



EDUC 100 - Teaching as a Profession Course Outline

Approval Date: 05/03/2013

Effective Date: 08/11/2013

SECTION A

Unique ID Number CCC000312382

Discipline(s) Education

Division Career Education and Workforce Development

Subject Area Education

Subject Code EDUC

Course Number 100

Course Title Teaching as a Profession

TOP Code/SAM Code 0801.00 - Education, General / D - Possible Occupational

Rationale for adding this course to the curriculum To update course

Units 3

Cross List N/A

Typical Course Weeks

Total Instructional Hours

Contact Hours

Lecture 36.00

Lab 54.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 72.00

Total Contact Hours 90

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment 40

Grading Option Letter Grade or P/NP

Distance Education Mode of Instruction On-Campus
Hybrid
Entirely Online

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description This course explores teaching as a profession in K-12 education. Topics include teaching as a profession and career, historical and philosophical foundations of the American education system, contemporary educational issues, California's content standards and frameworks, and teacher performance standards. In addition to class time, the course requires a minimum of 54 hours of structured fieldwork in public school elementary classrooms that represent California's diverse student population, and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher.

Schedule Description

SECTION D

Condition on Enrollment

1a. **Prerequisite(s):** *None*

1b. **Corequisite(s):** *None*

1c. **Recommended:** *None*

1d. **Limitation on Enrollment:** *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- A. Identify and explain the critical issues that impact the educational system.
- B. Describe the expectations of a new teacher.

2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Identify personal meanings related to teaching, reflecting upon why they want to become a teacher, examining personal characteristics, assumptions and beliefs, subject matter knowledge, experiences and goals which could affect their development as a teacher.
- B. Articulate basic purposes of schooling and trace the history of their development.
- C. Describe the multiple roles and functions of teachers and other school personnel in meeting the diverse needs of students.
- D. Demonstrate knowledge of professional standards, ethics, and professionalism in classroom and school visits.
- E. Demonstrate an understanding of educational issues in a global context.
- F. Demonstrate knowledge of the impact of cultural contexts on learning.
- G. Analyze ecological challenges outside the classroom that impact student learning and identify school and community resources that address these challenges.
- H. Demonstrate skill in implementing established protocols for visiting schools and classrooms.
- I. Demonstrate skill in implementing observation protocols.

- J. Relate course content to real classrooms through satisfactory completion of a minimum of 45 hours of approved fieldwork including structured assignments, observations, and reflections that demonstrate the observer's ability to Recognize and describe examples of teaching events that implement some elements of the CSTP and TPEs; Observe the use of state adopted academic content and performance standards; Compare and contrast classroom environments; Recognize and describe individual differences among students and identify strategies and accommodations used to address these differences.
- K.

3. Course Content

- A. Elements of effective classroom environments consistent with the California Standards for the Teaching Profession (CSTP) and state adopted Teaching Performance Expectations (TPEs)
- B. Examination of one's beliefs and assumptions about and experiences with teachers and teaching
- C. The teaching profession, including an emphasis on professional standards, ethics, and professionalism
- D. The history, governance and finance of public schooling
- E. Purposes and roles of schooling and their community contexts
- F. Overview of contemporary issues in schools: e.g., standards, inclusion, high stakes testing, bilingual education, social issues, standardized curriculum; standards and frameworks
- G. Roles and functions of teachers and other school personnel both in general and special education
- H. Protocols for visiting schools and entering classrooms
- I. Methods and ethics of conducting and reporting classroom observations
- J. Overview of the CSTPs and the TPEs
- K. Introduction to California Academic Content and Performance Standards
- L. Basic strategies for accommodating diverse learning needs
- M.

4. Methods of Instruction:

Activity:

Critique:

Discussion:

Distance Education:

Field Experience:

Lecture: content delivery includes visuals, handouts, demonstrations, etc

Projects:

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests -- Test will include multiple choice and essay exams to determine students' achievement of Los

Quizzes --

Portfolios --

Papers --

Additional assessment information:

Written Assignments
Two (2) essay tests
Field work and journal
Final project and presentation
Letter Grade or P/NP

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

1. Read Chapters 1 and 2 of *Those Who Can Teach* and write an essay on what motivates your interest in education. Incorporate reflective questions for each chapter in your essay.
2. Read one article in section I, "Teachers" in *Kaleidoscope*, and write an analysis of the viewpoint presented in the article using the discussion questions presented in the text.

B. Writing Assignments

1. Begin a teaching journal, modeled after the one in Chapter 2 of *Those Who Can Teach*, based on your observations and interactions at your lab site.
2. Summarize and critique an article of your choice relevant to the course content. Present your summary and critique orally to classmates.

C. Other Assignments

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7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Armstrong, Henson, Savage
Title: Teaching Today: An Introduction to Education
Publisher: Pearson
Date of Publication: 2009
Edition: 8th

Book #2:

Author: Ryan, K., K. Cooper
Title: *Those Who Can Teach*
Publisher: Cengage Learning
Date of Publication: 2013
Edition: 13th

B. Other required materials/supplies.

- Negative TB test and fingerprint clearance.