

The Bachelor of Science in Education/Elementary (BSEd-E) is an undergraduate degree program preparing candidates for teacher licensure. The guiding philosophy of the BSEd-E program is to provide students with the skills and knowledge that will allow them to become competent and effective educators. This program focuses on elementary student learning by developing the skills of the educator responsible for that learning.

Student teaching is an integral component of the program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher.

Throughout the program, students are required to complete a minimum of 200 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student's professional portfolio.

Students must complete an additional 12 credits in the Social Studies content area outside of their Social Studies General Education requirements.

These courses fulfill only part of the 120-minimum-credit requirement for degree completion.

Required Course of Study

GEN 200 Foundations for General Education and Professional Success

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success. (3 credits)

EDU 300 Orientation to Teacher Education

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field experience, e-Portfolio, student teaching, Teacher Work Sample, and technology resources will be discussed. (0 credits)

EDU 301 Foundations of Education

This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education. (3 credits) Prerequisites: GEN 200 and EDU 300

The U.S. Department of Education requires the University to provide the following information about each of our programs that lead to gainful employment in a recognized profession.

88% of students who completed this program during the most recent federal award year did so within normal time.¹

Related occupations²

Elementary School Teachers, Except Special Education #25-2021.00

Program costs³

Tuition and fees \$33,800 to \$56,330
Includes cost per credit, application fee, and fees for resources (books/eResources) for students completing the program in normal time.

Median graduate debt⁴

Federal	\$35,679
Private	\$0
Institutional	\$0

¹ The on-time completion rate identifies the percentage of students completing this program during the most recent federal award year who completed it within "normal time." The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes one course at a time, and successfully completes each attempted course. Students enrolled in this degree program are typically nontraditional students. Students may exceed "normal time" for a variety of reasons, including, but not limited to, internships, practicums, clinical rotations, student teaching or administrator experiences required for licensure.

² Graduates of this program will be educationally qualified to enter the occupations listed. Visit onetonline.org for job descriptions.

³ The range provided represents the sum of tuition and typical fees required to complete the program within normal time, based on the University's 2011/2012 tuition levels. The actual costs that will be incurred by a particular student to complete this program will depend upon factors specific to that student. Tuition rates for this program may vary due to factors such as: (i) geographic location of the student; (ii) modality of coursework; (iii) military service; and (iv) future changes in tuition rates. The number of credits required for a particular student to complete the program will be dependent upon various factors, including: (i) transfer credits available; (ii) repeated coursework; and (iii) completion of additional specializations within this program. Please contact an Enrollment Advisor for additional information.

⁴ The figure represents the median amount of debt incurred by students who completed the program during the relevant federal award year. The actual amount of debt a particular student will incur to complete this program is dependent on various factors specific to the student. Please contact an Enrollment Advisor for additional information.

Bachelor of Science in Education/ Elementary Education Social Studies Content Area

EDU 305 Child Development

This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a pre-K-8 environment. (3 credits)
Prerequisite: GEN 200

EDU 310 Models and Theories of Instruction

This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan. (3 credits) Prerequisite: EDU 301

EDU 315 Legal and Ethical Issues in Education

This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional and personal conduct of teachers. (3 credits)
Prerequisite: GEN 200

EDU 390 Elementary Education Seminar

This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession. (1 credit) Prerequisites: EDU 300, EDU 305, and EDU 310

EED 400 Assessment in Elementary Education

This course identifies what assessment is and how formative and summative assessments are used in the classroom. The course will include construction of objective and performance assessments, topics on reliability and validity, understanding the uses of standardized assessments, and the framework of assessment. (3 credits)

EDU 320 Classroom Management

This course examines the strategies used in managing a positive elementary classroom. Topics include models of discipline, motivation, disruptive students, classroom expectations and procedures, parent communication, and materials management and record keeping. Students will develop an individual classroom management plan. (3 credits)

SPE 300 Orientation to the Exceptional Child

This course provides an overview of the categories of exceptional-ity for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined. (3 credits)

ESL 300 Teaching English Language Learners

This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English. (3 credits)

RDG 411 Scientifically Based Literacy Instruction

This course focuses on scientifically based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of No Child Left Behind and state reading/language arts standards. In addition, it focuses on the five major areas of reading: Phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children's performance in reading and in the language arts are also emphasized. (3 credits)

RDG 418 Phonological Theory and Reading Instruction

This course focuses on scientifically based instruction in phonological awareness, linguistic skills, and phonics as fundamental to implementing an effective reading program. Students examine scientific research and distinguish it from non-scientific claims. In addition, they study the applications of scientific research to classroom instruction. (3 credits)

Bachelor of Science in Education/ Elementary Education Social Studies Content Area

EED 415 Elementary Methods — Mathematics

This course focuses on methodology and assessment strategies that enhance learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing students' problem-solving skills. (3 credits) Prerequisites: EDU 310, EED 400, and SPE 300

EED 420 Elementary Methods — Science

This course focuses on methodology and assessment strategies that enhance learning in science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of science, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies. (3 credits) Prerequisites: EDU 310, EED 400, and SPE 300

EED 425 Elementary Methods — Health/PE

This course provides an overview of the state and national standards for health and physical education and provides a context for how these are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored. (3 credits) Prerequisites: EDU 310, EED 400, and SPE 300

EED 430 Elementary Methods — Social Studies

This course defines and provides a context for teaching and assessing students in the areas of social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop a variety of data collection tools designed to assess student learning. (3 credits) Prerequisites: EDU 310, EED 400, and SPE 300

EED 435 Elementary Methods — Fine Arts

This course defines and provides a context for teaching and assessing students in the area of fine arts based on scope, sequence, and

national and state standards. An emphasis is placed on integrating art across the curriculum. (3 credits) Prerequisites: EDU 310, EED 400, and SPE 300

RDG 415 Diagnosis and Remediation of Reading Difficulties

This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final diagnostic and instructional recommendations report will be developed based on student test data provided. (3 credits) Prerequisite: RDG 418

EED 490 Elementary Student Teaching, Seminar I

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences. (4 credits) Prerequisites: EDU 320, EDU 390, and 52 credits

EED 495 Elementary Student Teaching, Seminar II

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences. (4 credits) Prerequisite: EDU 490