

ILLINOIS VALLEY COMMUNITY COLLEGE



COURSE OUTLINE

DIVISION: English, Mathematics, Education

COURSE: EDC 1000 Introduction to Education

Date: November 17, 2015

Credit Hours: 3

Prerequisite(s): none

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 contact = 1 credit hour)
<input type="checkbox"/> Clinical	0 Contact Hours (3 contact = 1 credit hour)
<input type="checkbox"/> Online	
<input checked="" type="checkbox"/> Blended	

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

IAI Equivalent – **Only for Transfer Courses**–go to <http://www.itransfer.org>:

CATALOG DESCRIPTION:

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

GENERAL EDUCATION GOALS ADDRESSED

[See the last page of this form for more information.]

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

[Choose those goals that apply to this course.]

- To apply analytical and problem solving skills to personal, social and professional issues and situations.
- To communicate orally and in writing, socially and interpersonally.
- To develop an awareness of the contributions made to civilization by the diverse cultures of the world.
- To understand and use contemporary technology effectively and to understand its impact on the individual and society.
- To work and study effectively both individually and in collaboration with others.
- To understand what it means to act ethically and responsibly as an individual in one's career and as a member of society.
- To develop and maintain a healthy lifestyle physically, mentally, and spiritually.
- To appreciate the ongoing values of learning, self-improvement, and career planning.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals.]

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

Based on the Illinois Professional Teaching Standards (IPTS) the competent teacher will be introduced to each of these and

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 activities 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)

COURSE TOPICS AND CONTENT REQUIREMENTS:

Course content/topics:

- Social context
- Diversity
- Communication in the classroom
- Organization and operation procedures
- Legal issues
- School policies and governance
- Professionalism
- School programs and practices
- Historical foundation Ethical issues
- Standards, basic skills, and portfolios

INSTRUCTIONAL METHODS:

1. Lecture
2. Projects
3. Videos
4. Discussions
5. Article reflections
6. Blackboard
7. Journals

INSTRUCTIONAL MATERIALS:

Current online educational resources

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

Acceptable course assignments/ assessments/artifacts:

- Exams
- Quizzes
- Group presentations
- Panel discussions
- Class discussions
- Personal educational autobiography
- Pre/post philosophy paper
- Case studies
- Article analysis
- Current events
- Observation and reflection papers
- Interviews
- Pre/post attitudinal surveys
- Participation/attendance
- Read text/articles

OTHER REFERENCES

Form Revised 4/1/09

Revised 7/29/13

Revised 11/17/2015

Course Competency/Assessment Methods Matrix

Course Prefix, Number and Name	Assessment Options																																
<p>For each competency/outcome place an "X" below the method of assessment to be used.</p>	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment	
<p>Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below. The competent teacher:</p>	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D								
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on one's teaching.																																												
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