

# ELEMENTARY EDUCATION - ASSOCIATE OF ARTS OREGON TRANSFER (AAOT)

## Description

The Associate of Arts Oregon Transfer in Elementary Education is designed for students who wish to transfer to a four-year university and to become an elementary teacher or to pursue a career in education. Recommended courses explore topics related to student learning, teaching strategies, and requirements to become a professional educator. Courses are engaging and offer students many hands-on learning opportunities. Instructors work closely with students and seek to connect them early with transfer partners to ensure an efficient pathway to potential licensure.

This degree is part of a statewide Major Transfer Map (MTM) agreement that identifies the community college courses needed to transfer to any Oregon public university as a junior seeking a Bachelor of Arts in Elementary Education.

## Program Learning Outcomes

Upon successful completion of the degree, students will be able to:

1. Apply critical thinking to analyze social issues necessary to support the function of public education.
2. Describe culturally responsive pedagogy and integration of social justice into a teaching philosophy.
3. Identify the ethics and responsibilities necessary to obtain a professional license in the teaching field and clarify career confirmation.

## Entrance Requirements

While this degree has no formal entrance requirements, individual courses may have prerequisites which must be met before enrollment.

## Course Requirements

Course	Title	Credits
<b>General Education/Foundational</b>		
<u>Health:</u>		
Choose 3 credits (recommend HHP 295) <sup>1</sup>		3
<u>Mathematics</u>		
MTH 211	Fundamentals of Elementary Mathematics I	4
MTH 212	Fundamentals of Elementary Mathematics II	4
MTH 213	Fundamentals of Elementary Mathematics III	4
<u>Oral Communication</u>		
COMM 111Z	Public Speaking	4
<u>Writing</u>		
WR 121Z	Composition I	4
WR 122Z	Composition II	4
<b>General Education/Discipline Studies</b>		
<u>Cultural Literacy:</u>		
One course from the following categories must be designated as cultural literacy on the Discipline Studies list (credits count once).		
<u>Arts and Letters</u> <sup>2</sup>		
ART 101	Introduction to the Visual Arts	4

or ART 131	Beginning Drawing	
ENG 104Z	Introduction to Fiction	4
or ENG 106Z	Introduction to Poetry	
Select a Third Arts & Letters Course (recommend ED 112)		3-4
<u>Social Science</u>		
GEOG 107	Human Geography: The Cultural Landscape	4
or GEOG 201	World Regional Geography I	
or ANTH 103	Cultural Anthropology	
HST 201	Early America - History of the United States (pre-history to 1820)	4
or HST 202	19th and early 20th Century United States History (1820-1920)	
or HST 203	20th and Early 21st Century United States History (1920-present)	
PS 201	Introduction to US Government and Politics	4
PSY 201Z	Introduction to Psychology I	4
or PSY 202Z	Introduction to Psychology II	
<u>Science/Math/Computer Science</u>		
BI 101	General Biology: Cells & Genes	4
or BI 102	General Biology: Evolution	
or BI 103	General Biology: Ecology	
G 100	Introduction to Geology	4
or ASTR 100	Introductory Astronomy: Overview of the Universe	
or CH 107	Physical Science: Chemistry	
or GS 104	Physical Science: Physics	
Third Lab Science <sup>3</sup>		4-5

### Education Courses

ED 101	Introduction to Education Practicum and Seminar	3
or ED 210	Practicum in Teaching	
ED 216	Foundations of Education	3
ED 219	Multicultural Issues in Education Settings	3
ED 253	Learning Across the Lifespan	3
ED 269	Overview of Special Education	3

### Electives

ED 200	Introduction to Education	3
Choose any courses numbered 100 or above that brings the total credits to 90 quarter hours. This may include up to 12 credits of career and technical education courses designated by COCC as acceptable. <sup>4</sup>		7
Recommend: ED 103, ED 141, ED 180, ED 195, ED 210, ED 290		

**Total Credits** **91-93**

<sup>1</sup> HHPA activity courses (1 credit each) are not to be duplicated.

<sup>2</sup> Take CLEP test if fluent in a second language for potential credit to replace one or more courses.

<sup>3</sup> Recommend choosing any of the science courses listed above.

<sup>4</sup> Speak to an advisor about recommended electives based on the Oregon university to which you intend to transfer.

## Advising Notes

In Oregon, students may achieve an initial license to teach through a baccalaureate program or a graduate-level program. Students prepare to teach at different grade levels of authorization, depending on their background, interests, and program requirements. It is important to work closely with an advisor to ensure that the degree contains the necessary prerequisite coursework for the desired licensure program.

It is recommended that students meet early and often with an education advisor to select the courses that will transfer efficiently.

Students should plan to confirm with each school they are considering to ensure that the latest transfer information is used when designing their program.

Contact an advisor to explore options for completing a teaching licensure program. There are currently several options in Central Oregon and many throughout the state.

For more information on teacher preparation programs in Oregon, see the [Oregon Teacher Standard and Practices Commission](#) website. Students may also wish to review the College's [advising guide for teacher education](#).

Students with experience or an interest in a second language should consider completing three terms of 200-level language courses at COCC. The 100-level language courses will count as electives. The 200-level language courses will partially fulfill the Arts and Letters requirement. If students have prior knowledge of a second language, they may consider taking a CLEP test to see if their score could translate into college credit. Ask your advisor for more information about this testing opportunity.

## Performance Standards

- Academic Requirements:
  - Students must have a 2.0 cumulative GPA to earn a COCC certificate or degree.
- Options for additional standards:
  - All courses in the program must be completed with a grade of C or higher.

## Sample Plan

First Term		Credits
BI 101 or BI 102 or BI 103	General Biology: Cells & Genes or General Biology: Evolution or General Biology: Ecology	4
ED 200	Introduction to Education	3
G 100 or ASTR 100 or CH 107 or GS 104	Introduction to Geology or Introductory Astronomy: Overview of the Universe or Physical Science: Chemistry or Physical Science: Physics	4
WR 121Z	Composition I	4
<b>Credits</b>		<b>15</b>
Second Term		
COMM 111Z	Public Speaking	4
ED 101 or ED 210	Introduction to Education Practicum and Seminar or Practicum in Teaching	3
ED 216	Foundations of Education	3

WR 122Z	Composition II	4
<b>Credits</b>		<b>14</b>
Third Term		
ED 219	Multicultural Issues in Education Settings	3
Elective		3
Health (recommend HHP 295)		3
Third Lab Science Course		4-5
Third Arts & Letters Course (recommend ED 112)		3-4
<b>Credits</b>		<b>16-18</b>
Fourth Term		
ART 101 or ART 131	Introduction to the Visual Arts or Beginning Drawing	4
HST 201 or HST 202 or HST 203	Early America - History of the United States (pre-history to 1820) or 19th and early 20th Century United States History (1820-1920) or 20th and Early 21st Century United States History (1920-present)	4
MTH 211	Fundamentals of Elementary Mathematics I	4
PSY 201Z or PSY 202Z	Introduction to Psychology I or Introduction to Psychology II	4
<b>Credits</b>		<b>16</b>
Fifth Term		
ED 269	Overview of Special Education	3
ENG 104Z or ENG 106Z	Introduction to Fiction or Introduction to Poetry	4
GEOG 107 or GEOG 201 or ANTH 103	Human Geography: The Cultural Landscape or World Regional Geography I or Cultural Anthropology	4
MTH 212	Fundamentals of Elementary Mathematics II	4
<b>Credits</b>		<b>15</b>
Sixth Term		
ED 253	Learning Across the Lifespan	3
MTH 213	Fundamentals of Elementary Mathematics III	4
PS 201	Introduction to US Government and Politics	4
Elective		3
<b>Credits</b>		<b>14</b>
<b>Total Credits</b>		<b>90-92</b>