

# ELEMENTARY EDUCATION (4-8) MAJOR

## Learning Goals and Outcomes (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.*

## 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

Code	Title	Hours
	One Science Course with Lab	

## General Education Integrative Learning Component

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

Code	Title	Hours
SPE 160	Intro to Special Education	3

## Major Requirements

Code	Title	Hours
EDU 150	Schools in Society w/ Field (GEP First Year Seminar)	3
EDU 151	Cognition & Learning w/ Field (GEP)	3
EDU 157	Adolescent Development w/Field	3
EDU 231	Assessment and Evaluation	3
EDU 242	Tech Enhan Curr & Inst w/Field	3
EDU 246	Language and Culture w/ Field	3
EDU 247	Literacy in Cont Areas w/Field	3
EDU 412	Instr Techniq Soc St w/Field	3
EDU 416	Instr Techniq Math w/Field	3
EDU 418	Instr Techniq Science w/Field	3
EDU 471	Writing in the Classroom	3
SPE 160	Intro to Special Education	3
SPE 205	Inclusive Classrooms w/ Field	3
SPE 379	Fam School & Comm:Diverse Soc	3
EDU 496	Student Teaching (4-8)	12

## 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:

**Option 1: One concentration and three generalist academic content areas**

Code	Title	Hours
<b>Option 1A: English/Language Arts/Reading</b>		
<b>Option 1B: Mathematics</b>		
<b>Option 1C: Science</b>		
<b>Option 1D: Social Studies</b>		

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.

**Option 2: Concentration in two content areas**

Code	Title	Hours
<b>Option 2A: English/Language Arts/Reading and Science</b>		
<b>Option 2B: English/Language Arts/Reading and Mathematics</b>		
<b>Option 2C: Science and Mathematics</b>		
<b>Option 2D: Social Studies and Mathematics</b>		
<b>2E: Social Studies and Science</b>		

- <sup>1</sup> 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.
- <sup>2</sup> 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.
- <sup>3</sup> 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.