ELEMENTARY EDUCATION (PRE K-4) MAJOR

The Elementary Education PK4 major is an accredited program approved by the Pennsylvania Department of Education (PDE) and aligned with the requirements for teacher certification in PK4. Students will also engage with content and pedagogical approaches relevant to grades 5 and 6 which will enable them to add certification for grades 5 and 6 via additional testing. Throughout the Elementary Education PK4 program, students integrate theory with practice through coursework and field experiences in PK4 classrooms in local schools.

The undergraduate Teacher Education programs are built upon a strong liberal arts curriculum provided through the Cornerstone Core Curriculum (CCC) at Saint Joseph's University. This enables students to integrate their understanding of interdisciplinary content with an understanding of developmentally appropriate pedagogy.

Learning Goals and Outcomes

Goal 1: The student will demonstrate an understanding of learner development.

> **Outcome 1.1:** The student will explain how learning occurs—how learners construct knowledge, acquire skills and develop disciplined thinking processes.

> **Outcome 1.2:** The student will identify readiness for learning and explain how development in one area may affect performance in others.

Goal 2: The student will demonstrate an understanding of learning differences.

> **Outcome 2.1:** The student will identify the different ways students learn.

> **Outcome 2.2:** The student will differentiate instruction based on how students learn.

Goal 3: The student will demonstrate an understanding of the central concepts of PK-6 teaching.

> **Outcome 3.1:** The student will identify and describe major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to PK-6 teaching.

> **Outcome 3.2:** The student will identify and describe PK-6 content standards and learning progressions.

Goal 4: The student will plan instruction that supports PK-6 student learning.

> **Outcome 4.1:** The student will plan for instruction based on appropriate curriculum goals and content standards.

> **Outcome 4.2:** The student will plan instruction that is responsive to the identified strengths and needs of individual learners.

Goal 5: The student will demonstrate understanding and effective use of multiple methods of assessment.

> **Outcome 5.1:** The student will define and interpret types of valid and reliable education assessments (including screening, diagnostic, formative, summative, and authentic) and identify principles of their effective use.

> **Outcome 5.2:** The student will analyze and interpret assessment data to identify patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners and their guardians.

Goal 6: The student will demonstrate an understanding of educating for social justice.

> **Outcome 6.1:** The student will describe key elements of interacting positively and respectfully with those of different racial, ethnic, language and socioeconomic backgrounds and sexual orientations.

> **Outcome 6.2:** The student will identify and describe practices and policies that reinforce inequalities and that undermine PK-6 student learning, as well as what can be done to challenge such practices in order to create a more just society.

INTASC Standards

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.

Requirements

Cornerstone Core Curriculum Requirements

Consist of 14 core and 2 overlay requirements. See below for additional detailed information on each of these requirements.

Code	Title	Hours
First Year Course Requirements		
ENG 101	Craft of Language	3
World History Course Area		3
Philosophy Requirements		
Either Level One or Level Two (but not both) -- must be Ethics designated. If approved, philosophy courses may count for a student's Writing Intensive overlay. Students may not double-count the same course as Philosophy Level Two and as a Mission Overlay course.		
Philosophy Level One		3
Philosophy Level Two		3
Theology & Religious Studies Requirements		
If approved, Theology & Religious Studies courses may count for a student's Writing Intensive overlay. Students may not double-count the same course as CCC Theology and as a Mission Overlay course.		
Theology		3
Religious Studies		3
Diversity & INT 151 Requirements		
A student's Diversity course may not count for any other CCC course area requirement or as their Mission Overlay course. If approved, Diversity courses may count for a student's Writing Intensive Overlay requirement. INT 151 may not count for any other CCC requirements. This course must be taken in the first two years		
Diversity		3
INT 151	Inequality in American Society	1
Math & Natural Science Requirements		
If approved, Math & Natural Science Requirements may count toward overlay requirements.		
Mathematics		3-4
Natural Science		4
Social Science Requirement		**3**
If approved, such Social Science Requirement may count toward a student's overlay requirements.		
Non-Native Language Requirement		**3-4**
A single Non-Native Language course may not count as an overlay course but a second language course fulfills a student's Mission Overlay requirement.		
Literature Requirement		**3**
If approved, Literature courses may count toward a student's overlay requirements.		
Fine and Performing Arts, Creativity, and Design Requirement		**3**
If approved, Fine and Performing Arts, Creativity, and Design courses may count toward a student's overlay requirements.		
Overlay Requirements		
Writing-Intensive		3
If approved, Writing-Intensive courses may double count as major courses, minor courses, electives, or as any CCC course area requirement except for the first-year courses (World History and Rhetoric and Composition).		
Mission-Overlay		3
Mission Overlay courses may double count as major courses, minor courses, elective courses, or any of the following CCC course areas: Fine and Performing Arts, Creativity, and Design, Literature, Mathematics, Natural Science, or Social Science.		
Total Hours		**47-49**

Recommended CCC Courses

Code	Title	Hours
Diversity		
EDU 150	Schools in Society w/ Field	
Social Science		
EDU 151	Cognition & Learning w/ Field	
Writing Intensive		
EDU 151	Cognition & Learning w/ Field	
Mission-Overlay		
SPE 160	Intro to Special Edu w/Field	

Major Requirements

Code	Title	Hours
EDU 121	Child Development	3
EDU 150	Schools in Society w/ Field	3
EDU 151	Cognition & Learning w/ Field	3
EDU 155	Found of Early Child w/ Field	3
EDU 231	Assessment and Evaluation	3
EDU 232	Literacy/Literature I w/ Field	3
EDU 246	Language and Culture w/ Field	3
EDU 265	Teaching Math in PK2 w/ Field	3
EDU 340	Literacy/Literature II w/Field	3
EDU 362	Soc Stud Thru Arts PK4 w/Field	3
EDU 363	Science Methods PK-4 w/ Field	3
EDU 366	Teaching Math Gr. 3-6 w/Field	3
SPE 160	Intro to Special Edu w/Field	3
SPE 205	Inclusive Classrooms w/ Field	3
SPE 379	Fam School & Comm:Diverse Soc	3
Student Teaching		
EDU 495	ECE Student Teaching	12
Total Hours		**57**

Free Electives

Graduation requires 120 credits. Any credits necessary to reach that number outside of the CCC and major requirements are considered free electives.

Course	Title	Hours
SPE 379	Fam School & Comm:Diverse Soc	3
	Hours	**15**
	Total Hours	**122-124**

Typical Course Sequence

Course	Title	Hours
First Year		
Fall		
EDU 150	Schools in Society w/ Field	3
EDU 121	Child Development	3
ENG 101	Craft of Language	3
INT 151	Inequality in American Society	1
World History		3
Non-Native Language		3-4
	Hours	**16-17**
Spring		
EDU 151	Cognition & Learning w/ Field	3
EDU 155	Found of Early Child w/ Field	3
Literature		3
Mathematics		3-4
Philosophy Level One		3
	Hours	**15-16**
Sophomore		
Fall		
EDU 231	Assessment and Evaluation	3
EDU 246	Language and Culture w/ Field	3
SPE 160	Intro to Special Edu w/Field	3
MAT 111	The Mathematics of Patterns	3
Philosophy Level Two		3
	Hours	**15**
Spring		
EDU 232	Literacy/Literature I w/ Field	3
EDU 265	Teaching Math in PK2 w/ Field	3
SPE 205	Inclusive Classrooms w/ Field	3
Natural Science		4
Free Elective		3
	Hours	**16**
Junior		
Fall		
EDU 340	Literacy/Literature II w/Field	3
EDU 366	Teaching Math Gr. 3-6 w/Field	3
Fine & Performing Arts, Design & Creativity		3
HIS 201	U.S. History to 1877	3
Free Elective		3
	Hours	**15**
Spring		
EDU 362	Soc Stud Thru Arts PK4 w/Field	3
EDU 363	Science Methods PK-4 w/ Field	3
Theology		3
Free Electives		6
	Hours	**15**
Senior		
Fall		
Religious Studies		3
Free Electives		12
	Hours	**15**
Spring		
EDU 495	ECE Student Teaching	12