

**Course Outline of Record**

1. Course Code: EDUC-001
2.
  - a. Long Course Title: Introduction to Elementary Classroom Teaching
  - b. Short Course Title: INTRO TO EDUCATION
3.
  - a. Catalog Course Description:
 

This course introduces students to the concepts and issues related to teaching diverse learners in today's contemporary schools. 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 45 hours of structured homework in public elementary classrooms that represent California's diverse student population, and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher.
  - b. Class Schedule Course Description:
 

This course introduces students to the concepts and issues related to teaching diverse learners in today's contemporary schools.
  - c. Semester Cycle (*if applicable*): every semester
  - d. Name of Approved Program(s):
    - **ELEMENTARY TEACHER EDUCATION Associate in Arts for Transfer Degree (AA-T)**
4. Total Units: 3.00      Total Semester Hrs: 54.00  
 Lecture Units: 3      Semester Lecture Hrs: 54.00  
 Lab Units: 0      Semester Lab Hrs: 0  
 Class Size Maximum: 30      Allow Audit: No  
 Repeatability No Repeats Allowed  
 Justification 0
5. Prerequisite or Corequisite Courses or Advisories:
 

*Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm1-A)*

Advisory: ENG 001A

Prerequisite: ECE 010 The skills of ECE 10 Child Development are listed as entry level skills but not claimed as a prerequisite. Students need a fundamental understanding of Child Development theory before attempting to apply it.
6. Textbooks, Required Reading or Software: (*List in APA or MLA format.*)
  - a. Armstrong, David. Kenneth Henson and Tom Savage (2015). *Teaching Today: An Introduction to Education* (8th/e). Pearson. ISBN: 10: 013159552  
 College Level: Yes  
 Flesch-Kincaid reading level: *N/A*
7. Entrance Skills: *Before entering the course students must be able:*
  - a.
 

Examine and discuss major theories of child development.

    - ECE 010 - Examine and discuss major theories of child development.
    - ECE 010 - Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
    - ECE 010 - Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
  - b.
 

Examine ways in which developmental domains are continuous, sequential and interrelated.

- ECE 010 - Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
- ECE 010 - Describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages.

c.

Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.

- ECE 010 - Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
- ECE 010 - Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.
- ECE 010 - Identify and describe risk factors that impact families and child at each major developmental stage.

d.

Investigate and explain sources of developmental change and reasons for disturbances in the developmental process.

- ECE 010 - Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
- ECE 010 - Examine and evaluate the role of family in facilitating children's development.
- ECE 010 - Identify and describe risk factors that impact families and child at each major developmental stage.
- ECE 010 - Describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages.

e.

Demonstrate knowledge of current research findings as they apply to child development.

- ECE 010 - Demonstrate knowledge of current research findings as they apply to child development.
- ECE 010 - Examine and explain how bias can influence the research process.
- ECE 010 - Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.

f.

Examine and explain how bias can influence the research process.

- ECE 010 - Demonstrate knowledge of current research findings as they apply to child development.
- ECE 010 - Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.
- ECE 010 - Examine and evaluate the role of teachers and other professionals in facilitating children's development.

g.

Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.

- ECE 010 - Examine and explain how bias can influence the research process.
- ECE 010 - Examine and evaluate the role of teachers and other professionals in facilitating children's development.

h.

Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.

- ECE 010 - Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
- ECE 010 - Investigate and explain sources of developmental change and reasons for disturbances in the developmental process.

i.

Examine and evaluate the role of family in facilitating children's development.

- ECE 010 - Examine and discuss major theories of child development.
- ECE 010 - Demonstrate knowledge of current research findings as they apply to child development.
- ECE 010 - Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
- ECE 010 - Identify and describe risk factors that impact families and child at each major developmental stage.

j.

Examine and evaluate the role of teachers and other professionals in facilitating children's development.

- ECE 010 - Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
- ECE 010 - Demonstrate knowledge of current research findings as they apply to child development.
- ECE 010 - Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.
- ECE 010 - Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.

k.

Examine and evaluate the role of play and its relationship to development at various stages.

- ECE 010 - Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
- ECE 010 - Investigate and explain sources of developmental change and reasons for disturbances in the developmental process.
- ECE 010 - Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.

l.

Identify and describe risk factors that impact families and child at each major developmental stage.

- ECE 010 - Examine and discuss major theories of child development.
- ECE 010 - Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
- ECE 010 - Investigate and explain sources of developmental change and reasons for disturbances in the developmental process.

m.

Investigate and explain the process of bilingual development in children at various stages.

- ECE 010 - Examine and discuss major theories of child development.
- ECE 010 - Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
- ECE 010 - Examine and evaluate the role of family in facilitating children's development.

n.

Describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages.

- ECE 010 - Examine and discuss major theories of child development.
- ECE 010 - Examine ways in which developmental domains are continuous, sequential and interrelated.
- ECE 010 - Demonstrate knowledge of current research findings as they apply to child development.

o.

Write appropriate lesson plans using observation notes and text resources.

- ENG 001A - Develop ideas coherently in writing through the drafting process.
- ENG 001A - Incorporate complex sentence-structure and variety of word choice.
- ENG 001A - Use writing reference materials and handbooks to perfect documentation skills with few errors.

P.

Analyze the text and other sources materials to include in essays, journals and student behavior plans.

- ENG 001A - Find, read, analyze, evaluate, interpret, and synthesize outside sources, including online information.
- ENG 001A - Read, analyze, and interpret varied texts (i.e. literature, digital forms, visual).

## 8. Course Content and Scope:

### Lecture:

Introduction to the teaching profession: education and roles California Standards for the teaching profession Teaching performance expectations Professionalism and ethics Observation and assessment tools Teaching in a diverse society Classroom environments of space, room arrangement, materials, classroom organization, and management of materials Brain development and learning Effective instructional activities: lesson plans, state standards and frameworks, application of learning preferences to curriculum design, differentiated instruction Developmentally appropriate learning activities in cooperative teams, small groups, individually and in a large group Classroom guidance and management, including responses to misbehavior Using technology in learning for school-aged children Parental involvement for student achievement
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Lab: *(if the "Lab Hours" is greater than zero this is required)*

## 9. Course Student Learning Outcomes:

1.

The student will be able to examine the California Standards of the Teaching Profession and the Teacher Performance Expectations and assess personal growth in these standards;

2.

The student will be able to analyze and evaluate the implications of family, cultural background, gender, diversity and the needs of English learners and special populations in the diverse elementary classroom of today.

3.

The student will be able to utilize educational technologies in the presentation of classroom activities for the elementary school child.

4.

The student will analyze the role of elementary teachers in terms of philosophy, theories, content standards, and professional and ethical issues in the contemporary Californian classroom.

5.

The student will be able to design, present and evaluate elementary learning activities based upon observation in an elementary classroom.

10. Course Objectives: *Upon completion of this course, students will be able to:*
- 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
  - Articulate basic purposes of schooling and trace the history of their development;
  - Describe the multiple roles and functions of teachers and other school personnel in meeting the diverse needs of students
  - Demonstrate knowledge of professional standards, ethics, and professionalism in classroom and school visits
  - Demonstrate an understanding of educational issues in a global context
  - Demonstrate knowledge of the impact of cultural contexts on learning
  - Analyze ecological challenges outside the classroom that impact student learning and identify school and community resources that address these challenges
  - Demonstrate skill in implementing established protocols for visiting schools and classrooms
  - Relate course content to real classrooms through 45 hours of approved structured homework in an elementary classrooms, including structured assignments, observations, and reflections that demonstrate the students ability to:
    - Recognize and describe examples of teaching events that implement some of the elements of the CSTP and TPE's B. Observe and analyze the use of state adopted academic content and performance standards; C. Compare and contrast classroom environments; and D. Recognize and describe individual differences among students and identify strategies and accommodations used to address these differences
11. Methods of Instruction: *(Integration: Elements should validate parallel course outline elements)*
- Activity
  - Collaborative/Team
  - Discussion
  - Distance Education
  - Experiential
  - Lecture
  - Observation
  - Participation
  - Role Playing
  - Self-exploration
  - Technology-based instruction
12. Assignments: *(List samples of specific activities/assignments students are expected to complete both in and outside of class.)*
- In Class Hours: 54.00
- Outside Class Hours: 108.00
- In-class Assignments

Develop a Portfolio to include journal, observations, curriculum plans, laboratory hours, participation activities Analyze public education, curriculum planning and evaluation, student development and behavior
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  - Out-of-class Assignments

Observe classrooms, teachers, children, teacher-child and child-child interactions Analyze weekly classroom experiences
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13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*
- Written homework
  - Critiques
  - Guided/unguided journals
  - Portfolios
  - Field/physical activity observations
  - Group activity participation/observation
  - Self/peer assessment and portfolio evaluation

14. Methods of Evaluating: Additional Assessment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

PO-GE C2 - Social and Behavioral Sciences

Identify and analyze key concepts and theories about human and/or societal development.

Critique generalizations and popular opinion about human behavior and society, distinguishing opinion and values from scientific observations and study.

IO - Personal and Professional Development

Self-evaluate knowledge, skills, and abilities.

Demonstrate an understanding of ethical issues to make sound judgments and decisions.

Value diverse cultures and populations.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
CSU	CSU San Bernardino	ECU 250	Democracy and Education	2013-14

17. Special Materials and/or Equipment Required of Students:

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18. Materials Fees:  Required Material?

Material or Item	Cost Per Unit	Total Cost
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19. Provide Reasons for the Substantial Modifications or New Course:

The course has been approved by the Chancellor's office to delete the 1 unit of lab experience and transfer that to an additional lecture unit with homework conducted in the elementary school classroom. Additional edits need to be made to insure consistency.

The faculty unanimously approved the addition of ECE 10 Child Development as a prerequisite as teaching evidence has shown students who have already completed the course score higher grades and are better able to understand the concepts presented in class. The faculty have to go back over child development information if students are in the course without having completed that prerequisite. A request from the research department shows 65% of the students without the ECE 10 Child Development course were unsuccessful. This rate of failure is lower than the college average and lower than the ECE/EDUC programs. The research file is attached under "Attached Files".

20. a. Cross-Listed Course (*Enter Course Code*): *N/A*  
 b. Replacement Course (*Enter original Course Code*): *N/A*

21. Grading Method (*choose one*): Letter Grade Only

22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000551164
- b. T.O.P. Code [CB03]: 80100.00 - Education, General
- c. Credit Status [CB04]: D - Credit - Degree Applicable
- d. Course Transfer Status [CB05]: B = Transfer CSU
- e. Basic Skills Status [CB08]: 2N = Not basic skills course
- f. Vocational Status [CB09]: Not Occupational
- g. Course Classification [CB11]: Y - Credit Course
- h. Special Class Status [CB13]: N - Not Special
- i. Course CAN Code [CB14]: *N/A*
- j. Course Prior to College Level [CB21]: Y = Not Applicable
- k. Course Noncredit Category [CB22]: Y - Not Applicable

# EDUC 001 -Introduction to Elementary Classroom Teaching

l. Funding Agency Category [CB23]: Y = Not Applicable

m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (if program-applicable): ELEMENTARY TEACHER EDUCATION

*Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)*

23. Enrollment - Estimate Enrollment

First Year: 150

Third Year: 200

24. Resources - Faculty - Discipline and Other Qualifications:

a. Sufficient Faculty Resources: Yes

b. If No, list number of FTE needed to offer this course: N/A

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (Explain:)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

Library form was submitted to Librarian

28. Originator Wendy Jane Hinrichs Sanders Origination Date 10/14/17