The undergraduate Teacher Education programs are built upon a strong liberal arts curriculum provided through the General Education Program (GEP) at Saint Joseph’s University. This enables students to integrate their understanding of interdisciplinary content with an understanding of child and adolescent learning.

Students balance theory and practice in teaching related courses. Most education courses provide students with the opportunity to investigate theory and research while participating in field experiences in local schools.

**Learning Goals and Objectives (INTASC)**

Standard #1: Learner Development. The teacher 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.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher 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.

Standard #4: Content Knowledge. The teacher 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.

Standard #5: Application of Content. The teacher 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.

Standard #6: Assessment. The teacher 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.

Standard #7: Planning for Instruction. The teacher 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.

Standard #8: Instructional Strategies. The teacher 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.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher 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.

The traditional undergraduate programs include 40 courses distributed across three components: A General Education component divided into Signature Courses, Variable Courses, and an Integrative Learning requirement; a Major and Divisional component; and Free Electives. In addition to course requirements as specified in each area, students must complete one certified course in each of the following overlay areas:

1. Diversity, Globalization or Non-western Area Studies,
2. Ethics Intensive, and
3. Writing Intensive. Overlay requirements are part of the forty-course requirement.

Saint Joseph’s University has established a General education program for all undergraduate students: The following courses must be included as GEP courses for education majors:

**General Education Signature Courses**

See this page about Signature courses (https://academiccatalog.sju.edu/curricula/#signature). Six courses

**General Education Variable Courses**

See this page about Variable courses (https://academiccatalog.sju.edu/curricula/#variable). Six to Nine courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One Science Course with Lab</td>
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</table>

**General Education Overlays**

See this page about Overlays (https://academiccatalog.sju.edu/curricula/#overlay).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td></td>
<td>Diversity Intensive</td>
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<tr>
<td>EDU 150</td>
<td>Schools in Society Fr Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EDU 246</td>
<td>Literacy, Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Writing Intensive</td>
<td></td>
</tr>
<tr>
<td>EDU 151</td>
<td>Develop, Cognition, &amp; Learning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Ethics Intensive</td>
<td></td>
</tr>
<tr>
<td>SPE 160</td>
<td>Intro to Special Education</td>
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</table>

**General Education Integrative Learning Component**

See this page about Integrative Learning Component (https://academiccatalog.sju.edu/curricula/#integrative-learning). Three courses:
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 201</td>
<td>History of the United States</td>
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</tr>
<tr>
<td>or HIS 202</td>
<td>History of the United States</td>
<td></td>
</tr>
<tr>
<td>MAT 111</td>
<td>The Mathematics of Patterns</td>
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<tr>
<td>or MAT 118</td>
<td>Introduction to Statistics</td>
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</tr>
<tr>
<td>SPE 160</td>
<td>Intro to Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**GEP Electives (for PK-4 major only)**

Six courses

**Major Concentration**

**List of Courses**

*F indicates that course includes a field component*

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 121</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>EDU 150/150F</td>
<td>Schools in Society-Fr Seminar (GEP First Year Seminar)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 151/151F</td>
<td>Develop, Cognition, &amp; Learning (GEP)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 155/155F</td>
<td>Foundations of Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDU 231</td>
<td>Assessment and Evaluation</td>
<td>3</td>
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<tr>
<td>EDU 232/232F</td>
<td>Reading Literature I</td>
<td>3</td>
</tr>
<tr>
<td>EDU 240/240F</td>
<td>Reading Literature II</td>
<td>3</td>
</tr>
<tr>
<td>EDU 242/242F</td>
<td>TechEnhncd Curr &amp; Instrs PK-8</td>
<td>3</td>
</tr>
<tr>
<td>EDU 246/246F</td>
<td>Literacy, Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>EDU 362/362F</td>
<td>Social Studies Thru Arts PK-4</td>
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<tr>
<td>EDU 363/363F</td>
<td>Science Methods PK-4</td>
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</tr>
<tr>
<td>EDU 365/365F</td>
<td>Math &amp; Technology (PreK-4)</td>
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</tr>
<tr>
<td>SPE 160/160F</td>
<td>Intro to Special Education (Also GEP ILC)</td>
<td>3</td>
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<tr>
<td>SPE 200/200F</td>
<td>Teaching in Inclusive Environ</td>
<td>3</td>
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<tr>
<td>SPE 379</td>
<td>Fam School &amp; Comm:Diverse Soc</td>
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<tr>
<td>EDU 495</td>
<td>Student Teaching ECE</td>
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