Course Information Form (CIF)

Course Code: EDU 101

Course Title: Introduction to Education

Department: Arts, Media, and Social Sciences
PCS Code: 1.1 - Baccalaureate/Transfer
CIP Code: 13.0901
Repeatability: 0

Effective Date: Summer 2026

Credit Hours

Catalog Notation: 2-2-3
Credit Hour Distribution:

Lecture: 2	Lab: 2	Clinical: 0	**Total: 3**

General Course Information

Catalog Description

The philosophy and history of public education in the U.S.; discussion of current issues in education and the role of the teacher in a diverse society, pre-K through high school. 30-hour field experience in public schools is required, as part of receiving credit for the course.

General Course Objectives

Students will gain knowledge and understanding of the philosophy and history of American public education and the role of the teacher.

Minimum Placement Levels

English	Reading	Math
Placement out of ENG 099	None	None

Prerequisites

None

Methods of Evaluation

3 exams and a final exam, journaling and analysis of journal, teaching simulation and portfolio development, assessment of professional behavior, self-assessments, analyzing text, Cobra discussions about text and field experience, and activities related to text and field experience.

Instructional Materials and Additional Supplies

Those Who Can, Teach, by Kevin Ryan, et.al. 978-0357518441

Course Content

General Learning Outcomes (GLOs)

- Critical Thinking and Information Literacy: Students will demonstrate the ability to evaluate perspectives, evidence, and implications, and to locate, assess, and use information effectively.

Course Segments and Student Learning Outcomes

Course Segment	Learning Outcomes	Lecture Hours	Lab Hours	Clinical Hours
Why Teach?	1. Identify respective roles and characteristics of educators and educational partners including students, teachers, administrators, parents, and citizens. 2. Identify differing views of teachers' roles in society and describe a profile of a successful student-centered teacher. 3. Discuss individual goals and motives in teaching, including teacher education, realities, fantasies, and options in the field. 4. Evaluate teaching as a profession and analyze the impact of social forces on the practitioner. 5. Understand own personal perspectives and biases and their effects on one's teaching. 6. Discuss teaching as a profession, including evaluating teaching as a profession and analyzing the impact of social forces on the practitioner.	2	0	0
What Is a School and What Is It For?	1. Compare the two different views of schools as transmitters of culture or re-creators of culture. 2. Understand how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances, and diversity within the community. 3. Identify differing views of teachers' roles in society. 4. Understand the four basic purposes of schools.	2	0	0
Who are Today's Students in a Diverse Society?	1. Understand the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum. 2. Understand the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as "IDEA") (20 USC 1400 et seq). 3. Understand the impact of linguistic and cultural diversity on learning and communication. 4. Understand the relationships among language acquisition (first and second), literacy development, and acquisition of academic content and skills. 5. Critically analyze how personal biases and perceptions affect practice. 6. Engage learners in challenging assumptions that sustain a system of inequity. 7. Integrate curricular content based on individual learners' and families' cultural assets. 8. Understand the need to adapt instruction to support learner accessibility. 9. Use assessment data analysis to inform instructional long-term and short-term planning. 10. Understand the need to integrate culturally responsive materials and resources in the learning environment.	2	0	0

Course Segment	Learning Outcomes	Lecture Hours	Lab Hours	Clinical Hours
What Social Problems Affect Today's Students?	1. Understand factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement. 2. Identify critical social issues that directly influence students' academic success in the classroom.	2	0	0
What is Taught?	1. Understand the Illinois Learning Standards (23 Ill. Adm. Code 1.Appendix D), curriculum development process, content, learning theory, assessment, and student development and know how to incorporate this knowledge in planning differentiated instruction. 2. Understand the relationship of knowledge within the disciplines to other content areas and to life applications. 3. Understand that IEPs incorporate the development of short- and long-range plans. 4. Understand cultural, linguistic, cognitive, physical, and social and emotional differences, and consider the needs of each student when planning instruction. 5. Understand 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. 6. Understand the need to develop effective and efficient critical thinking and problem-solving capabilities. 7. Nurture higher-order thinking skills in instruction. 8. Scaffold instruction from learners' prior knowledge. 9. Incorporate methods of inquiry and standards specific to pedagogical content knowledge. 10. Cultivate equitable and inclusive relationships with learners, families, and colleagues. 11. Identify laws and controls regarding curriculum issues including hidden curriculum, explicit curriculum, curriculum philosophies, the PL-94-142 Special Education plus amendment, inclusion, and federal and state government mandates. 12. Understand disciplinary and interdisciplinary instructional approaches and how they relate to life and career experiences. 13. Understand major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines.	2	0	0

Course Segment	Learning Outcomes	Lecture Hours	Lab Hours	Clinical Hours
What Makes a Teacher Effective?	1. Identify use of assessments for guiding instruction, monitoring, and evaluation. 2. Understand principles of and strategies for effective classroom and behavior management. 3. Understand how individuals influence groups and how groups function in society. 4. Understand how to help students work cooperatively and productively in groups. 5. Know how to assess the instructional environment to determine how best to meet a student's individual needs. 6. Know strategies to implement behavior management and behavior intervention planning to ensure a safe and productive learning environment. 7. Understand how to co-plan with other classroom teachers, parents or guardians, paraprofessionals, school specialists, and community representatives to design learning experiences. 8. Understand how research and data guide instructional planning, delivery, and adaptation. 9. Understand principles and techniques, along with advantages and limitations, associated with a wide range of evidence-based instructional practices. 10. Know techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics. 11. Know strategies to maximize student attentiveness and engagement. 12. Understand the role of language in learning. 13. Understand the benefits, barriers, and techniques involved in parent and family collaborations.	2	0	0
What Should Teachers Know About Technology and Its Impact on Schools?	1. Know how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources. 2. Know how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines. 3. Understand how to identify individual needs and how to locate and access technology, services, and resources to address those needs. 4. Understand the appropriate role of technology, including assistive technology, to address student needs, as well as how to incorporate contemporary tools and resources to maximize student learning. 5. Know how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines.	2	0	0
What Are the Ethical and Legal Issues Facing Teachers?	1. Protect and safeguard learner and family privacy, personal information, and data. 2. Understand laws, rules, and ethical considerations regarding behavior intervention planning and behavior management (e.g., bullying, crisis intervention, physical restraint). 3. Explain how the law and ethics affect teaching and learning. 4. Know laws and rules (e.g. related to 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. 5. Understand that individual schools and districts have emergency response procedures, including crisis intervention protocols.	2	0	0

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What Are the Philosophical Foundations of American Education?	1. Understand theories and philosophies of learning and human development as they relate to the range of students in the classroom. 2. Understand the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem-structuring and problem-solving, invention, memorization, and recall) and ensure attention to these learning processes so that students can master content standards. 3. Understand how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning.	2	0	0
What Is the History of American Education and the Struggle for Educational Opportunity?	1. Explain historical, philosophical, and sociological influences on the American educational system. 2. Assess educational issues throughout history and discuss teaching and learning environments for various groups including the majority and minority groups such as women, African-Americans, Native Americans, and Latinx individuals.	2	0	0
How Are Schools Governed, Influenced and Financed?	1. Understand schools as organizations within the larger community context. 2. Understand the collaborative process and the skills necessary to initiate and carry out that process. 3. Understand school- and work-based learning environments and the need for collaboration with all organizations (e.g., businesses, community agencies, nonprofit organizations) to enhance student learning. 4. Incorporate applicable laws, rules, and policies in instructional decisions. 5. Discuss the organization and financing of educational systems and analyze the impact of legislation, funding, and curriculum at the state, local, and federal levels.	2	0	0
How Should Education Be Reformed?	1. Encourage individual and cooperative experiences through physical arrangement and materials. 2. Use research, theory, and data to undergird instructional choices. 3. Create equitable educational learning opportunities for all learners. 4. Incorporate real-world applications in instruction. 5. Recognize and minimize bias in assessment measurement tools and evidence collection. 6. Reflect the spectrum of diversity individually and for groups of learners in assessment choices. 7. Scaffold assessments to meet learners' individual and developmental needs. 8. Critically analyze policies that are discriminatory, oppressive, or otherwise harmful to students, families, communities, or teachers. 9. Describe and evaluate curricular patterns, educational programs, and innovations.	2	0	0
What Are Your Job Options in Education?	1. Identify respective roles and characteristics of educators and educational partners. 2. Analyze behavioral patterns and developmental characteristics seen in the teaching and/or learning processes.	2	0	0
What Can the New Teacher Expect?	1. Discuss the role of the teacher and characteristics of teachers including beginner teacher problems, practitioner case studies, role playing, and values clarification. 2. Demonstrate knowledge of basic teaching needs.	2	0	0

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What Does It Mean to Be a Professional?	1. Identify paths for continuous professional growth and improvement. 2. Be cognizant of own emerging and developed leadership skills and the applicability of those skills within a variety of learning communities. 3. Understand local and global societal issues and responsibilities in an evolving digital culture. 4. Discuss the personal and professional growth of teachers including staff development, teacher licensing, and professional organizations.	2	0	0
Classroom Observation	1. Observe and analyze faculty and student behavior and develop teaching portfolio utilizing structured classroom assignments. 2. Understand the importance of modeling appropriate dispositions in the classroom. 3. Collaborate with learners and colleagues.	0	30	0

Total Contact Hours

Lecture Hours	Lab Hours	Clinical Hours
30	30	0