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Education

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EDUCATION

The Kalmanovitz School of Education offers undergraduate courses in education as preliminary preparation for a career in teaching, and as part of a liberal education for the citizen and prospective parent. Each January Term a supervised field experience in early childhood, elementary and secondary schools is available to undergraduates to help them clarify their career choices. Students who plan to teach should consult with a School of Education advisor early in their undergraduate years to ensure that they understand the state of California requirements (academic and professional) for the various teaching credentials. (This applies both to elementary and secondary teaching, Montessori education and to special education.)

There are two paths to a teaching credential at Saint Mary's College. A student may complete an undergraduate degree and enroll in a 5th year credential program. Alternatively, students who have decided as undergraduates on a teaching career in elementary school can join the Teachers for Tomorrow Program in order to begin their credential work as undergraduates (see below).

The prospective elementary teacher often majors in the Justice, Community and Leadership Program or the Integral Program. The prospective secondary teacher should major in the field that he or she plans to teach in secondary schools. Students should consult with their faculty advisors in each discipline to confirm desired coursework for preparation in teaching.

TEACHERS FOR TOMORROW

Incoming freshman students, as well as qualifying sophomores and juniors, who are committed to becoming elementary teachers may apply for the Teachers for Tomorrow (TFT) program. This program enables students to integrate education coursework and field experiences in elementary schools with their undergraduate course of study. They earn their bachelor's degree at the end of four years and their multiple subject credential at the end of their fifth year. Students may also pursue a Master of Arts degree in their fifth year by fulfilling additional coursework and research components. For further information, please see Justice, Community and Leadership Program.

MONTESSORI PROGRAM

Undergraduates who are interested in teaching may participate in the Montessori Teaching Credential Program. The College has a Montessori laboratory that is fully equipped with Montessori materials. The Justice, Community and Leadership Program undergraduate major may include a minor in Montessori Thought, which offers courses from the Credential Program leading to early childhood or elementary credentialing by the American Montessori Society. This coursework prepares the student for career opportunities in a variety of early educational settings. It is a prerequisite to the paid internship that takes place at the graduate level and leads to the awarding of the international Montessori credential. Program of study must be planned with the program director of Montessori Education Programs and the Justice, Community and Leadership advisor. No specific majors or examinations are required for a Montessori credential. Courses for the Montessori Thought minor may be selected, in consultation with the student's advisor and the Montessori Education coordinator, from the following courses:

EDUC 119 Field Experience in Early Childhood, Child in the Family and Community

EDUC 144 Cognitive Development

ECE 163 Mathematics: Conceptual Learning

MONT 161 Philosophy in a Cultural Context

ELECTIVES

ECE 165 Curriculum Foundations

ECE 164 Language and Reading Development

ECE 131 Positive Discipline/

Classroom Management (.5)

ECE 167 and/or 168 Creative Arts I and II (.25 each)

MONT 111 Field Experience (.25)

MONT 112 Field Experience (.25)

The School of Education publishes a separate bulletin for its graduate programs. Write School of Education, Saint Mary's College of California, P.O. Box 4350, Moraga, CA 94575-4350, or phone (925) 631-4700.

C O U R S E S
LOWER DIVISION**EDUC 20 Introduction to the Teaching Profession**

This course introduces prospective teachers (Teachers for Tomorrow) as well as other Education Track and interested undergraduate students (in all majors) to the teaching profession. Presenting both historical and current views of teaching and education, this course encourages students to think more deeply, broadly, and systematically about what teaching is, what teachers do, and the complex relationship between society, policy, and classroom and school culture. Providing a beginning foundation for understanding learners in the teaching environment, students will develop research and theory-based views of teaching and learning, various contexts of teaching and teachers, and contemporary issues related to education. The legal, ethical, and multicultural foundations of teaching will be discussed. The view encouraged in this course is that teaching is not only a technical act, but a philosophical and personal one as well. Emphasis will be the connection between one's own background in schooling and how those experiences, coupled with current research and theory, provide a structure in which we can acknowledge and perhaps shift our paradigms to examine today's classroom and conceive a framework for our continued development as teachers. *This course satisfies the Community Engagement requirement of the Core Curriculum.*

EDUC 119 Child, Family, Community—A Field Experience in Early Childhood (1)

This class offers an opportunity for undergraduates to work with young children (third grade and below) in a school or other early childhood setting as an aid, coach, tutor or teaching assistant. Seminar discussions focus on your future role as parents, public policy makers and educators and future considerations you will be facing. This course provides an introduction to the teaching and childcare profession and also satisfies the State of California Multiple Subject Credential requirement for fieldwork before entering credential programs. How various programs (Montessori, Reggio Emilia, Waldorf, Conventional, etc.) address children's needs and parental responsibilities in making childcare choices are considered. This section satisfies the Children's Center Permit requirement for an ECE course in Child and the Family and Community.

EDUC 121 Education Field Experience

Open to sophomore and transfer students in the Teachers for Tomorrow Program, this course focus on you in an elementary school setting. It gives you an opportunity to learn about yourself through sharing with your peers, reflecting on the experience in a personal journal, focusing on educational issues through the readings and seminars, and sharing your learning through a project. It is a chance to look at yourself at many levels in terms of teaching as a career.

EDUC 122 Field Experience in Education

An opportunity for undergraduates interested in education to participate in a school or other education setting as tutors, aides, coaches, etc., depending on the students' interests and abilities. Students are responsible for arranging their own placements in the San Francisco Bay Area. Placements must be approved by the instructor. Course activities also include readings and seminar discussions pertinent to the education experience as well as completion of a journal and other written assignments.

EDUC 124 Introduction to Methods of Teaching Mathematics and Science in the Elementary Schools (.25)

Open to sophomore students in the Teachers for Tomorrow Program, this course builds on the students' experiences as math and science learners and their observations of children as learners. Using readings, activities and other assignments, the course introduces the student to how elementary school children's understanding of mathematics and science develops, and to the pedagogical implications of this developing understanding. The course also provides an overview of the content of the elementary mathematics and science curricula. Students enrolled in this course must be taking or have taken at least one required science course and the second required mathematics course during this term.

EDUC 144 Cognitive Development

An in-depth study of theories and research in cognitive development, especially Piaget. Emphasis on the relation of intellectual development to the total development of the child. Required for the Montessori minor and AMS certification. Field trips, research and observations required.

EDUC 197 Special Study

An independent study or research course for the undergraduate whose needs are not met by the other courses in the curriculum. Requires submission of a proposal, acceptance of supervision responsibilities by a School of Education instructor and approval of the dean. Montessori Thought (Leads to Montessori Teaching Certificate Program).

ECE 131 Positive Discipline and Classroom Management (.5)

Understanding and implementing positive techniques leading to self-discipline on the part of the child. Introduction to professional responsibilities and classroom management techniques based on Montessori, Alfie Kohn, Jane Nelson, and other theorists. Field work and seminars.

Curriculum Education

ECE 159 Practical Life Curriculum (1)

Understanding the philosophical and theoretical foundations of the Montessori practical life curriculum and its relation to fostering independence, responsibility and self-esteem, Preparing the environment and creating materials and the value of task analysis in creating curriculum. (See **ECE 165**)

ECE 160 Conceptual Curriculum (1)

Understanding the philosophical and theoretical foundations of sensorial, concrete experiential learning using the Montessori sensorial curriculum. Providing keys to the understanding of concepts through the use of concrete representations of abstractions.

ECE 163 Mathematics: Conceptual Learning

Montessori mathematical materials, their function and use in the child's learning experience with emphasis on conceptual learning through self-discovery. Progression from the concrete to the abstract with comparison to current mathematical methodologies. Relating the materials to their theoretical structures and the development of logicomathematical thought.

ECE 164 Language and Reading Development

Theories of language acquisition; development of oral and symbolic language; and the integration of reading theories with contemporary educational thought. Comprehensive review including the use of the language experience approach, phonics and linguistic approaches to the development of pre-reading, reading and writing skills and the role of multicultural literature in promoting inclusive classrooms. (Emphasis on writing-to-read progression.)
Montessori language materials, their function and use in child learning experience.

ECE 166 Study of the Sciences: Natural, Physical and Social (1)

An integration of Montessori curriculum areas within the study of the natural and social sciences: physical and political geography, geology, physics, astronomy, history, peoples of the world, zoology and botany. Multicultural and ecological issues are emphasized within the context of the interrelatedness of all of life.

ECE 167 Creative Arts I (.25)

Integrating musical experiences, including increasing auditory awareness and discrimination, and rhythmic movement activities into the total environment.

ECE 168 Creative Arts II (.25)

Facilitation of children's creative explorations in visual, graphic and manipulative art experiences using a wide variety of media. Includes application of Montessori philosophy and methodology in the art curriculum.

MONT 111 Advanced Field Observations in Early Childhood Education (.25)

Observation in Montessori and other ECE classrooms. Includes the exploration of skills and techniques of observation and descriptive, analytical reporting. Examination of the ethnic and cultural diversity of schools, demographics and implications for teaching practices. Forty (40) hours of fieldwork and seminars.

MONT 112 Advanced Field Observations in Early Childhood Education (.25)

Observation in Montessori and other ECE classrooms. Includes the explorations of skills and techniques of observation and descriptive, analytical reporting. Examination of the ethnic and cultural diversity of schools, demographics and implications for teaching practices. Forty (40) hours of fieldwork and seminars.

MONT 161 Montessori Philosophy in a Cultural Context (1)

This course examines the philosophical foundations of Montessori education in a developmental context and within the further context of the family and the community. Along with, and embedded in the Montessori philosophy, students will consider the psychology of parenting practices, parent-teacher relationships, locating community and professional resources and the critical value of full inclusion.