

**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 Course

C. Date of Proposal: Semester: Fall Year: 2016

D. Effective Term: Fall 2017

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

F. Semester Credit Hours: 3

G. Weekly Contact Hours: Lecture: 3
 Laboratory: 0
 Out of class student work per week: 6
 Service Learning: 20 hours

H. 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

I. Laboratory Fees: none

J. Name and E-Mail Address of Department Chair at time of approval:
Stephen Kaufman, Chair
Stephen.Kaufman@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

This course is required in the AA in Education Degree program, the Early Childhood AAS Degree program, and the Early Childhood Certificate program. This course generally transfers as an Education program requirement. This course may transfer as a program elective.

IV. Place of Course in College Curriculum

- A. Free Elective
- B. This course is not a General Education Elective
- C. This course meets a program requirement for the:
 - a. AA in Education Degree program
 - b. Early Childhood AAS Degree program
 - c. Early Childhood Certificate program
- D. 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: History and Instructional Practices
 - 1. History of US Public Education
 - 2. Dominant Philosophies Influencing Education
 - 3. Educational Reform: Funding, Priorities, and Standards
- B. The Meaning of: To Teach and To Learn
 - 1. Academic Language
 - 2. How People Learn
 - a. Bloom's Taxonomy
 - b. Behaviorism
 - c. Cognitive Learning Theories
 - d. Social Cognitive learning Theories
 - e. Constructivism
 - 3. Curriculum
 - a. Formal, Informal, Hidden
 - b. National Standards and Common Core State Standards
 - c. Adapting the Curriculum to Your Students
- C. Contemporary Trends in Education
 - 1. Inclusion Classroom
 - 2. Differentiated Instruction
 - 3. Project-based Learning, Problem-based Learning, STEM Education Movement
 - 4. Standardization
 - a. Testing
 - b. Curriculum
 - c. ESSA (Every Student Succeeds Act)
- D. Digital Technologies and the Global Classroom
- E. The Classroom as a Community

VI. General Education and Course Learning Outcomes

A. General Education Learning Outcomes:

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

1. Describe the history of US Public Schools. (GE-NJ 6)
2. Identify and critically evaluate the use of Learning Theories in Instructional Practices (GE-NJ 1,5,6, IL)
3. Research and evaluate Contemporary Trends in Education. (GE-NJ 5,8,9, IL)
4. Identify and discuss the challenges and opportunities of teaching diverse students. (GE-NJ 1,5,7)
5. Produce accurate Formal Observation Reports and Formal Lesson Plans. (GE-NJ 1,4)

B. Course Learning Outcomes:

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

1. Create artifacts aligned with the New Jersey Professional Standards for Teachers which are based on the InTASC Model Core Teaching Standards.
2. Demonstrate Reflective Practice.
3. Identify and apply the vernacular of the Education discipline.

C. Assessment Instruments

- A. Research Paper (IL)
- B. Formal Interviews
- C. Exams/Quizzes
- D. Formal Observation Reports (IL)
- E. Formal Lesson Plans (IL)
- F. Journals
- G. Computer applications
- H. Presentations

VII. Grade Determinants

- A. Exams/Quizzes
- B. Research Paper
- C. Formal Observation/Interview Reports
- D. Formal Lesson Plan Reports
- E. Presentations
- F. Successful completion of 20 hours of field observations.

VIII. Texts and Materials

- A. suggested textbook
 - Koch. (2016). Teach3 Introduction to Education. Cengage: Boston, MA.
- B. Interviews with practicing teachers in the field
- C. film and video
- D. web sources
 - www.naeyc.org
 - www.njboe.org
- E. other computer-based sources

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. Library
- B. Computer Assisted Technology Room
- C. Document Camera
- D. Smart Board