



Teachers play an important role in fostering the intellectual and social development of their students. Teachers act as facilitators or coaches, using classroom presentations or individual instruction to help students learn and apply concepts in identified subjects. They plan, evaluate and assign lessons; prepare, administer and grade tests; listen to oral presentations; and maintain classroom discipline. Teachers observe and evaluate a student's performance and potential, and increasingly are asked to use new assessment methods. Teachers also grade papers, prepare report cards and meet with students, parents and/or school staff to discuss a student's academic progress or personal problems.

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.

Undergraduate Elementary Education

Required Major Courses

PSY 12053 General Psychology

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

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.

EDU 20200 Psychology of the Exceptional Child

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.

EDU 30100 IDS: Foundations of Schools in a Diverse Society

Provides an understanding of historical, philosophical and social foundations of education in the United States. Addresses legal and ethical issues surrounding education. Learn how educational policy is formulated and affects classroom practice. Provides opportunities to gain knowledge from a variety of professionals from diverse backgrounds. This is the entry course to the School of Education: Teacher Education program.

EDU 30200 Integrating the Creative Arts and Movement

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.

EDU 35000 Elementary Mathematics Methods

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.

EDU 36000 Introductory Teaching Practicum

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.

EDU 36500 Elementary Science/Health Methods and Practicum

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.

EDU 37000 Elementary Language Arts and Social Studies Methods

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.

EDU 38000 Foundations of Instruction in English Language Learners Classroom

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 differentiated 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, opportunities for building background knowledge, vocabulary development, and student engagement. Cultural and social influences such as language shift, identity issues, and the role of culture in learning are also reviewed.

EDU 40100 Theoretical and Foundational Knowledge of Structured Literacy Instruction

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 Diverse Learners

Realize appropriate and various literacy assessment strategies (phonological awareness, phonics, fluency, vocabulary, reading comprehension, listening comprehension, writing, and emergent literacy) to engage learners (preK to 12th grade) in their own growth. Develop an understanding of the impact of external factors (eg. language, culture, and socioeconomic differences) 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

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.

EDU 49000 Reflective Practice

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.

EDU 49500 Clinical Lab

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.

EDU 49900 Action Research and Assessment

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.

Arizona: State Specific Coursework

EDU 44033 SEI Methods for ELL II

HPS 30151 Arizona Constitution

HPS 30251 United States Constitution