



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: EDC 1000 Introduction to Education

Date: Fall 2023

Credit Hours: 3

Complete all that apply or mark "None" where appropriate:

Prerequisite(s): None

Enrollment by assessment or other measure? Yes No

If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): None

Consent of Instructor: Yes No

Delivery Method:	<input checked="" type="checkbox"/> Lecture	3 Contact Hours (1 contact = 1 credit hour)
	<input type="checkbox"/> Seminar	0 Contact Hours (1 contact = 1 credit hour)
	<input type="checkbox"/> Lab	0 Contact Hours (2-3 contact = 1 credit hour)
	<input type="checkbox"/> Clinical	0 Contact Hours (3 contact = 1 credit hour)

Offered: **Fall** **Spring** **Summer**

CATALOG DESCRIPTION and IAI NUMBER (if applicable):

In this course, students will explore teaching as a profession in the American education system. The course offers various educational perspectives including historical, philosophical, social, legal, and ethical issues in a diverse society. It also includes background knowledge in the organizational structure of schools. A practicum component of 15 hours of classroom observation is required as part of the course. This course requires direct contact with children. Because of that fact, students will be required to complete a background check.

ACCREDITATION STATEMENTS AND COURSE NOTES:

Course Note: This course includes a 15-hour clinical observation, background check, and adherence to the IVCC EDC/ECE Disposition Policy. Students must complete the 15 hours of classroom observation to pass the course.

COURSE TOPICS AND CONTENT REQUIREMENTS:

Course topics may include:

History of education in the United States

Schools as organizations within the larger community context

School-Home-Community partnership

Laws and rules for fair and just treatment of all students and their families

Diversity and linguistics

Personal perspectives and biases in teaching

Technology in education

Communication in the classroom

Organization, operational procedures, and finance/funding

Legal issues, law/rules, and mandated reporting

Rights of students with special needs

School policies and governance

Professionalism and professional organizations

School programs, practices, and partnerships

Historical foundation, ethical issues, philosophies, and educational reforms

Standards, basic skills, portfolios, licensure, teacher evaluations/testing

Involvement in professional organizations

Field observations, reflective practices

Safety and emergency procedures

Mandatory reporting

INSTRUCTIONAL METHODS:

Lecture

Assigned Readings

Projects

Videos/multimedia

Discussions/debates

Journal/research article reflections

Observation in a classroom

EVALUATION OF STUDENT ACHIEVEMENT:

Examples of Formative and Summative Assessments include:

Formal Written Assignments or Presentations

Group, panel, class discussion and/or presentations

Completion of observation hours and observation evaluation

Personal educational autobiography

Pre/post philosophy paper

Case studies

Article analysis of current events

Teacher Interviews

Pre/post surveys

Participation/attendance

Daily Homework Activities

INSTRUCTIONAL MATERIALS:

Textbooks

Examples of Suggested Textbooks:

Kauchak & Eggen. *Introduction to Teaching*. Pearson.

Beasley & Haulmark. *Introduction to Education*. Open Textbook Library.

Armstrong, Henson, & Savage. *Teaching Today: An Introduction to Education*. Pearson.

Or similar introductory education textbook by a major publisher.

Various research articles may be provided as links or full-text documents in the course.

Resources

LEARNING OUTCOMES AND GOALS:

Institutional Learning Outcomes

- 1) Communication – to communicate effectively;
- 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
- 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
- 4) Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies

Upon completion of the course, the student will be able to:

1. Explore the field of education as a reflective practitioner.
2. Explore the history of education in the United States.
3. Analyze school organization, structure, policies, procedures, mandates, emergency procedures, and the Illinois School Code.
4. Compare curriculum that considers student diversity.
5. Explore how learning is influenced by individual experiences, language, culture, family/community values.
6. Identify unique characteristics of educational collaboration to support student needs.
7. Explain the rights of students with disabilities according to IDEA.
8. Identify professional dispositions in teacher education.
9. Outline key steps to teacher licensure.

Course Outcomes are aligned to Illinois Professional Teaching Standards (IPTTS).

According to IPTTS, a competent teacher:

- 1C. understands how teaching and student learning are influenced by development (physical, social, emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances, and diversity within the community.
- 1D. understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Act, its implementing regulations, Article 14 of School Code, and 23 Ill. Adm. Code 226
- 1E. understands the impact of linguistic and cultural diversity on learning and communication.

- 1F. understands his or her personal perspectives and biases and their effects on one's teaching.
- 3E. understands the appropriate role of technology, including assistive technology, to address student's needs, as well as how to incorporate contemporary tools and resources to maximize student learning.
- 6B. understands that the reading process involves the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation.
- 8A. understands schools as organizations within the larger community context.
- 8E. understands school and work-based learning environments and the need for collaboration with all organizations (e.g., business, community agencies, nonprofit organizations) to enhance student learning.
- 9B. knows laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in the classroom and school.
- 9C. understands emergency response procedures as required under the School Safety Drill Act (105 ILCS 128/1.), including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building, and first response to medical emergencies (e.g., first aid and life -saving techniques)
- 9D. identifies paths for continuous professional growth and improvement, including the design of a professional growth plan.
- 9I. models' professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism, and respect (met).
- 9K. reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth.
- 9O. participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activates to enhance personal growth and development.
- 9R. is aware of and complies with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting act (325 ILCS 5.4)