

## **Elementary Education major** (Bachelor of Science degree)

- 122 credit hours
- Completion of the Common Studies (general education) program
- 2.5 minimum grade point average at William Woods University
- 2.5 minimum grade point average in all classes taken at all higher education institutions (If a course is repeated, the second attempt is counted)
- 2.8 minimum grade point average in major leading to teaching certification
- Passing scores on all sections of the C-Base examination
- Acceptance into the Teacher Education program
- Passing score on PRAXIS II examination
- Acceptance into the Student Teaching program
- Introduction to Teacher Education (EDU 105) is recommended for students in this certification, but not required.

### **Common Studies (52 hours)**

Checklists for all Common Studies requirements are available in the Registrar's office. The following requirements and course comments apply. Courses in the italicized comments are recommended, not required.

Communications                      Communication (nine credits):  
English Composition I (ENG 101; English Composition II (ENG 102) and three hours of Communication (Speech).

Critical Thinking                      Critical Thinking (three credits):  
From Critical Thinking courses.

Meaning                                      Meaning and Value (three credits):  
From 100- and 200-level English and Philosophy courses that include ENG200, ENG201, ENG202, ENG205, ENG206, ENG210, ENG215, ENG235, ENG238, ENG239, and ENG 280. Excludes English Composition and three 200-level writing courses.

Mathematics                                      Mathematics (three credits):  
From 100- and 200-level Mathematics (MAT) courses, excluding Introduction to Mathematics (MAT 101) and Basic Algebra (MAT 102).  
**Students pursuing Elementary and Special Education certification are required to take six hours of courses that meet the Common Studies Mathematics requirement.**

Historical Perspective                                      Historical Perspective (six credits):  
From 100- and 200-level History courses.

Creative & Aesthetic Sensibility                                      Creative and Aesthetic Sensibility (three credits):  
From 100- and 200-level courses in Art and Music (Dance and Theatre do not count for this credit).  
**Students seeking Elementary and Special Education certification are required to take at least three hours of 100- or 200- level Art or Music courses when meeting this Common Studies requirement.**

Natural Science

Natural Science (seven credits):  
From lecture and lab courses in Biology, Chemistry, Physics or Science...

Cultural Diversity

Cultural Diversity (three credits):  
From selected courses in Geography, History, Interpreter Training, Philosophy, Sociology and foreign Language.  
Students seeking Elementary Education and Special Education certification are required to complete three hours of Geography when meeting this Common Studies requirement.

Social Science

Social Science (six credits):  
From 100- and 200-level courses in Economics, Legal Studies, Psychology or Sociology.  
Students seeking Elementary Education and Special Education certification are required to complete three credits of Economics when meeting this Common Studies requirement. All Certified Education majors are required to take a three credit hour course in U.S. Government.

Value

Taken from Ethics Courses (three credits). Courses include BUS214, COM250, COM330, HUM117, LGS210, PHL116, SCA245, and SWK245.

General Requirement

General Requirement (three credits):  
From 100-and 200-level courses in the disciplines listed above

**Elementary Education major requirements (55 hours)**

Course #	Course Title	Credit hours	Offered	Prerequisite
EDU 201	Multicultural Education	3	Spring/Fall	
EDU 211	Educational Technology	2	Fall/Spring	
EDU 231	Exceptional Child	3	Fall/Spring	
EDU 250	Foundations	3	Fall/Spring	
EDU 291	Pre-Student Teaching I	1	Fall/Spring	
EDU 292	Pre-Student Teaching II	1	Fall/Spring	EDU 291
EDU 317	Integrated Curriculum I	3	Fall/Spring	
EDU 318	Integrated Curriculum II	3	Fall/Spring	EDU 317
EDU 341	Teaching Mathematics (Elementary)	3	Spring	
EDU 392	Reading in the Content Area	3	Spring/Fall	
EDU 393	Teaching Elementary Reading	3	Fall	

EDU 441	Analysis and Correction	2	Fall	EDU 393
EDU 453	Classroom Management	2	Fall/Spring	EDU 231
EDU 490	Supervised Teaching (Elementary)	12	Fall/Spring	Senior Status
EDU 492	Educational Seminar	3	Fall/Spring	Senior Status
PED 107	Health, Nutrition and Safety	2	Fall	
PSY 209	Child Development and Behavior	3	Fall/Spring	
PSY 221	Educational Psychology	3	Fall/Spring	

### Concentration

The state of Missouri requires students seeking certification in Elementary Education to complete a concentration of at least 21 hours. The university that recommends students for certification determines the concentrations, and the courses that count toward them.

William Woods has established the following concentrations and requirements as guidelines. The courses listed in the concentrations below are suggestions, not requirements, for those concentrations. See your advisor if you have questions about the concentrations and their requirements. Concentrations may be completed in other subjects with the permission of the division chair.

Courses in the concentration may count toward Common Studies requirements. Requirements for the Social Science concentration are nearly met through completion of the Common Studies program.

<b>Course Name</b>	<b>Credit hours</b>	<b>Course Name</b>	<b>Credit hours</b>
<b>ART</b>		<b>English</b>	
Computer Graphics	3	American Literature	3
Basic Design	3	English Literature	3
Drawing	3	Writing Courses	6
Painting	3	Grammar/Vocabulary	3
History/Survey of Art	6	English electives	6
Art elective	3		
<b>Mathematics</b>		<b>Science</b>	
Probability/Statistics	3	Biology/Biol. Sciences	8
Calculus	9	Chem/Phys. Sciences	4
Geometry	3	Earth Science	4

Number Theory/Analysis	3	Environmental Science	4
Math Elective	3	Science electives	1-4
<b>Social Science</b>		<b>Speech and Theatre</b>	
U.S. History	6	Introduction to Speech	3
Political Sci./Am. Gvmt	3	Vocie/Diction	3
World History	6	Argumentation/Debate	3
Geography	3	Introduction to Theatre	3
Econ./Sociology/Psych	3	Acting	3
		Speech elective	3
		Theatre elective	3

### Program objectives

The elementary school education program of the university, by providing students with broad exposure to the liberal arts and in-depth exposure to experiences, theories, and methods related to elementary school education, equips students with an understanding of the unique emotional, social, intellectual, and physical characteristic of this age group and mastery of the content area they are going to teach.

The beginning (pre-service) elementary school teacher will demonstrate a knowledge of and/or competency in the following areas:

1. **Curriculum:** Student teachers will have an understanding of the central concepts, tools of inquiry, and structures of content for students across the k-6 grades and can create meaningful learning experiences that develop pupils' competence in subject matter and skills for various developmental levels.

***Aligned with MoSTEP Standards 1.2.1, 1.2.4***

2. **English/Language Arts:** Student teachers will develop a high level of competence in using language arts by knowing, understanding, and using concepts from reading, language, and child development, to teach reading, writing, speaking, listening, and thinking skills to help pupils successfully apply their developing skills to many situations, materials, and ideas.

***Aligned with MoSTEP Standards 1.2.1, 1.2.4, 1.2.7***

3. **Science:** Student teachers will develop mastery of fundamental concepts in the subject matter of science including physical, life, earth, and space sciences as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, and the unifying concepts of new knowledge to build a base for scientific and technological literacy.

***Aligned with MoSTEP Standards 1.2.1, 1.2.4, 1.2.5***

4. **Mathematics:** Student teachers will develop understanding of major concepts, procedures and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order

to foster student understanding and use of patterns, quantities, and special relationships that can represent phenomena, solve problems and manage data.

***Aligned with MoSTEP Standards 1.2.1, 1.2.4, 1.2.5***

5. Social Studies: Student teachers will develop understanding of major concepts and modes of inquiry from the social studies including the integrated study of history, geography, the social sciences and other related areas to promote elementary pupils' abilities to make informed decisions as citizens of a culturally diverse democratic society.

***Aligned with MoSTEP Standards 1.2.1, 1.2.4, 1.2.5***

6. The Arts: Student teachers will develop understanding of the content, functions, and achievements of dance, music, theater, and the visual arts as primary media for communication, inquiry, and insight among elementary pupils.

***Aligned with MoSTEP Standards 1.2.1, 1.2.4***

7. Health Education: Student teachers will develop understanding of the major concepts in the subject matter of health education to create opportunities for pupil development and practice of skills that contribute to good health.

***Aligned with MoSTEP Standards 1.2.1, 1.2.4***

8. Physical Education: Student teachers will develop understanding of human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary pupils appropriate to their understanding and skills.

***Aligned with MoSTEP Standards 1.2.1, 1.2.4***

9. Integrated Curriculum: Student teachers will become knowledgeable and competent in developing connections among concepts, procedures, and applications from content areas to motivate elementary pupils, build understanding, and encourage the application of knowledge, skills, and ideas, and technology to real world issues.

***Aligned with MoSTEP Standards 1.2.1, 1.2.4, 1.2.11***

10. Instruction: Student teachers will become knowledgeable and competent in utilizing:
- Instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.
  - Developmental approaches to learning and instructional opportunities that are adapted to diverse students.
  - A variety of teaching strategies that encourage elementary pupils' development of critical thinking, problem-solving, and performance skills.
  - Knowledge and understanding of individual group motivation and behavior among pupils at the 1-6 level to foster active engagement in learning, self-motivation, and positive social interaction, and to create supportive learning environments.
  - Knowledge and understanding of effective verbal, nonverbal, and media communication techniques and application of technology to foster active inquiry.

***Aligned with MoSTEP Standards 1.2.2, 1.2.3, 1.2.5, 1.2.6, 1.2.7, 1.2.11***

11. Assessment: Student teachers will develop knowledge and competence in utilizing formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional and physical development of the pupil.  
***Aligned with MoSTEP Standard 1.2.8***

12. Professionalism: Student teachers will develop knowledge of and practice the following behaviors demonstrative of professionalism in teaching, such as

- a. Research in teaching and resources available for professional learning; continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community; and actively seek out opportunities to grow professionally.
- b. Establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.
- c. Establishing and maintaining relationships with school colleagues and agencies in the larger community to support students' learning and well-being.

***Aligned with MoSTEP Standards 1.2.9, 1.2.10***