Undergraduate Elementary Education - Online



"If you look into the mission statement, 'Prepare for a Life of Significance,' that's exactly what you'll be doing by coming here... To have a university rooted in those values, I think that speaks for itself."

– Abby M.
Ottawa Alumni

At Ottawa University

The Elementary Education major program at Ottawa University is designed to produce teachers who have the knowledge, social competencies, methods, communication skills, and sensitivity to be effective in the school environment. Students complete methods courses, professional education courses and field experience. They develop critical thinking skills through an analysis of educational history, philosophy and psychology; assessment of learning; and classroom management. They gain awareness of cultural diversity and the social and political contexts of education. Elementary education majors must also demonstrate ability in liberal arts areas, including mathematics, science, writing, communication, and the fine arts. The education major is based on state, regional and national licensure criteria and testing competencies. The Ottawa University teacher education program is approved in Arizona as a K-8 program and in Kansas as a PreK-6 program. The programs are accredited by the Council for Accreditation of Educator Preparation (CAEP). The requirements outlined here meet licensure standards for the states of Arizona and Kansas. Completion of this program does not guarantee licensure or certification in other states.

Careers

According to the U.S. Department of Labor, Bureau of Labor Statistics, job opportunities for teachers over the next 10 years will vary from good to excellent, depending on the locality, grade level and subject taught.

Education and Qualifications

For students acquiring their first bachelor degree in an education program, they will need to complete or have the equivalent of the following coursework associated with the licensure area they are seeking in addition to the education coursework for the program. In addition, they will need one mathematics course, one psychology course, one science course with a lab, and one social studies course.

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Undergraduate Elementary Education

Required Major Courses

PSY 12053 - General Psychology (3)
Introduces basic elements in understanding human behavior. Emphasis on basic concepts and terminology of psychology including the biological basis of behavior, sensation, perception, history of psychology, growth and development, motivation, learning, measurement and scientific methodology, emotion, personality, abnormal behavior, and psychotherapy.

EDU 20100 - Educational Psychology (3)
Designed to acquaint students with knowledge gained from educational psychologists in learning theory and practice, motivation and management, and effective instruction for preK-12 education. Meets required competencies in research, teaching methods and materials, media and technology, teaching effectiveness, interpersonal relations, educational ethics, understanding the learner, teaching-learning process, learning styles, and understanding the relationship between school and home. Emphasis placed on understanding management strategies, motivational techniques and assessments needed to maintain an effective learning environment and academic success. Prerequisites: PSY 12053 General Psychology

EDU 20200 - Psychology of the Exceptional Child (3)
Designed to realize various emotional and behavioral disorders, health and physical impairments, and intellectual deviations associated with learners (birth through high school age) who are identified as exceptional. Areas of exceptionality include, but are not limited to the following: ADHD, autism, dyslexia, gifted, etc. Addresses strategies for meeting academic, social and emotional needs of these children and youth within the confines of the classroom (including IEPs and 504Bs). Examines criteria for effectively working with administrators, specialists, support personnel, family, and other resources who impact the educational experiences of these children. Prerequisites: PSY 12053 General Psychology and EDU 20100 Educational Psychology.

EDU 30100 - Foundations of Schools in our Society (3)
Provides an understanding of historical, philosophical and foundational context of education in the United States. Addresses legal aspects, professional educator codes, and concerns surrounding education. Learn how educational policy is formulated and affects classroom practice. Provides opportunities to gain knowledge from a variety of professionals from varied backgrounds. This is the entry course to the School of Education: Teacher Education program. Prerequisites: PSY 12053 General Psychology and EDU 20100 Educational Psychology

EDU 30200 - Integrating the Creative Arts and Movement (1)
Learn to design, implement and evaluate art and physical movement aspects that are interrelated with other disciplines and developmentally appropriate, meaningful and challenging for all preK to 8th grade learners. Lessons (designed and taught) demonstrate that the learners are developing a positive disposition towards artistic activism and physical movement exploration as well as expression. Explore the National Core Arts Standards. Prerequisites: PSY 12053 General Psychology and EDU 20100 Educational Psychology.

EDU 35000 - Elementary Mathematics Methods (4)
Develop an understanding of the tools of inquiry, structures of mathematics and content concepts of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability). Learn to plan, implement, and assess mathematical learning experiences that engage all learners (preK to 8th grade) in critical thinking, creativity, and collaborative problem solving. Investigate the NCTM (National Council of Teachers of Mathematics) standards and learn to apply the appropriate standards for academic achievement in the classroom setting. Prerequisites: PSY 12053 General Psychology, EDU 20100 Educational Psychology, one 3-credit MAT course, and Admittance to the School of Education.

EDU 36000 - Introductory Teaching Practicum (2)
Observe and work (plan lessons and activities) under the direction of a school-based setting. On-site mentors and university supervisors will guide this experience. A minimum of 40 hours in the field setting is required.

Prerequisites: PSY 12053 General Psychology, EDU 20100 Educational Psychology, one 3-credit MAT course, and Admittance to the School of Education

Notes: Co-current enrollment in EDU 35100 Elementary Mathematics Methods (4) or EDU 35500 Adolescent Specialized Methods (3 credits) is required.

Note: Candidates must have a 2.8 gpa, initial licensing or certification taken, background check (KS) or IVP card (AZ), and TB test (KS), and Education Department approval. Request for practicum placement must be made the semester prior.

EDU 36500 - Elementary Science/Health Methods and Practicum (4)
Develop an understanding of scientific disciplinary core ideas, cross-cutting concepts in engineering, general sciences, and health sciences. Engage in practices to plan, implement, and assess science and health learning experiences that assist all learners (preK to 8th grade) in curiosity, exploration, sense-making, conceptual development, and problem solving. Hands-on practicum lessons are required. Explore the Next Generation Science Standards and the National Health Education Standards. Prerequisites: PSY 12053 General Psychology, EDU 20100 Educational Psychology, and completion of one 4-credit hour lab science course.

EDU 37000 - Elementary Language Arts and Social Studies Methods (3)
Examine the central concepts, tools of inquiry, and disciplines of the social studies (civics and government, geography, economics, history) and the English language arts (reading, writing, speaking, listening, language, and ELL). Develop the understanding of the four-part processing system of proficient reading and writing. Identify and explain aspects of cognition and behavior that affect reading and writing development. Plan, implement, and assess developmentally appropriate social studies and English language arts learning experiences that enable all learners to develop the skills for problem solving, critical thinking, and decision making to understand and make informed decisions about their world. Prerequisites: PSY 12053 General Psychology, EDU 20100 Educational Psychology, and one 3-credit hour history course or sociology course prior to enrolling in this course, and Admittance to the School of Education.

EDU 38000 - Foundations of Instruction in English Language Learners Classroom (3)
Course examines the acquisition of language and effective strategies for supporting English Language Learners in the classroom. Assessments and instructional strategies align with the ELL proficiency standards and applies sheltered instruction and other instruction approaches within diagnostic, formative, and summative assessments. In addition, the course describes the legal, historical, and educational precedents currently impacting ELL instruction and support within public schools. The course further identifies and uses multiple strategies to improve student achievement by ensuring candidates are able to provide: comprehensible input, ongoing, specific and immediate feedback, various grouping structures and techniques. Human behaviors and community influences such as language shift, self-concept, and the role of life in learning are also reviewed.

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Program requirements reflected herein are current at time of printing but are subject to change at the discretion of the university. Consult the catalog for any curriculum changes and additional requirements. Some required courses may be met through transfer credit as determined by the advisor in consultation with the registrar. www.ottawa.edu/coursecatalog

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Required Major Courses

EDU 40100 - Theoretical and Foundational Knowledge of Structured Literacy Instruction (3)

Identify and apply the theoretical and foundational knowledge for reading, writing, listening, and speaking as set forth in the five pillars of literacy instruction supported by the science of reading research. Realize and apply current evidence-based best practices aligned to the science of reading and utilizes the principles and individual elements of structured literacy (i.e. phonology, alphabetic principle, syllable types and division, morphology, syntax, and semantics) when planning and implementing engaging literacy instruction for Pre-K and elementary students. Develop an understanding of the interrelated components of general literacy and disciplinary specific literacy processes that serve as a foundation for all learning (preK to 8th grade).

EDU 40200 - Literacy Assessment and Evaluation of All Learners (3)

Realize appropriate and various literacy assessment strategies (phonological awareness, phonics, fluency, vocabulary, reading comprehension, listening comprehension, writing, and emergent literacy) to engage learners (pre-K to 12th grade) in their own growth. Develop an understanding of the impact of external factors (eg. language, family, and community dynamics) on student learning. Acquire skills to determine how to select, implement and analyze screening, diagnostic and progress monitoring data of learners' language acquisition and literacy development for instruction. Learn to use appropriate data for accountability purposes, to identify students at risk for specific difficulties and disabilities (such as but not limited to dyslexia and dysgraphia), and to create individualized interventions.

EDU 46000 - Advanced Teaching Practicum (2)

Observe and work under the direction of a school-based setting. On-site mentors and university supervisors will guide this experience. A minimum of 60 hours in the field setting is required.

Note: Co-current enrollment in EDU 40100 Theoretical and Foundational Knowledge of Structured Literacy Instruction (3 credits) for elementary education majors and EDU 40200 Literacy Assessment and Evaluation of Diverse Learners (3 credits) is required for elementary education majors and secondary education English majors. Co-current enrollment in EDU 40000 Adolescent Literacy Skills and Reading in the Content Area (3 credits) is required for preK-12 (art, PE, and music) and secondary education majors (business, biology, history and mathematics).

EDU 49000 - Reflective Practice (6)

Reflective Practice activities associated with preservice student teaching experiences or teacher apprenticeship culmination. Activities include reflective journals, disposition reflections and components of identifying present and future professional development needs. On-site mentors and university supervisors will guide this experience. This is a school classroom-based experience. Prerequisite: Completion of all teacher education preparation coursework prior to engaging in the student teaching experience. Candidates must have a 3.0 gpa, initial licensing or certification taken, background check (KS) or IVP card (AZ), and TB test (KS), and Education Department approval. Request for student teaching placement must be made the semester prior to student teaching.

EDU 49500 - Clinical Lab (6)

Clinical Practice activities associated with preservice student teaching experiences or teacher apprenticeship culmination. On-site mentors and university supervisors will guide this experience. Activities include, observations, feedback evaluations, planning and designing, implementing, and assessing lessons and instructional units. This is a school classroom-based experience. Prerequisite: Completion of all teacher education preparation coursework prior to engaging in the student teaching experience. Candidates must have a 3.0 gpa, initial licensing or certification taken, background check (KS) or IVP card (AZ), and TB test (KS), and Education Department approval. Request for student teaching placement must be made the semester prior to student teaching.

EDU 49900 - Action Research and Assessment (3)

Capstone activities associated with preservice student teaching experiences or teacher apprenticeship culmination. Activities may include, but not limited to, professional development in trauma informed care, ELL instruction, dyslexia, balanced assessments, life-career balance and parent-community involvement. Final teaching worksample portfolio (action research) will be submitted in this course. Other programming gaps may be covered in this course. This is a classroom-based experience. Prerequisite: Completion of all teacher education preparation coursework prior to engaging in the student teaching experience. Candidates must have a 3.0 gpa, initial licensing or certification taken, background check (KS) or IVP card (AZ), and TB test (KS), and Education Department approval. Request for student teaching placement must be made the semester prior to student teaching.

State-Specific Courses: Arizona

HPS 30151 - Arizona Constitution (1)

Overview of Arizona's history and constitution from territorial days to the present.

HPS 30251 - United States Constitution (1)

Overview of the history of the United States Constitution to establish a foundation of understanding.

EDU 44033 - SEI Methods for English Language Learners II (3)

Examine the format and alignment of ELL Proficiency Standards to the Arizona Language Arts Academic Standards. Analyze and apply disaggregated data to integrate instruction as well as diagnostic, formative, and summative assessments for ELLs. Describe the legal, historical, and educational reasons for SEI. Further identify and use multiple strategies to improve student achievement by integrating: 1. comprehensive input; 2. ongoing, specific and immediate feedback; 3. grouping structures and techniques; 4. building background and vocabulary development; and 5. integrating student engagement. Scrutinize various influences on ELLs such as Language shift, self-concept, and the role of family and community in learning.