

Bachelor of Arts – Elementary Education Four Year Advisement Sheet

Student Name _____ Catalog Year _____

Year1: FIRST YEAR SEMINAR : REQUIRED for ALL NEW FIRST YEAR STUDENTS AND ALL NEW TRANSFER STUDENTS WITH LESS THAN 30 CUMULATIVE CREDITS.						
UNDERGRADUATE COURSE	Credits	COURSE CODE	Semester Offered	Pre-Requisites	Scheduled to take course	GRADE
First Year Seminar	3	FY101	F/SP			

GENERAL EDUCATION REQUIREMENTS

TIER 1: Core Foundation

NOTE: MUST BE TAKEN WITHIN THE FIRST Three SEMESTERS

UNDERGRADUATE COURSES	Credits	COURSE CODE	Semester Offered	Pre-Requisites	Scheduled to take course	GRADE
Critical Thinking	3	CT101	F/SP			
Intro to Statistics (Quantitative Reasoning)	3	MA151	F/SP	MA85B or MA089; or by placement		
Freshman Composition (Written Communication)	3	EN110	F/SP	EN109; or by placement		
Fundamentals of Comm. (Oral Communication)	3	CO210	F/SP	EN110		
Writing for Research (Information Literacy)	3	EN111	F/SP	EN110		

Tier II: Diversity Foundation

UNDERGRADUATE GE COURSES	Credits	SOE Required Courses	Semester Offered	Pre-Requisites	Scheduled to take course	GRADE
Science and Math: AL101/L, AL102/L, AL109/L, AL136/L, CH100/L, CH101/L, CH102/L, CH103/L, GE203/L, BI100/L , BI103/L, BI120/L, CS200, MA115, MA151, BA130, PA205	4	BI100/L	F/SP			
Human Sciences: AL101/L, AL102/L, AL109/L, AL136/L, AL185, BI110/L, GE101 , PI210, PY101, AN203, HS200, PS215, SO101, SO221	3	GE101	F/SP			
Creative Expressive: AR101, AR102, MU101, MU102, MU106, MU110, MU121, EN210, TH101, TH102	3	Any choices given here				
Human Systems & Organization: CO106, HI121 , HI122, PI101, PI102, SW110, WG101, GE201, LN101, PS101, SO202	3	HI121	F/SP			

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Cultural Perspectives: AN101, HI211, HI243, PS202 , ED265, PI103, SW201	3	PS202	F/Hybrid			
Uniquely UOG: BI100/L, BI103/L, BI201/L, ED265 , PS225, EN213, EN333, HI211, HI243, PS225, JA215, PY100,	3	ED265	F/SP			
SW110						
Uniquely UOG – Language: CM101, CI101, FR101, GN101, JA101, KO101, PN101, SN101, TA101	4	Any choices given here				
Direction Building: <i>(Complete all three courses)</i> MA115, AL130/L, EN213	9	MA115, AL130/L, EN213	AL130: SP/ Even Years			
Total Credits	47					

Year 2 & 3: CONTENT AREA COURSES					
COURSE	Credits	Semester Offered	PREREQUISITE	Scheduled to take course	GRADE
NS101/L Introduction to Physical Science/Lab or AL130 Introduction to Science for Educators/Lab	4	NS101/L: As resources permit AL130: SP/ Even Years	NS101: MA085 a-b or MA089 or equivalent AL130: MA115		
AL185 Human Nutrition or HS200 Health and Wellness	3	AL185: F/SP HS200: F/SP			
PY101 General Psychology	3	F/SP			
EN317 American Literature	3	F			
ED319 Children’s Literature	3	SP	This course is taken after admissions to SOE and during Prof. Ed. Requirements		
HI201 Early America	3	F/SP			

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MA150 Mathematics for Elementary School Teachers	3	F/SP	MA151 and MA115		
TOTAL CREDITS	22				

ADMISSION FOUNDATIONAL COURSES

COURSE	Credits	Semester Offered	PREREQUISITE	Scheduled to take course	GRADE
ED110 Introduction to Teaching	3	F/SP			
ED201 Human Growth and Development	3	F/SP	PY101		
ED271 Technology Applications for Educators	3	F/SP			
TOTAL CREDITS	9				

NOTE:

1. Admissions Process takes place in October and March. Admissions Orientations Sessions will be posted on SOE campus.
2. Once admitted (in October or March) students may register for Professional Ed. (300+) courses in the following semester.

CRITICAL REQUIREMENTS FOR ADMISSION OF EDUCATION STUDENTS

- Student must submit **Live Text Portfolio** demonstrating that he/she has the knowledge, skills and dispositions necessary for success as a teacher candidate.
- **Must Pass:** Praxis Core Reading, Writing and Math scores that meet the Guam Commission for Educator Certification requirement.
- Completion of a minimum of **48 semester hours** including the following courses: Admission Foundational Courses: ED110, ED201, and ED271

Year 3 & 4 PROFESSIONAL EDUCATION REQUIREMENTS

COURSE	Credits	PREREQUISITE	SCHEDULED TO TAKE COURSE	GRADE
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Fall and Spring Courses: (This Course Group is to be taken in the First Admitted Semester) ED300 Educational Psychology (F/SP) (This course is a prerequisite for all Methods courses)	3	PY101, ED201		
ED334 Solving Discipline Problems: Strategies for Classroom Teachers (F/SP)	3			
ED446 Including Children with Disabilities in the Regular Classroom (F/SP)	3			
ED350 Effective Teaching Strategies for the Elementary Multicultural Classroom (F/SP)	3			
Fall Courses (Taken 2nd or 3rd Semester) ED353 Social Studies Methods: Elementary	3	Any 100 – 200 level courses in PS,GE, HI, AN, SO, BA or LN and ED350 or concurrent enrollment		
ED354 Science Methods: Elementary	3	Any 100 – 200 level courses in BI, CH, NS or PH and ED350		
ED356 Mathematics Methods: Elementary	3	MA115 and ED350 or concurrent enrollment EN111 and ED350 or concurrent enrollment		
ED392 Methods Practicum	3	ED 350 Effective Teaching in Elementary Multicultural Classroom		
ED489 Evaluation (F/SP) (This course should precede Student Teaching)	3	ED110, ED300, MA151		
Spring Courses (Taken 2nd or 3rd Sem.) ED319 Children’s Literature	3			
ED363 P.E. and Health Methods Elementary	3	ED350 and HS200 or AL185		
ED355 Language Arts Methods: Elementary	3	EN111 and ED350 or concurrent enrollment		
ED351 Fine Arts Methods: Elementary	3	Any 100 – 200 level courses in Art Theater Music, ED350 or concurrent enrollment		
Total Credits	48			

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**STUDENTS MUST PASS WITH A GRADE OF C OR HIGHER FOR ALL PROFESSIONAL EDUCATION REQUIREMENTS

Year 4 (final term) Tier III: Capstone Experience				
Given the commitment students must make during Student Teaching, ED492 must be taken exclusively during the final semester.				
COURSE	CREDITS	PRE-REQUISITE	SCHEDULED TO TAKE COURSE	GRADE
ED492 Practicum in Student Teaching	12	MUST PASS: Praxis II Content Knowledge/ Subject Assessment and Praxis II Principles of Learning and Teaching: 7-12 Overall GPA of at least 2.7 GPA in the teaching area; completion of all education courses. Completion of all professional and related area course requirements.		

SUMMARY OF REQUIREMENTS – BACHELOR OF ARTS IN ELEMENTARY EDUCATION	
A. General Education Requirements	47
B. Content Area Courses	22
C. Admission Foundational Courses	9
D. Professional Education Requirements (This includes ED 492 Practicum-Student Teaching)	48
TOTAL	126

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Our program learning outcomes are based on the 10 standards of the Interstate Teacher Assessment and Support Consortium (InTASC). The following standards guide the School of Education toward outcomes in its teacher preparation programs:

1. **Learner Development**

The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. **Learning Differences**

The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. **Learning Environments**

The teacher candidate works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.

4. **Content Knowledge**

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

5. **Application of Content**

The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. **Assessment**

The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

7. **Planning for Instruction**

The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy as well as knowledge of learners and the community context.

8. **Instructional Strategies**

The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

9. **Professional Learning and Ethical Practice**

The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.

10. **Leadership and Collaboration**

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The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.