

Education

Department Chair: Leslie Willey, Ph.D.

The Stephens College Teacher Education Program is founded upon an expanding experience-based knowledge of the developmental stages of child growth. The public schools and other community settings are integral parts of the program, as is coursework that includes observations and work with children at the preschool and elementary levels in the Audrey Webb Child Study Center which houses the Stephens College Children's School. Involvement with children begins in the freshman year and increases throughout the program.

Programs lead to a variety of careers including teaching at the preschool, kindergarten and elementary levels. Education courses are also elected by students who major in other areas and use education as an area of outside emphasis in their majors.

The Bachelor of Science in Education program includes a core of courses in child development, education, and psychology that provide the basis for specialization in early childhood education and elementary education. These certification programs in early childhood education (birth through third grade) and in elementary education (grades 1 through 6) lead to initial Missouri teacher certification. For those students who do not seek a teaching certificate, but who wish to work with young children and their parents in other settings, the Bachelor of Arts in Human Development/Child Study is available. Examples of careers open to graduates with this major include: day care teacher, private preschool teacher, preschool administrator, hospital child-life worker, parent educator, and recreation leader.

Requirements for the B.S. Major in Education with Certification in both Early Childhood Education and Elementary Education

The bachelor of science major with certification in early childhood and elementary education is a teacher preparation program for infancy through elementary grade 6. The early childhood/elementary certificate requires a subject matter concentration of at least 21 semester hours from one of the following areas: language arts, art, foreign languages, mathematics, music, natural sciences, social sciences, speech and theatre. Admission to and completion of the program and state exit assessment requirements, including a passing score on the C-BASE subject area tests and the early childhood or elementary specialty test of the PRAXIS II, a cumulative GPA no lower than 2.5, and grades of C or better in all professional education courses and a minimum grade of B- in each of the 300-level methods courses, qualifies a graduate to be recommended for the initial Missouri Early Childhood Education and Elementary Education Certificates.

Required Education Courses

EDU 114: The Child: Lifespan and Cross-Cultural Perspective (3 hrs.)
EDU 115: Advanced Child Development: Cross-Cultural Perspective (6 hrs.)
EDU 225: Integrating Art, Music and Movement in the Classroom (4 hrs.)
EDU 265: Health, Nutrition and Safety (3hrs.)
EDU 276: Foundations of the Teaching-Learning Process (4 hrs.)
EDU 355: Literature for Children: Person, Place, Time (3 hrs.)*
EDU 363: Education and Psychology of the Exceptional Child (3 hrs.)
EDU 371: Parameters of Early Learning (6 hrs.)
EDU 381: Methods of Developing Concepts (6 hrs.)
EDU 382: Classroom Management (3 hrs.)
EDU 385: Helping Children Develop Skills in Literacy I (3 hrs.)
EDU 386: Helping Children Develop Skills in Literacy II (3 hrs.)
EDU 387: Helping Children Think Mathematically (3 hrs.)
EDU 413: Family and Community: Partners in Education (3 hrs.)
EDU 415: The Individualizing Process: Assessment and Prescription I (3 hrs.)
EDU 454: Emergent Language and Literacy (2 hrs.)
EDU 421: Student Teaching in Early Childhood Education: The Younger Years (6 hrs.)
EDU 441: Student Teaching in the Elementary School (12 hrs.)
EDU 484: Senior Seminar (3 hrs.)
PSY 111: Introduction to Psychology (3 hrs.)
PSY 211: Educational Psychology (3 hrs.)
MAT 105: Mathematics for Elementary Teachers I (3 hrs.)
MAT 106: Mathematics for Elementary Teachers II (3 hrs.)
*EDU 355 fulfills LBA Literary Studies requirement

Students must successfully complete the required 30 semester hour Liberal Arts program. Students must also meet all Missouri Department of Elementary and Secondary Education requirements for Early Childhood and Elementary Teacher Certification including, but not limited to courses in science, mathematics (at least two courses for a total of at least 5

semester hours), economics, geography, and art or music. In addition students must complete an area of academic concentration of at least 21 semester hours.

Requirements for the B.S. Major in Education with Certification in Early Childhood Education

The bachelor of science major in education with early childhood certification is a teacher preparation program for infancy through the primary grades (grade 3). Admission to and completion of the program and state exit assessment requirements, including a passing score on C-BASE subject area tests and the early childhood specialty exam of the PRAXIS II, a cumulative GPA no lower than 2.5 and grades of C or better in all professional education courses and a minimum grade of B- in each of the 300-level methods courses, qualifies a graduate to be recommended for the initial Missouri Early Childhood Education Certificate.

Required Education Courses

EDU 114: The Child: Lifespan and Cross-Cultural Perspective (3 hrs.)
EDU 115: Advanced Child Development: Cross-Cultural Perspective (6 hrs.)
EDU 225: Integrating Art, Music and Movement in the Classroom (4 hrs.)
EDU 265: Health, Nutrition and Safety (3 hrs.)
EDU 276: Foundations of the Teaching-Learning Process (4 hrs.)
EDU 355: Literature for Children: Person, Place, Time (3 hrs.)*
EDU 363: Education and Psychology of the Exceptional Child (3 hrs.)
EDU 371: Parameters of Early Learning (6 hrs.)
EDU 381: Methods of Developing Concepts (6 hrs.)
EDU 382: Classroom Management (3 hrs.)
EDU 385: Helping Children Develop Skills in Literacy I (3 hrs.)
EDU 386: Helping Children Develop Skills in Literacy II (3 hrs.)
EDU 387: Helping Children Think Mathematically (3 hrs.)
EDU 413: Family and Community: Partners in Education (3 hrs.)
EDU 415: The Individualizing Process: Assessment and Prescription I (3 hrs.)
EDU 454: Emergent Language and Literacy (2 hrs.)
EDU 421: Student Teaching in Early Childhood Education: The Younger Years (6 hrs.)
EDU 423: Student Teaching in Early Childhood Education: The Primary Years (12 hrs.)
EDU 484: Senior Seminar (3 hrs.)
MAT 105: Mathematics for Elementary Teachers I (3 hrs.)
PSY 111: Introduction to Psychology (3 hrs.)
PSY 211: Educational Psychology (3 hrs.)

*EDU 355 fulfills LBA Literary Studies requirement

Students must successfully complete the required 30 semester hour Liberal Arts program. Students must also meet all Missouri Department of Elementary and Secondary Education requirements for Early Childhood Teacher Certification.

Requirements for the B.S. Major in Education with Certification in Elementary Education

The bachelor of science major in education with elementary certification is a teacher preparation program for the elementary grades (1-6). The elementary certificate requires a subject matter concentration of at least 21 semester hours from one of the following areas: language arts, art, foreign languages, mathematics, music, natural sciences, social sciences, speech and theatre. Admission to and completion of the program and state exit assessment requirements, including a passing score on the C-BASE subject area tests and the elementary specialty test of the PRAXIS II, a cumulative GPA no lower than 2.5, and grades of C or better in all professional education courses and a minimum grade of B- in each of the 300-level methods courses, qualifies a graduate to be recommended for the initial Missouri Elementary Education Certificate.

Required Education Courses

EDU 114: The Child: Lifespan and Cross-Cultural Perspective (3 hrs.)
EDU 225: Integrating Art, Music and Movement in the Classroom (4 hrs.)
EDU 265: Health, Nutrition and Safety (3 hrs.)
EDU 276: Foundations of the Teaching-Learning Process (4 hrs.)
EDU 355: Literature for Children: Person, Place, Time (3 hrs.)*
EDU 363: Education and Psychology of the Exceptional Child (3 hrs.)
EDU 381: Methods of Developing Concepts (6 hrs.)
EDU 382: Classroom Management (3 hrs.)
EDU 385: Helping Children Develop Skills in Literacy I (3 hrs.)

EDU 386: Helping Children Develop Skills in Literacy II (3 hrs.)
EDU 387: Helping Children Think Mathematically (3 hrs.)
EDU 413: Family and Community: Partners in Education (3 hrs.)
EDU 415: The Individualizing Process: Assessment and Prescription I (3 hrs.)
EDU 454: Emergent Language and Literacy (2 hrs.)
EDU 441: Student Teaching in the Elementary School (12 hrs.)
EDU 484: Senior Seminar (3 hrs.)
MAT 105: Mathematics for Elementary Teachers I (3 hrs.)
MAT 106: Mathematics for Elementary Teachers II (3 hrs.)
PSY 111: Introduction to Psychology (3 hrs.)
PSY 211: Educational Psychology (3 hrs.)
*EDU 355 fulfills LBA Literary Studies requirement

Students must successfully complete the required 30 semester hour Liberal Arts program. Students must also meet all Missouri Department of Elementary and Secondary Education requirements for Elementary Teacher Certification including, but not limited to courses in mathematics (at least two courses for a total of at least 5 semester hours), science, economics, geography, and art or music. In addition students must complete an area of academic concentration of at least 21 semester hours.

Admission to the Teacher Education Programs

A student applying for admission to either the early childhood or elementary education certification programs must submit a completed application form, which includes informational data, and a statement about personal and professional goals.

Application procedures and materials are distributed and explained during the Foundations of the Teaching-Learning Process course and are available in the program office. After all application materials have been received in the program office, a professional interview will be conducted with the applicant by the program faculty. The program faculty will consider the applications and interviews, and notify each applicant of her acceptance or denial. Conditions for retention or reapplication, in the case of those denied, will be stated in writing to the student. When accepted for admission to the program, the student will be required to seek an adviser in the program.

Students seeking admission to the early childhood or the elementary teacher certification program should apply during their sophomore year. Admission to the program is necessary before enrollment in the junior-level methods courses.

To apply, the student must have:

1. completed 30 semester hours of college course work with a minimum 2.5 cumulative GPA;
2. successfully completed LBA 107: Composition I and LBA 108: Composition II or an equivalent;
3. completed EDU 276: Foundations of the Teaching-Learning Process with a minimum grade of B-;
4. received satisfactory recommendations from the program faculty; *and* met the State of Missouri Department of Elementary and Secondary Education basic competency requirements as follows:

(a) attained the minimum required score on all parts of the College BASE Test. Students have two years to retake the subtests they did not pass before they are required to retake the entire test. Information about test administration dates and application procedures will be given during the Foundations of the Teaching-Learning Process course. The information is also available in the education program office.

(b) documented a score on the American College Test (ACT) or the Scholastic Aptitude Test (SAT) as an entering Stephens freshmen.

Retention in the program in good standing assumes that the student is maintaining an overall 2.5 GPA; earning a minimum grade of C in each professional education course completed; and achieving a minimum grade of B- in each of the 300 and 400-level methods courses.

In addition to successful completion of all requirements for the Bachelor of Science in education, students with a certification emphasis must meet the state exit assessment requirements, including a passing score on the appropriate specialty test of the PRAXIS II, to be recommended for the initial Missouri teaching certificate. Upon successful completion of degree and exit requirements the student applies for this certificate through the education program office. Official transcripts of all college work must accompany the certificate application.

Requirements for a Minor in Education

The minor in education requires completion of at least 15 semester hours in education courses, including 7 semester hours of required course work (see below) and a minimum of 6 semester hours of EDU electives at or above the 300

level. Additional EDU courses to total 24 semester hours may be elected by the student. Students select their electives for this minor in consultation with Department of Education faculty.

Required Courses

EDU 114: The Child: Lifespan and Cross-Cultural Perspective (3 hrs.)

EDU 276: Foundations of the Teaching-Learning Process (4 hrs.)

Education and the Liberal Studies Major

In the residential program, the Department of Education offers concentrations in child development and in early childhood education that are available for the liberal studies major. See the liberal studies section of the catalog for complete information about these concentrations and the major.

Students wishing to prepare for careers working with children but do not wish to seek teacher certification may pursue the Human Development/Child Study major. See the Human Development/Child Study section of the catalog for complete information about this major.

Note: Students enrolled in classes that entail interaction with children are required to obtain a background check and/or fingerprinting at least once per year

Education Course Descriptions

EDU 114: The Child: Lifespan and Cross-Cultural Perspective

(3 hrs.)

(Open to all students)

This course explores the developmental periods of conception, infancy, early childhood and adolescence with a focus on benchmarks in the areas of biological/physical, psychosocial and cognitive development. Through opportunities to observe and interact with children, students gain a general understanding of and will be able to identify critical moments of child and adolescent development. This course also explores the cross-cultural differences and similarities in development emphasizing the interactions of race, social class, gender and religion.

EDU 115: Advanced Child Development: Cross-Cultural Perspective

(3-6 hrs.)

(Prerequisite: EDU 114 or permission of instructor)

This course focuses on the development of children from birth to age eight with an emphasis on the physical, social, cognitive, language and emotional areas. Further synthesis and integration of previous observational experiences and coursework allows students to explore child development theories, concepts, research and the interactions of multiple cultural identities at an advanced level. Observations of infants in an outside child development center will be arranged.

EDU 185: Early Seminar in Education

(1 hr.)

(Open to all students)

Students interested in pursuing a career in education or a related field observe and participate in a variety of classroom settings to familiarize them with the many roles of the educator. Observations of and interaction with pre-school and school-aged children are arranged. (graded on S - U basis)

EDU 225: Integrating Art, Music and Movement in the Classroom

(4 hrs)

(Prerequisite: EDU 114 or permission of instructor)

Future teachers gain an understanding of children's physical and cognitive development through activities designed in the areas of music, art and movement. Perceptual motor development is a component of each area. Students will design and carry out music, art and movement activities with children.

EDU 265: Health, Nutrition and Safety Principles for Children

(3 hrs.)

(Prerequisite: EDU 114)

This course will provide a knowledge base of basic health information, community resources and health, nutrition and

safety regulations for the professional working with children. The course will help students develop skills and knowledge to both design and implement policies and curriculum in health, nutrition and safety.

EDU 276: Foundations of the Teaching-Learning Process

(4 hrs.)

(Prerequisites: EDU 114 and sophomore standing)

This course is required for those who major or minor in education and is recommended for those who value direct participation with children in learning environments. Guidance skills, understanding behavior, appropriate educational objectives and teaching methods are emphasized. The historical, philosophical, sociological and legal foundations of education are included in the course.

EDU 280: Topics in Education

(3 hrs.)

Topics courses are designed and offered to address areas of special interest to faculty and students.

EDU 340/HDE 340: Practicum

(1-3 hrs.)

(May be repeated for a total of 6 hrs. credit.)

(Prerequisites: EDU 276 and junior standing; or permission of instructor)

Provides the opportunity for guided work with children, youth or families in such settings as day care, preschool, elementary or secondary classrooms, youth service center or program for hospitalized children.

EDU 355: Literature for Children: Person, Place, Time

(3 hrs.)

(Prerequisite: EDU 114 or permission of instructor)

Literature chosen from diverse cultures is read, critiqued and shared with children. Connections between cultures drawn by noting similarities and differences in person, place and time. Evaluation directed at the authenticity of images projected and the literary quality of the various types of literature for children.

EDU 363: Education and Psychology of the Exceptional Child

(3 hrs.)

(Prerequisites: PSY 111 and completion of 15 hours from the liberal arts core courses)

Students will be introduced to the biological, psychological and educational characteristics of children identified by federal laws for special consideration in public education. The categories covered are : developmental disabilities, learning disabilities, behavior disorders/emotional disturbance, speech and language disorders, hearing impairment, visual impairment, physical disabilities and giftedness.

EDU 371: Parameters of Early Learning

(6 hrs.)

(Prerequisites: EDU 276, PSY 211; or permission of instructor)

Early childhood education students have the opportunity to develop skills and knowledge to teach young children effectively. Emphasis is given to planning and implementing an integrated curriculum in the areas of language arts, science and social studies. Students gain knowledge and classroom experience in managing classroom groups, designing a daily schedule and planning a year-long childhood education program.

EDU 380: Topics in Education

(3 hrs.)

Topics courses are designed and offered to address areas of special interest to faculty and students.

EDU 381: Methods of Developing Concepts

(6 hrs.)

(Prerequisites: Admission to the Teacher Education Program or permission of instructor.)

Students learn methodologies for teaching sciences, social studies and language arts; knowledge about how children learn and how teachers create learning environments in a human relations laboratory; and lesson and cluster planning. Campus course work is enhanced through extensive field experiences in local schools.

EDU 382: Classroom Management

(3 hrs.)

(Prerequisite: Admission to the Teacher Education Program or permission of instructor.)

Students gain an understanding of individual and group motivation and behavior necessary to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. Concurrent enrollment with EDU 381 is expected. Students will demonstrate their skills in effective classroom management during

field experiences in the local schools.

EDU 385: Helping Children Develop Skills in Literacy I

(3 hrs.)

(Prerequisite: Admission to the Teacher Education Program or permission of instructor.)

Students examine how teachers can facilitate literacy development in young learners. During the class and its accompanying field experiences, they conduct exploration and inquiry into such topics as: the development of reading and writing processes, facilitating growth in spelling, grammar, and punctuation, creating classrooms for readers and writers, assessing literate behaviors, and readers and writers with a difference.

EDU 386: Helping Children Develop Skills in Literacy II

(3 hrs.)

(Prerequisite: Admission to the Teacher Education Program or permission of instructor.)

This course examines how teachers can facilitate literacy development in young learners. As the follow-up class to Literacy I, it will include further exploration and inquiry into such topics as: the development of reading and writing processes, creating classrooms for readers and writers, assessing literate behaviors, and helping readers and writers with a difference. This class includes a field experience component.

EDU 387: Helping Children Think Mathematically

(3 hrs.)

(Prerequisites: Admission to the Teacher Education Program and MAT 105 and/or MAT 106 or an equivalent college mathematics course or permission of instructor.)

Diagnostic, instructional and evaluative processes for assisting development of numerical and spatial concepts in children are examined and applied in classroom settings. During the field experience component of the course, students identify children's conceptual levels and design appropriate learning experiences for them.

EDU 413: Family and Community: Partners in Education

(3 hrs.)

(Prerequisite: Admission to the Teacher Education Program, senior standing or permission of instructor.)

Students examine the importance of the professional relationship between the school, family, and community. Course topics include interpersonal relationships, nature and the role of family relationships, methods of parent involvement, and identification and utilization of family and community resources.

EDU 415: The Individualizing Process: Assessment and Prescription I

(3 hrs.)

(Prerequisites: Admission to the Teacher Education Program, senior standing or permission of instructor.)

Skills and techniques for assessing of and planning for the dynamic, integrated process of a child's development and learning are developed. Background from which to identify and critique methods and instruments of screening and diagnosis in major developmental areas is developed. Students engage in the development and evaluation of individualized programs based on the assessment of the children's needs.

EDU 421: Student Teaching in Early Childhood Education: The Younger Years

(6-12 hrs.)

(Prerequisites: Admission to the Teacher Education Program, senior standing or permission of instructor.)

Student teachers involve themselves as participants in all aspects of the pre-school: planning and implementing the daily program, participating in the full range of parent activities, and guiding the individual child and the group. Emphasis is placed on building the student teacher's personal repertoire of teaching skills. (graded on S-U basis)

EDU 423: Student Teaching in Early Childhood Education: The Primary Years

(6-12 hrs.)

(Prerequisites: Admission to the Teacher Education Program, senior standing or permission of instructor.)

Student teachers participate in all aspects of the primary (grades K-3) curriculum. They develop a sharpened awareness of varied learning styles, refine personal teaching methods, and meet the challenges of group management while remaining sensitive to the needs of the individual child. (graded on S-U basis)

EDU 441: Student Teaching in the Elementary School

(6-12 hrs.)

(Prerequisites: Admission to the Teacher Education Program, senior standing or permission of instructor.)

Student teachers participate in all aspects of the elementary school (grades 1-6) curriculum. They develop a sharpened awareness of varied learning styles, refine personal teaching methods, and meet the challenges of group management while remaining sensitive to the needs of the individual child. (graded on S-U basis)

EDU 454: Emergent Language and Literacy

(2 hrs.)

(Prerequisites: Admission to the Teacher Education Program, senior standing or permission of instructor.)

Students review theories and practices related to speech and language development, and complex emerging literacy.

Emphasis will be given to practical applications of language and literacy development from birth through age eight.

Students design, facilitate and evaluate literacy experiences that support children in learning to read and write.

EDU 484: Senior Seminar

(3 hrs.)

(Prerequisites: concurrent enrollment in student teaching)

Students examine issues and research relevant to the new teacher including the application of self-evaluative processes directly related to teaching and the continuation of professional growth

EDU 493/HDE 493: Senior Project

(3 hrs.)

(Prerequisites: senior standing and permission of the department)

The student plans and implements a course of independent research or a project in child study/human development.

Independent Study

Independent Studies (special studies, readings, projects) may be proposed by students who wish to investigate a subject not otherwise available. Information is available from the coordinators for each of the education majors.