

# ACCELERATED CUAA LOWER AND UPPER ELEMENTARY EDUCATION (ACC)

A candidate in the Lower and Upper Elementary program will become certified to teach in Pre-Kindergarten to 6th grade upon completion of the program and a passing score on the corresponding Michigan Test for Teacher Certification (MTTC). The Accelerated CUAA Lower and Upper Elementary Education program contains coursework that is entirely online with the exception of the clinical courses and student teaching.

The program standards are defined by the State of Michigan and are as follows:

**Professional Standards:** P.1. Learner - Center Supports, P.2. Ethics and Professional Growth, and P.3. Strategic Partnerships

**Literacy Standards:** L.1. Literacy Learning Environments, L.2. Culturally Responsive Practices in Literacy, L.3. Literacy Curriculum Design and Assessment, L.4. Overall Literacy, L.5. Motivation and Engagement, L.6. Print Concepts, L.7. Phonological Awareness, L.8. Phonics, L.9. Spelling, L.10. Word Recognition, L.11. Morphology, L.12. Syntax, L.13. Reading Fluency, L.14. Vocabulary, L.15. Handwriting, L.16. Comprehension, L.17. Composition, and L.18. Speaking and Listening

**Mathematics Standards:** M.1. Build and draw on relationships with children, caregivers, and communities in ways that support children's mathematics learning; M.2. Plan mathematics lessons and sequences of lessons; M.3. Use formative and summative mathematics assessments to gauge children's learning and to make instructional decisions; M.4. Enact instruction that allows all children to engage with significant mathematics and to develop productive dispositions toward mathematics; M.5. Unpack mathematical content and identify mathematical competence for attribution; M.6. Perform mathematical explanations and support children's mathematical explanations for attribution; M.7. Choose, interpret, and talk with representations for attributions; M.8. Elicit, interpret, support and extend others' mathematical thinking for attribution; M.9. Unpack mathematical content and identify mathematical competence for counting and whole number representation; M.10. Perform mathematical explanations and support children's mathematical explanations for counting and whole number representation; M.11. Choose, interpret, and talk with representations for counting and whole number representation; M.12. Elicit, interpret, support, and extend others' mathematical thinking for counting and whole number representation; M.13. Unpack mathematical content and identify mathematical competence for early fraction representation; M.14. Perform mathematical explanations and support others' mathematical explanations for early fraction representation; M.15. Choose, interpret, and talk with representations for early fraction representation; M.16. Elicit, interpret, support, and extend others' mathematical thinking for early fraction representation; M.17. Unpack mathematical content and identify mathematical competence for whole number operations; M.18. Perform mathematical explanations and support children's mathematical explanations for whole number operations; M.19. Choose, interpret, and talk with representations for whole number operations; and M.20. Elicit, interpret, support, and extend others' mathematical thinking for whole number operations.

**Science Standards:** S.1. Scientific Phenomena; S.2. Engaging children in Science and Engineering Practices (SEPs) as Identified in the Framework;

S.3. Engaging Children in Developing and Using Disciplinary Core Ideas (DCIs) as Identified in the Framework; S.4. Engaging Children in Developing and Using Crosscutting Concepts as Identified in the Framework; S.5. Selecting and modifying instructional materials for 3D learning; S.6. Children's scientific sense-making; S.7. Pedagogical strategies that support culturally relevant sense-making in 3D learning; and S.8. Equity and Access

**Social Studies Standards:** SS.1. Civic Engagement; SS.2. History; SS.3. Geography; SS.4. Civics and Government; and SS.5. Economics.

For more information regarding these State standards please see the Standards for the Preparation of Teachers of Lower Elementary (PK-3) Education ([https://www.michigan.gov/mde/-/media/Project/Websites/mde/educator\\_services/prep/standards/approved\\_lower\\_elementary\\_pk3\\_education\\_preparation\\_standards.pdf?rev=ea8d459deea54ab981e4ba31648c71f7&hash=9EDD541C636B25A5AE8EC240A](https://www.michigan.gov/mde/-/media/Project/Websites/mde/educator_services/prep/standards/approved_lower_elementary_pk3_education_preparation_standards.pdf?rev=ea8d459deea54ab981e4ba31648c71f7&hash=9EDD541C636B25A5AE8EC240A))

For more information regarding these State standards please see the Standards for the Preparation of Teachers of Upper Elementary (3-6) Education ([https://www.michigan.gov/mde/-/media/Project/Websites/mde/educator\\_services/prep/standards/approved\\_upper\\_elementary\\_36\\_education\\_preparation\\_standards.pdf?rev=9fc7be74ebbb40b583f5cc379290996e&hash=C8FB8B45A56847BD2A067206F](https://www.michigan.gov/mde/-/media/Project/Websites/mde/educator_services/prep/standards/approved_upper_elementary_36_education_preparation_standards.pdf?rev=9fc7be74ebbb40b583f5cc379290996e&hash=C8FB8B45A56847BD2A067206F))

The School of Education has the following Program Outcomes:

**SL1. Faith Integration:** Candidates display the Christian principles that are central to the university's mission.

**SL2. Caring Relationships:** Candidates establish caring, supportive relationships with students, families and colleagues.

**RP3. Disciplinary Knowledge:** Candidates demonstrate an in-depth knowledge of the skills and frameworks of their content areas appropriate to their certification.

**RP4. Pedagogy and Instruction:** Candidates understand and implement best practices of instruction and deliver well-differentiated and well-aligned instruction that empowers students as learners.

**RP5. Communication:** Candidates demonstrated effective communication skills to enhance teaching and learning.

**RP6. Assessment:** Candidates use various types of assessment to evaluate student progress and to improve their instruction.

**RP7. Classroom Environment:** Candidates assess and respond appropriately to the cultures of diverse classrooms, schools, and the community.

**LL8. Professionalism and Personal Growth:** Candidates engage in continuous growth by consistently expanding their professional knowledge, skills and dispositions.

## Curriculum

Code	Title	Hours
<b>Undergraduate Core Requirements - Public Education</b>		<b>44</b>
<b>Public Education Major</b>		<b>71</b>
<b>Public Education Electives</b>		<b>5</b>
<b>Undergraduate Core Requirements - Lutheran / Christian Teacher Diploma</b>		<b>47</b>
<b>Lutheran Teacher Diploma Major</b>		<b>77</b>

<i>Total Hours</i>	120
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	124

## Core Curriculum - 44 - 47 Credits

### Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 100	The Bible	3
REL 110	Christian Faith	3
Theology - Lutheran (LTD)		
REL 201	Old Testament	3
REL 203	New Testament	3
REL 204	Biblical Theology	3

Code	Title	Hours
Liberal Arts Core		
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3
CCE 140	Science & Humanity	3
Faith and Life Course		
SCI 175	Introduction to Environmental Science	3
MATH 119	Number Sense: Teaching Pre K-9	3
GEOG 220	Cultural Geography	3
POLS 201	American Government	3
HHP 215	Fit & Well	2
ED 1103	Human Relations for Teachers	3
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design Course		
ENG 210	College Writing	3
Communication or Language Course		
		3

## Elementary Education Curriculum - 71 - 77 credits

Code	Title	Hours
<i>Elementary Education Content</i>		
ED 1231	Best Practices in Engaging Children in Literacy	3
HIST 151	American Civilization I	3
HIST 223	Michigan History	3
<i>Professional Education Sequence</i>		
EDU 231	Teaching and Learning in Diverse Societies Elementary Clinical	1
ED 1275	Human Learning	3
EDU 241	Human Growth and Development Elementary Clinical	1
EDU 522	Designing Instruction	3
EDU 336	Designing Instruction for Student Success Elementary Clinical	1
EDU 524	Differentiated Instruction	3
EDU 366	Differentiation for All Learners Elementary Clinical	1
ED 1230	Nature of the Exceptional Child	3
EDU 395	Preparing for Student Teaching	1
<i>Elementary Education Sequence</i>		
ED 2204	The Art & Science of Teaching Reading	3

ED 3401	Instruction & Assessment of Reading	3
ED 4307	Curriculum and Methods in Language Arts and Social Studies	3
ED 4308	Curriculum and Methods in STEM	3
<i>Upper Elementary (Grades 3 to 6)</i>		
MATH 120	Data & Space: Teaching Pre K-9	3
ED 4301	Data Driven Analysis of Classroom Practice	2
EDU 381	Assessment and Evaluation for Educators Elementary Clinical	1
EDU 372	Elementary Literacy – Upper Elementary Clinical	1
EDU 377	Literacy Challenges – Upper Elementary Clinical	1
EDU 456	Language Arts & Social Studies – Upper Elementary Clinical	1
EDU 476	Math & Science – Upper Elementary Clinical	1
<i>Lower Elementary (PreK to Grade 3)</i>		
EDU 310	Assessment of Young Children	3
EDU 312	Mathematics in Early Childhood	2
ED 2358	Emergent Writing: Birth to Grade 3	2
EDU 371	Elementary Literacy – Lower Elementary Clinical	1
EDU 376	Literacy Challenges – Lower Elementary Clinical	1
EDU 455	Language Arts & Social Studies – Lower Elementary Clinical	1
EDU 475	Math & Science– Lower Elementary Clinical	1
<i>Internship (select for primary content)</i>		
EDU 484	Student Teaching for Lower Elementary	12
or EDU 485	Student Teaching for Upper Elementary	
<b>Total Hours</b>		<b>71</b>

Code	Title	Hours
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
ED 2306	Teaching the Faith	3
REL 404	Lutheran Confessions	3
<b>Total Hours</b>		<b>6</b>