



| First Year         |  |           |                    |  |           |
|--------------------|--|-----------|--------------------|--|-----------|
| First Semester     |  |           | Second Semester    |  |           |
| 62-107             | Ecology and Developmental Foundations of Education                                   | 2         | 62-108             | Introduction to Curriculum, Instruction and Assessment           | 2         |
| 62-113             | Professional Learning Community I  | 1         | 62-116             | Professional Learning Community II                               | 1         |
| 10-111             | Composition 1  | 3         | 10-112             | Composition II   | 3         |
| 29-102             | Foundations of Oral Communication  | 3         | 17-171             | Fundamentals of Math   | 3         |
| 73-101             | University Seminar   | 1         | 40-102/103         | Physical Science & Lab   | 4         |
|                    | Enjoyment of Music, Art Appreciation<br>American Popular Music, Jazz<br>Appreciation | 3         | 62-130/<br>44-130  | Ed Computing & Tech or Computers & Info Tech                     | 3         |
| 32-101             | Introduction to Geography  | 3         |                    |  |           |
| <b>Total Hours</b> |  | <b>16</b> | <b>Total Hours</b> |  | <b>16</b> |
| Second Year        |  |           |                    |  |           |
| First Semester     |  |           | Second Semester    |  |           |
| 62-109             | Communication in a Positive and Inclusive Classroom                                  | 2         | 62-220             | Designing Integrated Curriculum: (Part I)                        | 1         |
| 62-119             | Professional Learning Community III  | 1         | 62-221             | Literacy In the Elementary School                                | 3         |
| 17-371             | Algebra & Geometry for Elem/Mid Teacher<br>(Fund. of Math Prerequisite)              | 3         | 62-222             | Social Studies in the Elementary School                          | 2         |
| 04-102/103         | General Biology & Lab  |           | 62-223             | Delivering Integrated Curriculum Part I                          | 1         |
| 33-155 OR 33-156   | The United States to 1877 OR<br>The United States since 1877                         | 3         | 62-224             | Professional Learning Community IV                               | 1         |
| 08-299             | Educational Psychology   | 3         | 08-333             | Developmental Psychology Prerequisite:<br>Educational Psychology | 3         |
|                    |  |           | 34102              | Introduction to American Government<br>and Politics              | 3         |
| <b>Total Hours</b> |  | <b>15</b> | <b>Total Hours</b> |  | <b>15</b> |
| Summer Semester    |  |           |                    |  |           |
|                    | Humanities (See degree audit for choice<br>of courses)                               | 3         |                    |  |           |
|                    | Humanities (See degree audit for choice<br>of courses)                               | 3         |                    |  |           |
| <b>Total Hours</b> |  | <b>6</b>  |                    |  |           |
| Third Year         |  |           |                    |  |           |
| First Semester     |  |           | Second Semester    |  |           |
| 62-225             | Designing Integrated Curriculum Part II  | 1         | 61-569             | Multiculturalism in Education                                    | 3         |
| 28-226             | Science In the Elementary School   | 2         | 62-331             | Designing Intervention/Assessment                                | 1         |
| 17-227             | Math in the Elementary School  | 2         | 62-322             | Literacy Assessment and Intervention: Theories<br>and Techniques | 2         |
| 62-228             | Delivering Integrated Curriculum: (Part II)  | 1         | 17-323             | Math Assessment and Intervention: Theories<br>and Techniques     | 2         |
| 62-229             | Professional Learning Community V  | 1         | 62-324             | Implementing Practicum 1   | 2         |
| 10-220             | Introduction to Literature   | 3         | 62-342             | Implementing Practicum 2   | 2         |



|                    |           |           |                    |                                    |           |
|--------------------|-----------|-----------|--------------------|------------------------------------|-----------|
|                    | Electives | 4         | 62-325             | Professional Learning Community VI | 1         |
| <b>Total Hours</b> |           | <b>14</b> | <b>Total Hours</b> |                                    | <b>13</b> |

| Fourth Year        |                                     |           |                    |  |           |
|--------------------|-------------------------------------|-----------|--------------------|--|-----------|
| First Semester     |                                     |           | Second Semester    |  |           |
| 62-431             | Residency Practicum                 | 2         | 61-471             | Directed Student Teaching in the Elementary School | 12        |
| 62-432             | Professional Capstone               | 3         | 62-434             | Professional Learning Community VIII               | 1         |
| 62-433             | Professional Learning Community VII | 1         |                    |  |           |
| 62-456             | Practicum Elementary School Reading | 3         |                    |  |           |
| 62-216             | Children's Literature               | 3         |                    |  |           |
| <b>Total Hours</b> |                                     | <b>12</b> | <b>Total Hours</b> |  | <b>13</b> |

*Students must earn a minimum total of 120 hours to complete their degree.*

This sample plan is a supplement to your Degree Audit. Consult your advisor on a regular basis for individual academic planning.

## THE NORTHWEST DIFFERENCE

**Elementary Education** majors at Northwest are certified to teach in first through sixth grades with a concentration in a certain subject. Faculty focus on ensuring students are proficient in their content areas, teaching methodologies that include strategies to engage students and plan effective lessons, and classroom management that establishes positive relationships. Students in the School of Education participate in multiple hands-on experiences to ensure they are career-ready upon graduation.

## CAREER OPPORTUNITIES

**100%**  
placement rate

**100%** of students who graduate with the elementary education degree obtain employment or continue their education within six months after graduation.

\*Based on self-reported data in recent years.

## PROFESSION-BASED LEARNING EXPERIENCES

Education majors get experience in the classroom during their freshman year. The School of Education is dedicated to ensuring students are career-ready and prepared for the first day of school.

Freshman-year **observation** provides students an opportunity to observe a professional teacher for 15 hours during their first year. Students interact with professionals in the field, and learn the operations of a classroom and effective teaching practices.

During a student's sophomore year, students participate in a **field experience**, during which they outline a unit plan and teach lessons.

During the junior-year **practicum experience**, students spend 90 hours in the classroom, teaching lessons, integrating technology and literacy, engaging in learning strategies and using assessments to guide education.



The senior-year **student teaching** involves students in preparing lessons and teaching in a classroom for 16 weeks during their final year.

**Horace Mann Laboratory School** is a clinical teaching environment on the Northwest campus to gain profession-based opportunities and skills. Horace Mann is one of a small number of laboratory schools in the United States, and provides hands-on, project-based learning for students to ensure they are career-ready upon graduation.