



El Camino College
COURSE OUTLINE OF RECORD - Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Education 201
Descriptive Title: Foundations in Education
Course Disciplines: Education
Division: Behavioral and Social Sciences

Catalog Description:

This course introduces students to concepts and issues related to teaching children with diverse backgrounds in preschool through grade twelve. Course topics include teaching as a profession and career, contemporary educational issues, California's content and performance standards, the social historical context of teaching in the United States and teaching credential requirements. Throughout the course, students will contribute materials to their portfolios and will conduct a minimum of 45 hours of pre-approved, structured fieldwork in diverse classroom settings.

Conditions of Enrollment:

Prerequisite: Education 101 with a minimum grade of C AND eligibility for English 1A

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	3.00 hours per week	TBA
Hours Laboratory:	0 hours per week	TBA
Course Units:	3.00	

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. Career Pathway: The successful Education 201 student will outline their career pathway in education inclusive of state and educational requirements as well as rewards and challenges.

2. Synthesizing and Reflecting: The successful Education 201 student will synthesize their observations of experienced teachers, their development of a philosophy of education and their reflection on contemporary issues of education and will evaluate specific contemporary issues in education such as merit pay for teachers, school reform, inclusion, and changes to school finance.

3. CSTP and Common Core Standards: The successful Education 201 student will identify the demonstration of the California Standards for the Teaching Profession and use of the California Common Core Standards through 45 hours of classroom observations of experienced teachers.

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. Describe the multiple roles and functions of teachers and other school professionals, including both general and special education teachers.
 - Quizzes
2. Analyze the purpose of schools and trace their development.
 - Quizzes
3. Identify the impact of cultural contexts on learning.
 - Quizzes
4. Demonstrate knowledge of professional standards, ethics, and professionalism in classrooms and school visits.
 - Field work
5. Identify and apply established protocol for visiting and observing schools and classrooms.
 - Field work
6. Assess the extent to which the California Standards for the Teaching Profession (CSTP) and the Teacher Performance Expectations (TPE) are implemented in a classroom setting.
 - Other (specify) Fieldwork, Reflective Fieldwork journal
7. Recognize and describe examples of teaching which exhibit the implementation of California Standards for the Teaching Profession and Teacher Performance Expectations.
 - Other (specify) Essay, Fieldwork, Reflective fieldwork journal
8. Recognize and describe examples of teaching which exhibit the use of state adopted academic content and performance standards.
 - Other (specify) Fieldwork, Reflective Fieldwork Journal
9. Compare and contrast classroom environments.
 - Other (specify) Quizzes, Fieldwork, Reflective fieldwork journal

10. Recognize and describe individual differences (for example, learning styles, multiple intelligences, temperament, interest levels, and academic preparation) among students and assess strategies applied to accommodate these differences.
 - Other (specify) Quizzes, Fieldwork, Reflective fieldwork journal
11. Identify reasons for entering the profession, personal characteristics, assumptions and beliefs, subject matter knowledge, and experiences and goals which could affect one's development as a teacher.
 - Quizzes
12. Create a personal plan for attaining a California credential, including an educational pathway, a timeline for meeting requirements, and plans for securing financial aid (if applicable).
 - Journal (kept regularly throughout the course)
13. Assess strengths and weaknesses related to knowledge of the academic content and performance standards and develop an individual study plan to address weaknesses.
 - Journal (kept regularly throughout the course)
14. Develop a plan and timeline for passing state exams and for meeting other professional preparation program admissions requirements.
 - Journal (kept regularly throughout the course)
15. Develop a professional portfolio.
 - Other (specify) Professional portfolio

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	Course Overview A. Assignments B. Fieldwork Requirements C. Portfolio Requirements
Lecture	6	II	Teaching as a Profession and as a Career A. Beliefs and Assumptions About Teaching B. Experiences With Teachers and Teaching C. Professional Standards and Ethics D. Current and Projected Shortages E. Roles and Functions of Teachers F. Roles and Functions of Other Personnel G. Career Paths and Advancement Opportunities H. Incentives and Financial Support
Lecture	3	III	The Credential Process A. Credential Requirements B. Educational Pathways
Lecture	3	IV	Purposes and Roles of Schools A. Historical B. Philosophical C. Political D. Social E. Cultural

Lecture	6	V	California Standards A. California Standards for the Teaching Profession (CSTP) B. Teacher Performance Expectations (TPE) C. Academic Content and Performance Standards D. Standards Based Classroom Environments
Lecture	6	VI	Contemporary Educational Issues and Trends A. Standards B. Inclusion C. Testing D. Bilingual Education E. Standardized Curriculum F. Classroom Management G. Role of Technology H. Multicultural Education
Lecture	3	VII	Fieldwork Protocol A. Visiting Schools and Entering Classrooms B. Methods and Ethics: Conducting and Reporting
Lecture	6	VIII	Diversity in the Classroom A. Exceptionality (Special Needs) B. Multiculturalism C. English Language Learners D. Learning Styles E. Socio-Economic Status F. Familial Influences G. Social Influences H. Gender Influences
Lecture	6	IX	Strategies for Accommodating Diversity A. Planning Curriculum B. Differentiating Instruction C. Use of Technology D. Individualized Assessment E. Multi-tiered Systems of Support F. Multiple Forms of Assessment G. Formative and Summative Assessments
Lecture	6	X	Political and Cultural Influences on Education A. Local, State and National Policies B. Current Legislation C. Political Influences on Curriculum, Standards, and Assessment D. The Nature of Culture E. Cultural Values and School Structures
Lecture	3	XI	Resources for Developing Teachers A. Teacher Preparation Programs B. Professional Organizations and Networks C. Professional Books and Journals D. Multimedia and Technological Resources
Lecture	3	XII	The School in the Community A. Parents and Parental Participation

			B. Working with Paraprofessionals C. Working with Other School Professionals
Lecture	2	XIII	Portfolio Review A. Student Teaching Demonstrations
Total Lecture Hours	54		
Total Laboratory Hours	0		
Total Hours	54		

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

During your first classroom observation, identify a student who exhibits diversity in terms of culture, language, learning style, or special needs. In a two- to three-page paper, assess the needs of this child and recommend several appropriate resources and teaching techniques from which this student would benefit.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

- Using the California Standards for the Teaching Profession (CSTP) and the Teacher Performance Expectations (TPE), write a three- to five-page essay in which you evaluate one of the teachers you have observed this semester. In your assessment of this instructor, be sure to give specific examples of how he or she did or did not effectively demonstrate the skills and abilities delineated in each standard.
- Following a subsequent classroom observation identify the types of assessment used by the teacher. Determine if it is a formative or summative assessment. Then write a three- to five-page paper in which you evaluate the effectiveness of the assessment you observed with regard to this particular teacher's student population.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams

Quizzes

Written homework

Field work

Term or other papers

Other (specify):

Reflective journals, in-class activities, research report, professional portfolio, presentation

V. INSTRUCTIONAL METHODS

Discussion

Group Activities

Guest Speakers

Lecture

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

Problem solving activities

Written work

Journal

Observation of or participation in an activity related to course content

Other (specify)

45 hours of fieldwork in an elementary, middle, and/or high school classroom

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Donald P. Kauchak, Paul D. Eggen. Introduction to Teaching: Becoming a Professional (5th Edition)
Pearson, 2017.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

Selected passages from the State Department of Education (DOE) English Language Arts/English Language Development Framework downloaded from the DOE Website.

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

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

Requisites	Category and Justification
Course Prerequisite Education-101 AND	Sequential
Non-Course Prerequisite	Students need to be able to read and effectively analyze college level texts, and they need to be able to write a paper that persuasively proves an original thesis.

B. Requisite Skills

Requisite Skills
Students need to be able to analyze careers in education, identify state and educational requirements, effective teaching qualities, demonstrate California Standards for the teaching profession, evaluate fundamental issues in education, the purpose and control of curriculum, assessment, and accountability.
EDUC 101 - Identify the requirements for becoming a teacher or other school professional, inclusive of subject area coursework, types of professional preparation programs, and state examinations.
EDUC 101 - Identify and access resources for teachers and other educational professionals, including those available electronically.
EDUC 101 - Demonstrate knowledge of state standards for students, teachers, and other school professionals.

EDUC 101 - Identify the qualities of effective teachers and other educational professionals.
 EDUC 101 - 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.
 EDUC 101 - Identify the rewards and challenges of various careers in the field of education.
 EDUC 101 - Assess the purposes and components of a professional portfolio.
 EDUC 101 - Create a professional portfolio.

Students need to apply critical thinking skills, appropriate strategies for writing essay exams as well as interpreting college-level reading.
 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.

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
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D. Recommended Skills

Recommended Skills

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: 12/14/2018

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