EDH 6065 – History and Philosophy of Higher Education

INSTRUCTOR/FACILITATOR:
Office:
E-mail:
FAX:

MEETING PLACE AND TIMES:

OFFICE HOURS:

COURSE DESCRIPTION:
3 semester hours. A study of the evolution of western higher education and its philosophical basis. Primary emphasis is on the American college and university movement.

REQUIRED TEXTS:

RECOMMENDED TEXTS:

AUDIOVISUAL TECHNOLOGY:
Overheads and Power Point presentations
Word Processed Materials
World Wide Web Cybersites
Video

COURSE OBJECTIVES: The student will be able to:
1. Understand the historical origins and development of American higher education.
2. Acquire the historical base needed for the analysis of the current goals, formats and problems in higher education.
3. Develop an understanding of the philosophical basis of higher education.
4. Understand the relationship between different philosophical positions and curricula issues in higher education.
5. Increase the understanding of the relationship between institutions of higher education and social, economic, political and religious conditions and events.
6. Broaden a professional knowledge base with a wide acquaintance with the historical literature, journals, periodicals, and electronic information sources.
7. Deepen the understanding of current theories, issues, and trends in American higher education.

COURSE REQUIREMENTS:
PRE-MEETING ACTIVITIES 250
RESEARCH PAPER 150
MIDTERM 100
CLASS PARTICIPATION 100
FINAL 100
TOTAL 700

GRADING: Points total 700 points. Breakdown for letter grade is as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tr>
<td>700-775</td>
<td>A</td>
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<tr>
<td>674-650</td>
<td>A-</td>
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<td>649-625</td>
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<td>549-525</td>
<td>C</td>
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<td>524-500</td>
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<td>499-475</td>
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<td>474-450</td>
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<td>449-425</td>
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<tr>
<td>424-400</td>
<td>F</td>
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This course follows FAU's grading policy.
A = 4.0 C = 2.00
A- = 3.67 C- = 1.67
B+ = 3.33 D+ = 1.33
B = 3.0 D = 1.00
B- = 2.67 D- = 0.67
C+ = 2.33 F = 0

You are expected to complete the assigned pre-meeting assignments and readings and projects on time. You must attend class regularly, contribute to class discussions, and bring with you a willingness to help create a positive, productive learning environment. Readings will be assigned from the required and recommended books, as well as from materials distributed in class.

GUIDELINES FOR GIVEN TASKS:
1. RESEARCH PAPER: 10-12 page paper demonstrating comprehension (100 points). Detailed guidelines attached.
2. PRIMARY SOURCE PRESENTATION: (50 points).
3. PRE-MEETING ASSIGNMENTS: (250 points/50 points each class period)
4. MIDTERM EXAM: Take-home “Names to Know” (100 points)
5. CLASS PARTICIPATION: Active involvement in class discussions and activities. (100 points/20 points each class period)
6. FINAL EXAM: Take-home combination essay/objective questions exam (100 points)
### ATTENDANCE POLICY:
Regular attendance is required at all scheduled class meetings. Involvement in collegial exchanges & Internet searches throughout the course is essential. Class participation includes active involvement in all class discussions and class activities, as well as professional conduct in class.

### SPECIAL NEEDS:
It is the policy of the College of Education to make reasonable accommodations for qualified individuals with disabilities and language barriers. If you are a person with a disability and desire special accommodations, please contact Disability Services Center in advance.

### RELIGIOUS HOLIDAYS:
“...In accordance with the rules of the Board of Regents and Florida law, students have the right to reasonable accommodations,...to observe religious practices and beliefs with regard to class attendance, and the scheduling of examinations and work assignments.” Please notify me in advance of your intention to participate in religious observation and request an excused absence.

### ACADEMIC MISCONDUCT:
“...All acts of dishonesty in any work constitute academic misconduct. The academic misconduct disciplinary policy will be followed in the event of academic misconduct.” Please not the policy on academic misconduct in your student handbook.

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<td>Complete Matrix-2copies</td>
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<td>FINAL EXAM</td>
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SUGGESTED TOPICS FOR RESEARCH PAPER

Women and Higher Education
Historically Black Colleges and Universities
Professional Education
Origins of Federal Support for Higher Education
Land-Grant Colleges
Southern Higher Education after the Civil War
Normal Schools
Early Patterns of Organization and Administration
The Elective Struggle
Articulation of Secondary and Higher Education
The Rise of Community Colleges
The Ivy League
Diversity in American Higher Education
Academic Freedom and Tenure
The Impact of Religion on Early Higher Education
The Impact of Specialized Subject Areas
Philosophy and Goals of Higher Education
Research Universities
The Future of Higher Education
The Influence of the German University

PRIMARY SOURCE PRESENTATION TOPICS

Statutes of Harvard, 1646
The Harvard Charter, 1650
The Yale Report, 1828
The Morrill Act, 1862
List of the 107 Land-Grant Institutions in the United States and Its Territories
Liberty in Education, Charles W. Eliot
The Nature and Function of a University, Daniel Coit Gilman
The Talented Tenth, W.E.B. Du Bois
1940 Statement of Principles, American Association of University Professors
The G.I. Bill of Rights, 1944
Report of the Presidents Commission on Higher Education, 1947
The Higher Education Act of 1965
SUGGESTED EXTENDED BIBLIOGRAPHY:


