

**Eastern Illinois University**  
**Course Proposal**  
**CSD/EDF 5730, History and Philosophy of Higher Education**

**1. Catalog Description**

Course number: CSD/EDF 5730

Title: History and Philosophy of Higher Education

Meeting times and credit: 3-0-3

Terms to be offered: Spring

Short title: Hist Phil Hi Ed

Course description: Course explores the evolution of higher education primarily in the United States with special attention to forces that have shaped its development including the history of critical philosophical debates and issues about the nature and role of higher education.

Prerequisites: None

**2. Objectives of the Course**

This course is designed to provide the philosophical and historical foundations of higher education to pre-service professionals in college student affairs so that they have a clear conceptual understanding of their professional role in the academy. At the completion of the course, students will be able to:

- a. understand the current mission and purpose of American higher education through a review of its historical development.
- b. identify intellectual currents and cross-currents that have affected the course of development of higher education.
- c. evaluate current issues in higher education in light of historical and philosophical foundations including the unique perspective of diverse populations.
- d. use historical perspectives and critical analysis to interpret and seek solutions for current problems.
- e. appreciate diverse perspectives that are likely to be held by the participants in higher education based on their sense of history or lack of it: faculty, administrators, legislators, etc.
- f. explain to stakeholders (parents, public) the various roles and missions of colleges and universities.

**Instructional Model:**

This course will use an interactive lecture format. Students will be expected to contribute to classroom discussion based on their readings, experiences, and contact with other stakeholders in higher education. Students will be responsible for careful reading of the assigned materials so that informed discussion can take place.

**Learning Model:**

This graduate level course will use the experiential learning model of David Kolb (Claxton & Murrell, 1987; Kolb, 1981, 1984). Kolb posits that people learn in four principal ways:

concrete experience, reflective observation, abstract conceptualization, and active experimentation. Students will be expected to reflect on the readings, classroom discussion, and out-of-class work experience to develop their understanding of the history and philosophy of higher education as it applies to student affairs practice.

### 3. Outline of the Course

#### Assessment:

This course uses the assessment of higher level thinking skills such as reflective thinking, analysis, synthesis, and evaluation. Evaluation will consist of one term project, a midterm, and a final examination.

The term project is designed to integrate modern media portrayals of higher education topics with quality academic thinking about the issues involved. The project will include the following: 1) select and view a media presentation dealing with higher education from a list maintained by the professor, 2) research its theme(s) in a paper of 6-8 pages, 3) reflect on its content in a reflective analysis paper of 6-8 pages, 4) develop an analysis of significant issues, events, incidents and/or characters in a paper of 6-8 pages, and 5) write an integrative analysis paper as a final activity (8-12 pages). A scoring rubric will be used to mark the papers. The term project will represent 50% of the course mark.

A mid-term and final examination will be given based on the course content up to the time of the examination. Each of the examinations will represent 25% of the course mark.

#### Course Outline:

##### UNIT ONE: Historiography of Higher Education

- a. Introduction and Overview (1 week)
- b. Historiography and Method (1 week)

##### UNIT TWO: Philosophical Foundations of Modern Higher Education

- c. Renaissance Ideal: Ancient and Medieval Foundations and the Colonial Colleges (1 week)
- d. Reformation Ideal: Religion in Higher Education, the Classical Curriculum and the Early American Liberal Arts College (1 week)
- e. Utilitarian Ideal: Land Grant Colleges and Normal Schools (1 week)
- f. Modern Multiversity: Graduate Education and the Research University (1 week)

##### UNIT THREE: Twentieth Century Trends in Higher Education

- g. Democratization of Higher Education (1 week)
- h. Diversification of the Faculty and Student Body (1 week)
- i. The Rise of the Administration (1 week)
- j. Urban Higher Education and the Community College (1 week)
- k. Historically Black Colleges and Universities (1 week)
- l. The Education of Women (1 week)
- m. General and Specialized Education (1 week)

##### UNIT FOUR: Entering the Twenty-first Century

- n. Technology and Instructional Pedagogy (1 week)
- o. The Future of the Academy in Postmodern Cybersociety (1 week)
- p. Final Examination

**4. Implementation**

- a. Faculty member to whom the course may be assigned:  
The course will be assigned to Graduate Faculty in the Department of Counseling and Student Development and the Department of Secondary Education and Foundations.
- b. Specification of any additional costs to students:  
No additional costs to the students.
- c. Text and supplementary materials to be used, including publication dates:  
Turner, F.M. (ed.) (1996). The idea of a university, New Haven: Yale University.

Cohen, A. (1998). The shaping of American higher education. San Francisco: Jossey-Bass.

Goodchild, L., & Wechsler, H. (Eds.). (1997). The history of higher education (2<sup>nd</sup> Ed.). ASHE Reader Series. Boston: Simon and Schuster.

- d. Term to be first offered: The course will first be offered in Spring, 2002.

**5. Rationale**

- a. Purpose and need:  
The proposed revisions in the curriculum of the Eastern Illinois University college student affairs master's program follow the recommendations of an External Review carried out in 1999 using the Council for the Advancement of Standards in Higher Education criteria for pre-service preparation programs in college student affairs.
- b. Justification of the level of the course and a list of all prerequisites:  
This course will be offered to students at the graduate level. This course will meet the Council for the Advancement of Students in Higher Education (CASHE) Standards based on external review recommendations.
- c. Similarity to existing courses and/or effect upon programs in other departments:  
None
- d. Requirement or elective:  
This course will be offered as a requirement for the Master of Science in College Student Affairs.

**6. Community College Transfer:**

A community college course will not be judged equivalent to this course.

- 7. Date approve by the Department:** September 27, 2000 (CSD),  
September 28, 2000 (EDF)

- 8. Date approved by the College of Education and Professional Studies Curriculum Committee:** October 9, 2000

- 9. Date approved by the CAA:** N/A

- 10. Date approved by the CGS:**