging active involvement in the learning process.

- **Reaction Papers (40%)**

Students will be required to write 4 reaction papers (maximum of 5 pages each) covering class assigned readings. The paper should emphasize how the history of higher education informs current educational thinking and practice.

- **Group Report and Presentation (20%)**

Students will be assigned to groups of 2-3 and asked to select an historical event of their choice and report on their collective ideas of the educational significance of that event. The report should be no longer than 10 pages and the presentation should be approximately 20 minutes in length.

- **Final Research Paper (30%)**

Students will select an institution of their choice to research its history. Papers should include the history of the institution in relationship to major class historical themes discuss in class. The paper should be no longer than 15 pages and written using APA style..

3. Explain how the instructor will determine students' grades for the course:

Grades will be based on the following criteria:

Class Participation	10%
Reaction Paper	40%
Group Report & Presentation	20%
Final Research Paper	<u>30%</u>
Total	100%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following: N/A

- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
- Describe how the integrity of student work will be assured:
- Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include: N/A

- course objectives;
- projects that require application and analysis of the course content; and
- separate methods of evaluation for undergraduate and graduate students.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. N/A

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Outline of the Course: 15 weeks of 150 minutes in class meetings.

Week	Lecture Topic
1	Introduction to Course; Personal Philosophy Statement.
2	Introduction to a Framework for Studying History of Higher Education; History of Higher Education (1636-1789)
3	History of Higher Education (1790 – 1870).
4	History of Higher Education (1871-1945).
5	History of Higher Education (1945- Present).
6	Philosophy of Higher Education.
7	Application of Philosophy of Higher Education.
8	Role of Faculty and Students in Higher Education; Affordability of Higher Education.
9	Public Role and Society Benefit of Higher Education; Academic Freedom and Academic Responsibility.
10	Accountability, Affordability and Access in Higher Education.
11	International Higher Education.
12	Policy and Practice and Current Challenges; For Profit and Online Institutions.
13	Historical Trends and the Future of Higher Education; Assessment in Higher Education.
14	Group Reports
15	Group Reports

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

This course can be used as an elective by other graduate majors in CEPS and across campus. This is a required course for the M.S. in College Student Affairs. The content of this course helps fulfill a competency covered in the American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA) Professional Competencies.

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. N/A
- b. If the course or some sections of the course may be technology delivered, explain why. N/A

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This course was originally designed for graduate programs and continues to be delivered to only graduate students.

3. **If the course is similar to an existing course or courses, justify its development and offering.**
 - a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. None at graduate level**
 - b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**
4. **Impact on Program(s):**
 - a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
 - b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

This is a required course for the M.S. in College Student Affairs.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted. N/A

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:**

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

Qualified Graduate Faculty in the Department of Secondary Education and Foundations and/or Counseling and Student Development.

2. **Additional costs to students:**

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

No additional costs to students.

3. **Text and supplementary materials to be used (Include publication dates):**

Cohon, A. (2009). The shaping of American higher education (2nd ed.). San Francisco: Jossey-Bass.

Supplemental Readings as assigned.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

N/A

PART VII: APPROVALS

Date approved by the department or school: 2/20/2013

Date approved by the college curriculum committee: 2/25/13

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

Date approved by CAA: Not applicable **CGS:** 4/2/13

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

**Student
Success
Center**

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counscr/>

581-3413

**Career
Services**

<http://www.eiu.edu/~careers/>

581-2412

**Disability
Services**

<http://www.eiu.edu/~disablt/>

581-6583