

Education (EDC)

EDC 200 Introduction to Education

3 Hours

Prerequisites: None

4 hours weekly (2-2)

EDC 200 provides a comprehensive overview of American education and the teaching profession. The course examines the theoretical and philosophical basis of American education, school governance, curriculum, financing, legal, ethical and professional issues in education. Students are introduced to the spectrum of student diversity; the assets individual students bring to learning across the curriculum, and the influence social, economic, cultural, and linguistic experiences have in developing a learning community in which individual differences are respected, and meaningful learning opportunities are created for all students. Students are required to complete 25 hours of classroom observation in a K-12 setting. *A background check may be required to fulfill this requirement.*

This course aligns with the 2023 Illinois Professional Educator Standards (IPES) and the 2022 Illinois Culturally Responsive Teaching and Leading Standards (CRTL). Students will explore foundational concepts in education through a lens of equity, inclusion, and professional responsibility. Assignments and field experiences are designed to support transfer to four-year institutions and prepare students for future licensure pathways.

EDC 202 Human Growth, Development, & Learning

3 Hours

Prerequisites: PSY 132 with a grade of "C" or higher

4 hours weekly (2-2)

This course examines human growth, development, and learning from conception through adulthood, emphasizing application of developmental principles to educational practice. Students will explore physical, cognitive, socio-emotional, and linguistic development, learning processes, and motivation. The course highlights learner-centered instruction, culturally responsive teaching, and equitable assessment strategies that recognize diversity and the assets each learner brings. Multicultural and pluralistic topics affecting development, including characteristics and concerns between and within diverse groups nationally and internationally, are explored. Modules include early development through adolescence and an abbreviated focus on adulthood, including adult learning and care, as well as supporting students through experiences of death, dying, and bereavement. *This course includes assignments that require 3-5 hours of directed observations in educational settings that may require a background check.*

This course aligns with the Illinois Professional Educator Standards (2023) and the Illinois Culturally Responsive Teaching and Leading Standards (2022). Students will examine human development and learning through a lens of equity, inclusion, and professional responsibility, applying these principles to educational practice across the lifespan. Assignments and field experiences are designed to support successful transfer to four-year institutions and prepare students for future licensure pathways.

EDC 203 Schooling in a Diverse Society

3 Hours

Prerequisites: None

3 hours weekly (3-0)

This course provides an overview of American education as both a professional and public enterprise, examining its social, historical, and philosophical foundations to give perspective on current issues, policies, and trends. Students will explore how schooling is shaped by social contexts, particularly in multicultural and global settings. The course emphasizes reflection on cultural identity and biases, understanding learner diversity (e.g., race and ethnicity, socioeconomic status, physical and neurodiversity, linguistic diversity, sexual orientation, gender identity, religion/spiritual tradition, immigration status), and recognizing the assets each learner brings to the classroom.

This course aligns with the Illinois Professional Educator Standards (2023) and the Illinois Culturally Responsive Teaching and Leading Standards (2022). Students will explore foundational concepts in education through a lens of equity, inclusion, and cultural responsiveness, reflecting on their own identities and biases while examining learner diversity and systemic influences on schooling. Assignments are designed to support successful transfer to four-year institutions and prepare students for future licensure pathways.

EDC 206 Emerging Technologies in K-12 Education

3 Hours

Prerequisites: EDC 200

4 hours weekly (2-2)

This course introduces future educators to the integration of instructional technology in K–12 classrooms, with a special emphasis on emerging tools such as artificial intelligence and makerspace-based learning. Students will explore current theories of technology-enhanced learning, ethical and equitable use of digital tools, and hands-on applications of

technology in both traditional and e-learning environments. Through project-based learning, students will design and implement tech-rich instructional strategies that support diverse learners. In addition to its technology focus, the course embeds reflective practice across three modules aligned with the Illinois Professional Educator Standards. Through structured reflection, students critically analyze their growth as educators and engage in ethical, evidence-based decision-making.

This course aligns with the Illinois Professional Educator Standards (2023) and the International Society for Technology in Education Standards for Educators (ISTE, 2018). Students will develop technological knowledge and skills to integrate instructional technology ethically and equitably, while fostering inclusive learning environments. Assignments and reflections are designed to prepare students for successful transfer to four-year institutions and future licensure pathways.

EDC 208 Introduction to Special Education

3 Hours

Prerequisites: EDC 202

3 hours weekly (3-0)

This introductory course provides a comprehensive overview of the education, needs, and characteristics of individuals with exceptionalities across the lifespan. Students will examine historical, legal, and philosophical foundations of special education, including the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA), as well as the Council for Exceptional Children

(CEC) standards and Illinois Professional Educator Standards (IPES). The course emphasizes Universal Design for Learning (UDL), differentiation, and inclusive practices that support diverse learners in equitable environments. Students will explore intersectionality and the assets exceptional learners bring to classrooms, while addressing terminology, identification, assessment, and social issues from a multidisciplinary perspective. *A directed observation of 3-5 hours may be required, and students may need to pass a background check.*

This course aligns with the Illinois Professional Educator Standards (2023), the Illinois Culturally Responsive Teaching and Leading Standards (2022), and the Council for Exceptional Children (CEC) Initial Preparation Standards. Students will explore the education of exceptional learners through a lens of equity, inclusion, and professional responsibility, applying legal foundations, evidence-based practices, and culturally responsive strategies to support diverse learners. Assignments and field experiences are designed to support successful transfer to four-year institutions and prepare students for future licensure pathways.

EDC 210 Regular Education Observation

1 Hour

Prerequisites: 30 hours of successful coursework (20 at John A. Logan College); or consent of instructor; comprehensive GPA of 2.75

2 hours weekly (0-2)

This course is designed to introduce education students to the learning/teaching environment. The field observation experience is related to concepts introduced in program coursework. Activities are assigned so that students are directed through a sequence of planning, implementation, and reflection. In addition,

various activities are given by the cooperating teacher to familiarize students with various roles of the teacher.

Students may be required to pass a background check in order to fulfill classroom observation requirements.