Teacher Education Courses

*Denotes class requires students to complete field experiences

*Exploring the Field of Education (EDU105) is an introduction to teaching and certification requirements and helps students determine if teaching is an appropriate career choice for them to pursue. Students also examine characteristics of effective teaching as well as state standards for teachers and for P-12 students in the college classroom as well as in P-12 classrooms. At the successful conclusion of this course, students can formally enter the AAT degree program and enroll in additional education courses if they have also completed English Composition I and a Missouri Highway Patrol/FBI background check successfully. (1 credit hour)

Course Topics and Activities Include the Following:
- Career exploration
- Teacher education and preparation
- Teacher qualities and responsibilities
- The impact of teaching
- Five (5) hours of exploratory field experience

Technology for Teachers (EDU205) helps students learn how to integrate instructional technology into P-12 classrooms. Students study a variety of software programs, telecommunication tools, and presentation technology. In addition, students examine the social, ethical, legal, and human issues surrounding the use of technology. (3 credit hours)

Course Topics and Activities Include the Following:
- State and national standards for technology in education
- Software applications (Microsoft Office)
- Integrating technology into the curriculum
- The social, ethical, legal, and human issues surrounding the use of technology
- Technology in assessment and evaluation

*Foundations of Education (EDU210) helps students build a knowledge base about many facets of education, including the historical, philosophical, sociological, political, economic, and legal foundations of American public education system. Students explore the nature of school environments, design, and organization of school curricula and characteristics of effective schools and instruction in grades P-12. (3 credit hours)

Course Topics and Activities Include the Following:
- Skills for effective teaching
- Understanding the diversity of students
- Guidelines for teaching (e.g., curriculum and philosophy)
- Other influences on the teaching environment (e.g., finance, governance, law, history)
- Six (6) hours of field experience plus attendance at a public school board meeting

Educational Psychology (EDU225) is designed to help students relate the application of psychological principles to teaching, learning, and assessment and the educational practice in P-12 classrooms. This course focuses on the learner and the learning process, teacher characteristics, and classroom processes that increase student motivation. Student diversity and appropriate instructional strategies for students with special needs are also introduced. (3 credit hours)

Course Topics and Activities Include the Following:
- Constructivist teaching
- The learner and the learning process
- Assessment
- Classroom processes that increase student motivation
- Instructional strategies for students with special needs

*Teaching Profession with Field Experience (EDU230) serves as the capstone course for the AAT at Jefferson College by helping students integrate their experiences during the AAT as well as aiding them in preparation for their four-year teacher education programs and their own classrooms. This course provides students with opportunities to put into practice the knowledge and skills that they have developed in the program in order to facilitate their next step toward becoming effective teachers. Field experiences in P-12 classrooms provide students with hands-on experiences, such teaching Junior Achievement lessons to K-6 students, serving as a classroom teaching assistant, and/or tutoring. (3 credit hours)

Course Topics and Activities Include the Following:
- Applying understanding of the aspects of effective teaching in real-world practice
- Focus on own professional development as a teacher
- A teaching practicum in schools through the Junior Achievement program
- Other real-world experience in schools as a classroom teaching assistant, tutor, etc.

Education of the Exceptional Learner (EDU235) is an elective course that serves as introduction to exceptional learners and their education in grades P-12. Students develop the knowledge, skills, and dispositions that will enable them to work effectively with exceptional learners in general education or special education. (3 credit hours)

Course Topics and Activities Include the Following:
- Legislation regarding providing a free and appropriate education to exceptional learners
- Legal rights of exceptional learners
- Major categories of exceptionality and criteria for identification
- Instructional strategies, classroom management, and environmental modifications that promote learning on the part of exceptional students
- Resources, including technology and community resources, which are available to facilitate the education of exceptional learners
- Roles and responsibilities of teachers, parents, students, and professionals, including IEPs
Field Experiences

Students complete field experiences in three of our teacher education courses, Exploring the Field of Education (EDU105), Foundations of Education (EDU210), and Teaching Profession With Field Experience (EDU230). An overview of the nature of these field experiences is below.

In every field experience, our students ask the classroom teacher(s) they observed or with whom they worked to sign a time sheet documenting their visit.

In Exploring the Field of Education (the first class in the program where students visit P-12 schools), each student must complete a background check and receive clearance prior to beginning any field experience at any P-12 school. We accept this initial clearance for the duration of time (for up to three years) that the student is enrolled in our program.

**Exploring the Field of Education (EDU105)**

*Observations:* Students in the introductory Exploring the Field of Education class complete at least five hours of field experience by observing at least four hours in public school classrooms at two grade levels at least two years apart.

- During their observations, these students complete a packet for the course in which note actions of teachers and students in addition to examples of teaching standards.

*Interviews:* The remaining hour of field experience consists of two interviews, one of teacher and one of a K-12 student. The two interviews do not have to occur in a school building.

**Foundations of Education (EDU210)**

*Observations:* Students in Foundations of Education typically complete at least six hours of field experiences in two schools, consisting of three hours in two of the following levels, which reflect general certification ranges: Level 1—Early Childhood Center/Elementary School (P-4), Level 2—Middle School (5-8), and Level 3—High School (9-12).

- During their observations, these students complete a packet for the course that asks them to document various facets of education discussed in the course.

*School Board Meeting:* Students in this course are also required to attend one public school board meeting in order to facilitate their understanding of the role/influence of school boards in the teaching and learning process.

**Teaching Profession With Field Experience (EDU230)**

Students complete at least 30 total field experience hours by the end of their Teaching Profession With Field Experience class in a number of ways.

- **Junior Achievement (JA) Teaching Practicum:** The JA practicum provides students with a real-world experience in planning, teaching, reflecting, and collaborating. Each student in this class teaches a series of five or six economics lessons to pupils in grades K-6 and collaborates with practicing teachers in schools. In addition, students create their own lesson plans for the lessons they teach based on a guide and materials that JA provides. They also reflect on their experiences as well as discuss their experiences with colleagues in class. Prior to their first lesson, students spend four or five hours assisting the classroom teacher as they become acclimated to the classroom environment.

- **Multicultural Field Experience:** All students spend at least three hours at a diverse St. Louis City school. This requirement allows most Jefferson College students to experience a different perspective of teaching and learning from what they are familiar.

- **Classroom Teaching Assistantship (CTA):** Some students opt to spend a sustained amount of time (at least six hours) actively working with a practicing classroom teacher in his/her P-12 classroom.

- **Other Options:** Some students tutor elementary school pupils or spend time observing in classrooms.