

RARITAN VALLEY COMMUNITY COLLEGE ACADEMIC COURSE OUTLINE

EDUC 212 Foundations of Education

I. Basic Course Information

A. Course Number and Title: EDUC 212 Foundations of Education

B. New or Modified Course: Modified

C. Date of Proposal: Semester: Fall Year: 2023

D. Effective Term: Fall 2024

E. Sponsoring Department: Humanities, Social Sciences, Social Work, and Education

F. Semester Credit Hours: **3**

G. Weekly Contact Hours: 3

Lecture: 3

Laboratory: 0

Out of class student work per week: 6

H. ☐ Prerequisite (s):

☐ Corequisite (s):

☒ Prerequisite (s) and Corequisite (s):

Grade of B or higher in ENGL 050 – Introduction to College Reading & Composition I
or Grade of B or higher in ENGL 060 – Introduction to College Reading & Composition
II or appropriate score on placement test

I. Additional Fees: none

J. Name and E-Mail Address of Department Chair and Divisional Dean at time of
approval: Dr. Isabel Gutierrez-Bergman, Isabel.gutierrez@raritanval.edu;
Dr. Patrice Marks, Patrice.marks@raritanval.edu

II. Catalog Description

Prerequisites/Co-requisites: Grade of B or higher in ENGL 050 – Introduction to College Reading & Composition I or Grade of B or higher in ENGL 060 – Introduction to College Reading & Composition II or appropriate score on placement test. This course examines the historical and philosophical foundations of the American educational system. Current trends in education will be reviewed and evaluated. Issues affecting the

role of the teacher, including school governance and finance, legal foundations, social influences, and educational reform will be explored. Students are required to complete 20 hours of field observations in P-12 settings.

III. Statement of Course Need

- A. This course is required in the AA in Education P-12 Degree program, the Early Childhood AAS Degree program, and the Early Childhood Certificate program. Additionally, this course is required in the articulated 2 + 2 program with Centenary University.
- B. This course generally transfers as a program requirement for degrees in Educator Preparation Programs.
- C. This course may transfer as a program elective and may transfer as a free elective.

IV. Place of Course in College Curriculum

- A. Free Elective (This applies automatically to all college level credit courses in the College.)
- B. This course meets a program requirement for the
 - 1. AA in Education P-12 degree,
 - 2. the Early Childhood AAS degree,
 - 3. and the Early Childhood Certificate programs.
- C. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website, www.njtransfer.org; b) for all other colleges and universities, go to the individual websites.

V. Outline of Course Content

- A. Educational Foundations: From Colonial Era to Present
 - 1. Evolution of and types of schools
 - 2. Educational Reform: Funding, Priorities, and Standards
 - 3. Legislative Actions and Policies
- B. Philosophies, Learning Theories, and Instructional Approaches
 - a. Maslow's Hierarchy of Needs
 - b. Bronfenbrenner's Ecological Systems Theory
 - c. Bloom's Taxonomy
 - d. Behaviorism
 - e. Cognitive Learning Theories
 - f. Social Cognitive learning Theories
 - g. Constructivism
 - h. Perennialism
 - i. Essentialism
 - j. Progressivism
 - k. Social Reconstructionism
 - l. Existentialism
 - m. Culturally Responsive Pedagogy
 - n. Trauma Informed Pedagogy

- 3. Curriculum, Planning, and Assessment
 - a. Explicit, Implicit, and Null
 - b. Universal Design for Learning
 - c. Backwards by Design
 - d. Gradual Release of Responsibility
 - g. National Standards and State Standards
 - h. Formative, Summative, Standardized Assessment
- C. Contemporary Trends in Education
 - 1. Social Emotional Learning
 - 2. Issues related to Diversity, Equity, Inclusion, and Justice
 - 3. School Violence
 - 4. Curricular Limitations
 - 5. Open Educational Resources
 - 6. Open Pedagogy
- D. Pathways to Certification
 - 1. Traditional Route
 - 2. Alternate Route
 - 3. Testing requirements
 - 4. Credentials

VI. A. Course Learning Outcomes:

At the completion of the course, students will be able to:

- 1. Research and outline key events in the history of Education in the US and evaluate their impact on teaching and learning today. (GE 7, IL, *)
- 2. Explain the value of learning theories in instructional practices (GE 1, 5 *)
- 3. Discuss contemporary trends in Education. (GE 1, 5)
- 4. Produce formative lesson plans. (GE 1)
- 5. Observe and support teaching and learning experiences in P-12 classrooms. (GE 5)

*embedded critical thinking

B. Assessment Instruments

- 1. projects
- 2. presentations
- 3. discussion questions
- 4. class participation
- 5. response papers
- 6. Service Learning paperwork

VII. Grade Determinants

- A. Open Pedagogy project
- B. in-class presentations
- C. mid-semester and end of term reflections

D. lesson plans

Primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. lecture/discussion
- B. small-group work
- C. computer-assisted instruction
- D. guest speakers
- E. student oral presentations
- F. simulation/role playing
- G. student collaboration
- H. Service Learning

VIII. Texts and Materials

- A. Open Textbook-currently: *Foundations of American Education-A Critical Lens* from the Open Textbook Library, written by Melissa Wells and Courtney Clayton, 2021
- B. Canvas LMS

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

IX. Resources

- A. Support for service learning placements from Service Learning Office personnel
- B. Information Literacy Instruction from Library
- C. Open Pedagogy and Open Educational Resources Instruction from Library

X. Honors Options [if relevant]

N/A