MIDDLE YEARS EDUCATION: 4-8

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

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

General Education Integrative Learning Component
See this page about Integrative Learning Component (https://academiccatalog.sju.edu/curricula/#integrative-learning). Three courses:

Major Concentration

List of Courses

F indicates that course includes a field component

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General Education Integrative Learning Component
See this page about Integrative Learning Component (https://academiccatalog.sju.edu/curricula/#integrative-learning). Three courses:

Major Concentration

List of Courses

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EDU 157/157F  Adolescent Development  3  
EDU 231/231F  Assessment and Evaluation  3  
EDU 242/242F  Tech Enhncd Curr & Instrs PK-8  3  
EDU 246/246F  Literacy, Language and Culture  3  
EDU 247/247F  Literacy in the Content Areas  3  
EDU 412/412F  Instruct Techniques: Soc Stud  3  
EDU 416/416F  Instructional Techniques -Math  3  
EDU 418/418F  Instructional Tech: Science  3  
SPE 160/160F  Intro to Special Education  3  
SPE 203/203F  Tchng Adolescents Inclus Envir  3  
SPE 379  Fam School & Comm:Diverse Soc  3  
EDU 496  Student Teaching 4-8  12  
EDU 471  Writing in the Classroom  3

4-8 Major Additional Content Requirements

Students who complete the 4-8 program can be certified to teach all subjects in grades 5-6. They must choose one or two disciplines and take additional introductory and advanced courses in order to be certified to teach the selected subject(s) in grades 7-8. The following options are available:

1. **Option 1: One concentration and three generalist academic content areas**
   This option for teacher candidates is to complete a minimum of 30 credit hours in one of the four content areas of mathematics, science, English/language arts and reading or social studies as well as 12 credits in each of the two remaining content areas.

<table>
<thead>
<tr>
<th>Code</th>
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<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Option 1A</td>
<td>English/Language Arts/Reading</td>
<td></td>
</tr>
<tr>
<td>Option 1B</td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Option 1C</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Option 1D</td>
<td>Social Studies</td>
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</tbody>
</table>

2. **Option 2: Concentration in two content areas**
   The second option permitted under the Elementary/Middle Level program design requires a concentration in two content areas. Teacher candidates are to complete a minimum of 21 credits in each content area concentration, as well as 12 credits in each of the two remaining content areas.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Option 2A</td>
<td>English/Language Arts/Reading and Science</td>
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<tr>
<td>Option 2B</td>
<td>English/Language Arts/Reading and Mathematics</td>
<td></td>
</tr>
<tr>
<td>Option 2C</td>
<td>Science and Mathematics</td>
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</tr>
<tr>
<td>Option 2D</td>
<td>Social Studies and Mathematics</td>
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</tr>
<tr>
<td>2E</td>
<td>Social Studies and Science</td>
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</tr>
</tbody>
</table>

The specific number of content courses will vary among the disciplines depending on which option the student chooses. Students may select from a wide variety of offerings in each discipline. All GEP content courses and Education literacy courses are applied to the content course requirements.