



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	EDUC
Course Number:	101
Descriptive Title:	Introduction to the Field of Education
Division:	Behavioral and Social Sciences
Department:	Education
Course Disciplines:	Education
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 be required to conduct ten hours of off-site fieldwork.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	Eligibility for English C1000 or equivalent
Enrollment Limitation:	
Hours Lecture (per week):	1
Hours Laboratory (per week):	0
Outside Study Hours:	2
Total Course Hours:	18
Course Units:	1
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	01/16/2001
Transfer UC:	Yes
Effective Date:	Fall 2003
General Education: ECC	
Term:	
Other:	
CSU GE:	

	Term:	
	Other:	
	IGETC:	
	Term:	
	Other:	
	CalGETC:	
	Term:	
	Other:	
Student Learning Outcomes:	SLO #1 Careers in Education The successful Education 101 student will analyze various careers in education through study of state and educational requirements as well as rewards and challenges. SLO #2 CSTP The successful Education 101 student will identify qualities of effective teachers and the demonstration of the California Standards for the Teaching Profession through classroom observations of experienced teachers. SLO #3 Purpose of Education The successful Education 101 student will evaluate fundamental issues in education such as the purpose of public education, the purpose and control of curriculum, and assessment and accountability.	
Course Objectives:	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. 2. Identify and access resources for teachers and other educational professionals, including those available electronically. 3. Demonstrate knowledge of state standards for students, teachers, and other school professionals. 4. Identify the qualities of effective teachers and other educational professionals. 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. 6. Identify the rewards and challenges of various careers in the field of education. 7. Assess the purposes and components of a professional portfolio. 8. Create a professional portfolio.	
Major Topics:	I. (1 hour, lecture) A. Field Experience and Observation Requirements B. Observation Protocol C. LiveScan D. Immunizations II. Credential Programs (2 hours, lecture)	

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

III. State Examinations (1 hour, lecture)

A. California Basic Educational Skills Test (CBEST)

B. California Subject Exams for Teachers (CSET)

C. Subject Matter Waiver Programs

IV. Educational Resources for Teachers and Other Career Professionals (2 hours, lecture)

A. Community College Resources

B. University Resources

C. Technological Resources

V. Qualities of Effective Teachers and Other Career Professionals (2 hours, lecture)

A. Educational Professionals

B. Educational Licensing Programs

VI. Rewards and Challenges of Educational Careers (2 hours, lecture)

	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 VII. Standards for the Teaching Profession (4 hours, lecture) 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 VIII. Professional Portfolios (2 hours, lecture) A. Goals/Components B. Collection of Materials C. Organization D. Production Process IX. Portfolio Review and Oral Presentations (2 hours, lecture)
Total Lecture Hours:	18
Total Laboratory Hours:	0
Total Hours:	18

A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	
A.2. Primary Method of Evaluation (Part 2 - all courses; choose one):	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Evaluation by State Teacher Performance Standards (CSTP) 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).
Critical Thinking Assignment 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.
Critical Thinking Assignment 2:	Review the components of a 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).
Other Evaluation Methods:	Fieldwork, Journal kept throughout course, Other (specify), Reading Reports, Term or Other Papers, Written Homework
Instructional Methods:	Discussion, Group Activities, Guest Speakers, Lecture, Multimedia presentations, Role play/simulation
If other:	
Work Outside of Class:	Answer questions, Other (specify), Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	Glenn L. Koonce, <u>Taking Sides: Clashing Views on Controversial Educational Issues</u> , 20th ed., McGraw-Hill/Dushkin, 2019. (Discipline Standard)
Alternative Texts:	
Required Supplementary Readings:	Weekly handouts addressing latest education-related topics, concerns, opinions, and research
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s):Bold the requisite skill. List the	

corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	Eligibility for English C1000
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	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. 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. Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques. 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. Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Janet Young
Date:	12/01/2000
Original Board Approval Date:	01/16/2001
Last Reviewed and/or Revised by:	Michelle Moen
Date:	10/15/2025
Last Board Approval Date:	12/16/2025
Effective Term:	FA 2026

