



El Camino College
COURSE OUTLINE OF RECORD - Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Education 101
Descriptive Title: Introduction to the Field of Education
Course Disciplines: Education
Division: Behavioral and Social Sciences

Catalog Description:

This course is designed to help students explore a variety of careers in education and to prepare them for future studies in the field. Course topics include the qualities of effective teachers and other school professionals as well as the challenges and rewards of various careers in education. Types of credentials and credential programs, subject area coursework, state examinations, educational and technological resources, state standards, and professional portfolios will be discussed. Throughout the course, students will also conduct ten hours of off-site fieldwork.

Conditions of Enrollment:

Recommended Preparation: eligibility for English 1A

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	1.00 hours per week	TBA
Hours Laboratory:	0 hours per week	TBA
Course Units:	1.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X Effective Date: 1/16/2001
Transfer UC: X Effective Date: Fall 2003

General Education:
El Camino College

CSU GE:

IGETC:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. **Careers in Education:** The successful Education 101 student will be introduced to many careers within the field of education, in addition to teaching, and analyze educational requirements, state standards, qualities of effective educators, and the rewards and challenges of a career in education in order to make an informed decision about entering the field of education.
2. **CSTPs:** Using the California Standards for the Teaching Profession (CSTPs), the successful Education 101 students will observe and identify qualities of effective teachers and other professionals in the field of education and assess how they are demonstrated.
3. **Fundamental Issues:** The successful Education 101 student will evaluate theoretical, fundamental and contemporary issues in education, such as: the purpose of public education; the control of curriculum content; assessment and accountability; circumstances that shape American education in twenty-first century public schools; and, specific issues currently being discussed in public education.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Identify the requirements for becoming a teacher or other school professional, inclusive of subject area coursework, types of professional preparation programs, and state examinations.
 - Other (specify) Field Work, Laboratory Reports
2. Identify and access resources for teachers and other educational professionals, including those available electronically.
 - Other (specify) Homework Problems, Completion
3. Demonstrate knowledge of state standards for students, teachers, and other school professionals.
 - Other (specify) Class Performance, Field Work, Term Project
4. Identify the qualities of effective teachers and other educational professionals.
 - Other (specify) Field Work, Term Project
5. Examine and outline career options available in the field of education such as school psychologist, social worker, school nurse, counselor, or career or technical education teacher.
 - Other (specify) Class Performance, Term Project, Field Work, Presentation
6. Identify the rewards and challenges of various careers in the field of education.
 - Other (specify) Term Project, Presentation
7. Assess the purposes and components of a professional portfolio.
 - Other (specify) Completion of Term Project
8. Create a professional portfolio.
 - Other (specify) Completion of Term Project

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	1	I	A. Field Experience and Observation Requirements B. Observation Protocol C. LiveScan D. Immunizations
Lecture	2	II	Credential Programs A. Multiple Subject B. Single Subject C. School Specialists 1. Social Workers 2. Counselors 3. School Psychologists 4. Child Welfare Workers 5. Attendance Officers 6. Librarians 7. School Nurses 8. Speech and Language Pathologists D. Special Education 1. Traditional 2. Integrated
Lecture	1	III	State Examinations A. California Basic Educational Skills Test (CBEST) B. California Subject Exams for Teachers (CSET) C. Subject Matter Waiver Programs
Lecture	2	IV	Educational Resources for Teachers and Other Career Professionals A. Community College Resources B. University Resources C. Technological Resources
Lecture	2	V	Qualities of Effective Teachers and Other Career Professionals A. Educational Professionals B. Educational Licensing Programs
Lecture	2	VI	Rewards and Challenges of Educational Careers A. Education as a Helping Profession B. Financial Incentives C. Advancement Opportunities D. Classroom Management E. Diversity F. Lack of Resources/Funding G. Parental Involvement and Influences H. Political Climates

			I. Bureaucracies J. Field Work
Lecture	4	VII	Standards for the Teaching Profession A. California Standards for Teaching Profession (CSTPs) B. Teacher Performance Expectation (TPEs) C. Common-Core Standards D. National Standards for the Teaching Profession E. Other Professional Standards
Lecture	2	VIII	Professional Portfolios A. Goals/Components B. Collection of Materials C. Organization D. Production Process
Lecture	2	IX	Portfolio Review and Oral Presentations
Total Lecture Hours		18	
Total Laboratory Hours		0	
Total Hours		18	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments: evaluation by State Teacher Performance Standards (CSTP)

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Complete at least ten (10) hours of fieldwork at one or more public school site and conduct an informal interview with the teacher. In a two- to three-page paper, describe the school, the cultural diversity of the students, classroom/office environment, and how well the school addresses the California State Teacher Performance Standards (CSTP).

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Review the relevant the education-related websites presented in class and listen to the guest speakers presented in class. In a two- to three-page paper, thoroughly describe the professional preparation required for teaching or another educational career.
2. Begin the development of your professional portfolio (to be completed in Education 201) that will prepare you for the admissions process for a university credentialing program. Make sure that the contents reflect your interest of subject-area content, your professional qualifications, ~~or~~ your lessons for specific grade level(s) and content standards. In two-page paper, describe the purpose of your portfolio, how it is structured, why you structured it in the manner presented, and how each section relates to State Teacher Performance Standards (CSTP).

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Reading reports

Written homework

Field work

Term or other papers

Other (specify):

Participation in cooperative/interactive learning and assessment

Journal (kept regularly throughout the course)

V. INSTRUCTIONAL METHODS

- Discussion
- Group Activities
- Guest Speakers
- Lecture
- Multimedia presentations
- Role Play
- Simulation

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

- Study
- Answer questions
- Required reading
- Written work
- Journal
- Other (specify)
- Ten hours of classroom observations

Estimated Independent Study Hours per Week: 2

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

James W. Noll. Taking Sides: Clashing Views on Controversial Educational Issues. 17th ed. McGraw-Hill/Dushkin, 2013. Discipline Standard.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

Weekly handouts addressing latest education-related topics, concerns, opinions, and research.

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification

B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Non-Course Recommended Preparation: Eligibility for English 1A	It is advised that students be able to read and effectively analyze college level texts, and be able to write a paper that persuasively proves an original thesis.

D. Recommended Skills

Recommended Skills
Students will have a better chance of success in this class with reading and writing skills. State standards and state examinations for teachers are included in the course material, English skills are recommended.
ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion.
ENGL A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.
ENGL 84 - Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support.
ENGL 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Janet Young on 12/01/2000

BOARD APPROVAL DATE: 01/16/2001

LAST BOARD APPROVAL DATE: 04/15/2019

Last Reviewed and/or Revised by Janet Young

Date: 2/12/2019

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