

Undergraduate Curriculum and Instruction - Elementary Education



At Ottawa University

"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. Our instructors having real-world experience, having been in the field, was huge for our development."

- Abby M.
Ottawa Alumni

The Curriculum and Instruction major is designed to produce graduates who have the knowledge, social competencies, methods, communication skills, and sensitivity to be effective in the learning environment. Students complete methods courses, professional education courses, and field experiences and observations. They develop critical thinking skills through an analysis of educational history, philosophy and psychology; including assessment and evaluation of learning. They gain awareness of cultural diversity and the social and political contexts of education. Students must also demonstrate ability in liberal arts areas. Graduates are prepared to serve in a variety of learning settings, both public and private.

Careers

Graduates of the secondary education certification program are prepared to serve in a variety of school settings, both public and private.

Education and Qualifications

The requirements outlined here meet certification standards for the state of Arizona and Kansas. Completion of this program does not guarantee licensure or certification in other states.

Undergraduate Curriculum and Instruction - Elementary Education

Degree Requirements

EDU 10100 - Introduction to Teaching (3)

Explore current and future teaching professions. Introduces teacher education career opportunities. Learn about topics such as reflective inquiry, standards driven classrooms, use of technology, and various learners, including codes and practices in the classroom setting.

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. Meet 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. Prerequisite: PSY 12053 General Psychology. Note: Required course for all teacher education licensure, certification programs. Required course for the curriculum and instruction degrees. Transfer credits accepted.

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. Note: Required course for all teacher education licensure, certification programs. Required course for the curriculum and instruction degrees. Transfer credits accepted.

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. Note: Required course for all teacher education licensure, certification programs. Required course for the curriculum and instruction degrees. Transfer credits not accepted.

Choice Between EDU 38000 or EDU 44033

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. Prerequisites: PSY 12053 General Psychology, EDU 20100 Educational Psychology and admittance to the School of Education. Note: Required course for all teacher education licensure, certification programs. A required course option for all curriculum and instruction degrees or EDU 44033 SEI Methods for English Language Learners (3 credits) can be taken instead. Transfer credits accepted.

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. Comprehensible 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. Prerequisites: Admittance to the School of Education and EDU 31233 Educational Psychology.

Choice Between EDU 40233 or EDC 5700

EDU 40233 - Instructional Practices (3)

Explores challenges of teachers in evaluating the needs of individual students in the classroom. Learn to innovate possibilities for instruction to enhance learning for all students. Realize the benefits of personalized instruction.

EDC 5700 - Best Instructional Practices (3)

Explores challenges of teachers in evaluating the needs of individual students in the classroom. Learn to innovate possibilities for instruction to enhance learning for all students. Realize the benefits of personalized instruction. Notes: Required for curriculum and instruction majors; highly recommended elective for other teacher education majors. May not be a transferred course. Bridge course to masters programs. May be taken with EDU 49000, EDU 49500, and EDU 49900.

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EDU 30500 - Adolescent Literature (3)

Examines a wide range of literary works appropriate to readers of middle school and high school age. Study of types and themes of adolescent literature and issues related to its use in school programs. Designed for teachers, librarians and parents. Cross-listed with ENG 30924. Note: Required for secondary English education majors and curriculum and the instruction secondary degree. Elective for other teacher education majors and open to other students seeking a likeminded major. Can be a transferred course. May be taken with EDU 49000, EDU 49500, and EDU 49900.

EDU 35500 - Adolescent Specialized Methods (3)

Learn about how classrooms and middle and high schools work. Role play and observe instructional activities in action. Realize how different models of schools operate. Work on lesson design and balanced assessment for content area. Inspect national and state specialized professional associations. Practice aspects of data driven instruction. Explore aspects of classroom organization and learner motivation. Prerequisites: PSY 12053 General Psychology, EDU 20100 Educational Psychology, one 3-credit hour MAT course prior to enrolling in this course, and Admittance to the School of Education. Co-current enrollment in EDU 36000 Introductory Teaching Practicum. Note: Required course for all secondary and P-12 teacher education majors. Required course for the curriculum and instruction secondary degree. May not be a transferred course.

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. Note: Required course for all teacher education licensure, certification programs. Required course for the curriculum and instruction degrees. Transfer credits not accepted.

Choice Between EDU 38000 or EDU 44033

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. Prerequisites: PSY 12053 General Psychology, EDU 20100 Educational Psychology and admittance to the School of Education. Note: Required course for all teacher education licensure, certification programs. A required course option for all curriculum and instruction degrees or EDU 44033 SEI Methods for English Language Learners (3 credits) can be taken instead. Transfer credits accepted.

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. Comprehensible 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. Prerequisites: Admittance to the School of Education and EDU 31233 Educational Psychology.

Undergraduate Curriculum and Instruction - Secondary Education

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. Prerequisite: PSY 12053 General Psychology, EDU 20100 Education Psychology, one 3-credit MAT course, and Admittance to the School of Education. Note: Required course for all elementary education licensure, certification programs. Required course for the curriculum and instruction elementary degree. Transfer credits not accepted.

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). Prerequisites: PSY 12053 General Psychology, EDU 20100 Education Psychology and admittance to the School of Education. Required course for all elementary education licensure, certification programs. Required course for the curriculum and instruction elementary degree. Transfer credits not accepted.

EDU 49900 - Action Research and Assessment (3)

Capstone activities associated with Pre-service 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 work sample portfolio (action research) will be submitted in this course. Other programming gaps may be covered in this course. This is a classroom-based experience. Prerequisites: 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 exams taken, background check (KS) or IVP card (AZ), and TB test (KS), and Education Department approval. Co-current enrollment in EDU 49500 Clinical Lab is required. Note: Required course for all teacher education licensure, certification programs. Required course for the curriculum and instruction degrees. May not be a transferred course.

