

EDUC-100: TEACHING AS A PROFESSION

Effective Term

Fall 2025

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
Education (Master's Degree)	

Subject Code

EDUC - Education

Course Number

100

Department

Education (EDUC)

Division

Career Education and Workforce Development (CEWD)

Full Course Title

Teaching as a Profession

Short Title

Teaching as a Profession

CB03 TOP Code

0801.00 - Education, General

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

D - Possibly Occupational

Rationale

According to Program review, this class needed to be revised.

SECTION B - Course Description

Catalog Course 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.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites**SECTION D - Course Standards****Is this course variable unit?**

No

Units

3.00

Lecture Hours

36.00

Lab Hours

54.00

Outside of Class Hours

72

Total Contact Hours

90

Total Student Hours

162

Distance Education Approval**Is this course offered through Distance Education?**

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent

SECTION E - Course Content**Student Learning Outcomes**

Upon satisfactory completion of the course, students will be able to:	
1.	Identify and explain the critical issues that impact the educational system.
2.	Describe the expectations of a new teacher.

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1.	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.
2.	Articulate basic purposes of schooling and trace the history of their development.
3.	Describe the multiple roles and functions of teachers and other school personnel in meeting the diverse needs of students.
4.	Demonstrate knowledge of professional standards, ethics, and professionalism in classroom and school visits.
5.	Demonstrate an understanding of educational issues in a global context.
6.	Demonstrate knowledge of the impact of cultural contexts on learning.
7.	Analyze ecological challenges outside the classroom that impact student learning and identify school and community resources that address these challenges.

8.	Demonstrate skill in implementing established protocols for visiting schools and classrooms.
9.	Demonstrate skill in implementing observation protocols.
10.	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.
11.	Observe the use of state adopted academic content and performance standards; Compare and contrast classroom environments.
12.	Recognize and describe individual differences among students and identify strategies and accommodations used to address these differences.

Course Content

1. Elements of effective classroom environments consistent with the California Standards for the Teaching Profession (CSTP) and state adopted Teaching Performance Expectations (TPEs)
2. Examination of one's beliefs and assumptions about and experiences with teachers and teaching
3. The teaching profession, including an emphasis on professional standards, ethics, and professionalism
4. The history, governance and finance of public schooling
5. Purposes and roles of schooling and their community contexts
6. Overview of contemporary issues in schools: e.g., standards, inclusion, high stakes testing, bilingual education, social issues, standardized curriculum; standards and frameworks
7. Roles and functions of teachers and other school personnel both in general and special education
8. Protocols for visiting schools and entering classrooms
9. Methods and ethics of conducting and reporting classroom observations
10. Overview of the CSTPs and the TPEs
11. Introduction to California Academic Content and Performance Standards
12. Basic strategies for accommodating diverse learning needs

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Lecture	Content delivery includes visuals, handouts, demonstrations, etc
Field Experience	Students will complete three hours of lab in an elementary school classroom.
Other	Students will engage in discussions and reflections on their field work experience in a group discussion
Discussion	Students will engage in weekly discussion relevant to the topic.

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Chat Rooms
 Discussion Boards
 E-mail Communication
 Telephone Conversations
 Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
 Discussions
 Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	Two (2) essay tests. Test will include multiple choice and essay exams to determine students' achievement.
Essays/Papers	Students will complete response papers on reading and lectures.

Projects	Final project and presentation.
Skills Demonstration	Field work and journal. Students will complete weekly journal entries to reflect on their lab experiences.

Assignments

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.

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.

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Armstrong, Henson, Savage

Title

Teaching Today: An Introduction to Education

Edition/Version

9th

Publisher

Pearson

Year

2014

Rationale

generally accepted standard text

Material Type

Textbook

Author

Ryan, K., K. Cooper

Title

Those Who Can Teach

Edition/Version

15th

Publisher

Cengage Learning

Year

2022

Material Type

Other required materials/supplies

Description

Negative TB test and fingerprint clearance.

Material Type

Textbook

Author

Trudy Tuttle Arriaga, Randall B. Lindsey

Title

Opening Doors

Edition/Version

1st Edition

Publisher

Corwin

Year

2016

ISBN #

ISBN-10 1483388794; ISBN-13 978-1483388793

Course Codes (Admin Only)**ASSIST Update**

No

CB00 State ID

CCC000312382

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No