

Montgomery County Community College
EDU 100
Introduction to Education
3-3-0

COURSE DESCRIPTION:

Introduction to Education (EDU 100) gives prospective teachers a proper introduction to the field of education. There is a strong emphasis on present-day practices, issues, and theories while also exploring ethics and educational history. While in class, students will participate in various instructional strategies both individually and in group settings. In addition, students will gain educational perspective while engaging in observations in an early childhood, elementary, or secondary school setting.

REQUISITES:

Previous Course Requirements

None

Concurrent Course Requirements

None

COURSE COMMENT:

- The course requires students to complete 15 hours of field experience/observation in an early childhood, elementary, or secondary school setting.
- Students must apply for background clearances & be fingerprinted prior to observations. These are legal requirements for this course. Clearances include:
 - Federal (FBI) Criminal History Background Check
 - Act 34 (PA Criminal) Background Check
 - Act 151 (Child Abuse) Background Check
 - Mandated Reporter Training
 - NSOR/ National Sex Offender Verification

Upon successful completion of this course, the student will:

LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION METHODS
1. Examine his/her own motivations and interests in a teaching career and recognize the range of career opportunities available in the field of education.	Observation of Lesson Plans and Implementation of the Plans	Creation of Personal Educational Philosophy* Reflection Journal
2. Identify the roles, responsibilities, and characteristics of successful teachers.	Observation of Lesson Plans That Require Suggestions for Differentiated Instruction	Conducting Teacher Interviews Classroom Observations

3. Examine the current issues and problems facing education and appraise the historical and ethical aspects of education.	Individual, Small Group and Whole Group Connections with Children, parent letters, seminars and	Assessments That May Include Exams, Quizzes Educational Issue Research Paper Rubric
4. Engage in a variety of effective teaching and learning strategies that promote student achievement.	Conducting Teacher Interviews Participation in Additional Classroom Video Observations Participation in Class Discussions and Daily Activities (Cooperative Group Assignments, Examination of Classroom Topics, etc.)	Reflection on Observations in Personal Reflective Journal Reflection on Observations in Final Reflection Paper
5. Examine the variety of classroom environments through reflections, questions, and concerns raised during required field observations.	Participation in Class Discussions and Daily Activities (Cooperative Group Assignments, Examination of Classroom Topics, etc.) Completion of 15 Hours of Field Experience/ Observations in Early Childhood, Elementary, and Secondary School Settings Understanding of NAEYC Code of Ethics	Reflection Journal Completion of 15 Hours of Field Experience/ Observations in Early Childhood, Elementary, and Secondary School Settings

At the conclusion of each semester/session, assessment of the learning outcomes will be completed by course faculty using the listed evaluation method(s). Aggregated results will be submitted to the Associate Vice President of Academic Affairs. The benchmark for each learning outcome is that *70% of students will meet or exceed outcome criteria.*

SEQUENCE OF TOPICS:

1. Reasons to Choose a Career in Teaching
2. Characteristics of an Effective Teacher

3. Philosophy of Education
4. Certification Requirements
5. Teaching Portfolio
6. State, Local, Federal Role in Education
7. Job Options
8. Role of Technology in Classroom
9. Multicultural Ed, ELL Learners, Special Ed, Diversity
10. Ethical and Legal Issues
11. History of American Education
12. NEA/AFT/PTO (Unions, Organizations)
13. Standardized Testing/NCLB
14. Classroom Environments
15. Classroom Management
16. Characteristics of an Effective School
17. Professional Responsibilities
18. Instructional Approaches/Strategies

Additional topics may include:

1. Multiple Intelligences
2. Developmental Theories
3. Grading and Evaluation Practices
4. Constructivism
5. Character Education
6. Vouchers, Charter Schools, Homeschooling
7. Challenges of 1st Year
8. Act 48
9. Teacher Interviews/Gathering Information
10. Social Problems
11. Curriculum for Elementary and Secondary School Students
12. School Reforms
13. Community Service

LEARNING MATERIALS:

Ryan, Kevin, and Cooper, James M. (2010). *Those Who Can, Teach* (15th ed.). Boston: Houghton-Mifflin Company.

Technology Needed: Internet access, Word processing software, MC3 Email account

Other learning materials may be required and made available directly to the student and/or via the College's Libraries and/or course management system.

COURSE APPROVAL:

Prepared by: Carol Rae Sodano

Date:

Revised by: Meryl Sultanik

Date: 8/26/2009

Revised by: Meryl Sultanik

Date: 6/21/2012

VPAA/Provost or designee Compliance Verification:

Victoria L. Bastecki-Perez, Ed.D.	Date: 6/25/2012
Revised by: Meryl Sultanik	Date: 3/12/2013
VPAA/Provost or designee Compliance Verification: Victoria L. Bastecki-Perez, Ed.D.	Date: 3/14/2013
Revised by: Meryl Sultanik	Date: 8/29/2016
VPAA/Provost or designee Compliance Verification: Victoria L. Bastecki-Perez, Ed.D.	Date: 9/12/2016
Revised by: Meryl Sultanik	Date: 2/29/2017
VPAA/Provost or designee Compliance Verification: Victoria L. Bastecki-Perez, Ed.D.	Date: 3/7/2017
Revised by: Meryl Sultanik and Debbie Dalrymple	Date: 1/9/2018
VPAA/Provost or designee Compliance Verification: Victoria L. Bastecki-Perez, Ed.D.	Date: 1/10/2018
Revised by: Meryl Sultanik	Date: 9/9/2024
VPAA or designee Compliance Verification:	Date: 11/13/2024



This course is consistent with Montgomery County Community College's mission. It was developed, approved and will be delivered in full compliance with the policies and procedures established by the College.