1. **Catalog Description**
   a. EDF 5540
   b. Theory Into Practice: Historical Foundations for Educational Practice
   c. 2-0-2
   d. F, S, Su
   e. Hist Found Ed
   f. This course provides broad coverage of persons and events, which have collectively resulted in the creation of an American Educational System.
   g. Graduate standing
   h. Online delivery

2. **Purpose and Objectives of the Course:**
   After reading, researching, and discussing topics, the students will be able to:
   1. Describe the political, economic, cultural, and social forces, which resulted in the regionalization characteristic of the American Colonial Period and the impact of the Colonial period on present day educational practices.
   2. Identify the nature of major American educational, cultural, and political achievements in the 17th and 18th centuries and their continued influence today.
   3. Describe educational developments during the American Federal Period.
   4. Demonstrate understanding of public national as well as local issues during the period 1825-1860 and draw parallels to today.
   5. Identify individuals and issues associated with educational advancements of the late 19th century.
   6. Discuss the cultural, economic, political, and social forces tied to the contemporary educational system we know.
   7. Describe historical forces, which shaped the development of cultural institutions in both industrial and post-industrial America.
   8. Identify and discuss major social and historical forces and/or events from the 17th through the 20th centuries in the evolution of the American educational system.
   9. Refine and use histriographic skills to study the evolution of American system of education.

3. **Outline**
   The following course topics are covered during the semester by readings and presentations assigned to students as well as lecture and discussion sessions led by the professor:
   
   (1) Overview of course and assignments (100 minutes)
   
   (2) Nationalism, expansion of Europe and the American Colonial era - Education for Salvation (100 minutes)
   
   (3) Education and cultural forces at work in the New England, middle, and southern colonies. Regionalism today in America (100 minutes)
   
   (4,5,6) Independence and Federalism, 1775-1830 - Creating a Nation. The Federal
system today. (300 minutes)

(7,8,9) Education and the spirit of reform, 1820-1855. Educational reform and political issues during the past 50 years. (300 minutes)

(10,11) Other 19th century educational developments. Change agents then and today. (200 minutes)

(12,13,14) Student Presentations (300 minutes)  
Topics vary by semester, however, the following represent a typical list of personalities, issues, and events included in each semester:

- Puritan Influence in education
- New England Primer
- Benjamin Franklin – The Academy
- Thomas Jefferson – Education Leader proposing more general diffusion of knowledge
- Rise of the common man 1820’s-1840’s and the common school movement
- Horace Mann: Educational pioneer, 12 annual reports as secretary in Massachusetts
- Elizabeth Peabody: Kindergarten education
- Emma Willard – women’s movement, female higher education
- Colonel Francis Parker – Progressive Educator, Quincy Plan and Cook County normal school
- John Dewey – laboratory school, Chicago
- The Gilded Age, or the Golden Era?
- Plessey vs. Ferguson
- Turn of the 20th century – compulsory public education
- The 1920’s and economic depression
- Servicemen’s Readjustment Act
- Brown vs. Board of Education, 1954
- Sputnik, 1957 and educational reforms
- LBJ, 1963-1969, civil rights and education
- School system challenges of the 21st century

(15) Review and summary of the semester (100 minutes)

Evaluation: Grade will be based on attendance and participation 10%, oral presentation 25%, written reports 15%, individual research project 25%, Final Examination 25%.

4. Implementation
   a. Graduate faculty in the department available to teach the course includes Drs. Barker, Butt, Cummings, Gholson, and Smith.
   b. No additional costs to the student
   c. Text and supplementary materials assigned by instructors
   d. Fall 2001

5. Rationale
   a. This course examines the political, cultural, social, and economic forces which resulted in the emergence and development of the American Public Educational
System. The course highlights historical events and persons, and examines those elements as factors which created the contemporary school. At times, students work chronologically, but it is also possible they may reverse their efforts moving from the present to the past as they discover the historical foundations which shape current educational practice.

b. Graduate standing
c. Replaces existing EDF5540 – History of Educational Thought
d. The revised course meets the education foundational core requirements of M.S. and Specialist’s degrees.

6. **Community College Transfer:**
   Does not apply

7. **Date approved by the department:** August 31, 2000

8. **Date approved by the CEPS Curriculum Committee:** September 25, 2000

9. **Date approved by CGS:** October 17, 2000