

CUMBERLAND COUNTY COLLEGE

Course: ED 101: Historical Foundations of Education

Credits: 3

Prerequisites: RD 100, EN 060

Description:

Students will have the opportunity to participate in Foundations of Education. This course is designed to increase students' understanding of issues affecting education and teaching, as well as the societal impact of our educational system and the integral role of teachers. In our meetings, we will explore the teaching profession, with focus upon the historical and contemporary student of education theory and the goals and structure of public schools in relation to their social purpose. A variety of tools will be used to effectively discuss, comprehend and retain important information, which will require student discussion and participation.

Learning Outcomes

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

- Recognize the central concepts related to the evolution of today's education system, including the impact of major social forces that have been central to the development of schooling in the United States (e.g. family circumstances, community environments, health and economic conditions, historical events).
- Apply theoretical principles to the explanation of life -based situations.
- Explain the appropriateness of a variety of teaching methods in a diverse educational climate; and understand the use of a variety of instructional strategies to encourage critical-thinking, problem solving, and performance skills, while meeting curriculum goals.
- Define and explain assessment tools as utilized for multifaceted learning situations, with focus upon an historical framework for understanding how American schools have responded to diversity within the student population (including multiple intelligences, areas of exceptionality, and differences in religion, culture, race, socioeconomic class, and gender).
- Analyze historical and contemporary social, historical, political, and philosophical issues in education and their relationship to present practices and policies in Schools (with emphasis on New Jersey Schools and relevant issues to consider today).
- Identify and reflect upon how teaching practices and the roles of teachers within the American educational system have evolved and changed over time.
- Create research-based responses, integrating chapter readings, practical experience, and outside sources (i.e. teacher interviews, educational journals).

Topical Outline

- Introduction: Applying History to Education Today
- Shaping the Schools: Philosophical, Social and Psychological Foundations
- American Education: Our European Heritage and the Colonial Influence
- American Education: The American Revolution
- American Education : 1812 - 1865
- American Education: 1865- 1918
- Development of Modern Education After 1918
- American Education : 1960 - Present
- Educational Reform After 1980: The Search For Excellence
- Issue in Modern American Education
- Globalization, Trends, and Gaining Perspective

Text: Pulliam & Van Patten (2017). *The History and Social Foundations of American Education* (10th ed.). Pearson

Student Assessment: Portfolio Essays required.

Academic Integrity: Plagiarism is cheating. Plagiarism is presenting in written work, in public speaking, and in oral reports the ideas or exact words of someone else without proper documentation. Whether the act of plagiarism is deliberate or accidental [ignorance of the proper rules for handling material is no excuse], plagiarism is, indeed, a “criminal” offense. As such, a plagiarized paper or report automatically receives a grade of **ZERO** and the student may receive a grade of **F** for the semester at the discretion of the instructor.

Tutoring & Project Assist

If you are having difficulty with work in this class tutoring is available through the Center for Academic & Student Success. If you think that you might have a learning disability, contact Project Assist at 856.691.8600 x 1282 for information on assistance that can be provided to eligible students.

Before Withdrawing From This Course

If a student experiences adverse circumstances while enrolled in this course and considers withdrawing, s/he should see an advisor (division or advisement center) BEFORE withdrawing from the class. A withdrawal may cause harmful repercussions to completion rate standards and overall GPA which can limit or eliminate future financial aid in addition to causing academic suspension.