

# ELEMENTARY EDUCATION (PRE K-4) MAJOR

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.

Throughout the education program, students integrate theory with practice through coursework and field experiences. Most education courses provide students with this opportunity to integrate theory and practice through 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.*

## 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 Overlays

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

Code	Title	Hours
<b>Diversity Intensive</b>		
EDU 150	Schools in Society w/ Field	3
EDU 246	Language and Culture w/ Field	3
<b>Writing Intensive</b>		
EDU 151	Cognition & Learning w/ Field	3
<b>Ethics Intensive</b>		
SPE 160	Intro to Special Education	3

## General Education Integrative Learning Component

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

Code	Title	Hours
HIS 201	History of the United States	3
or HIS 202	History of the United States	
MAT 111	The Mathematics of Patterns	3

or MAT 118	Introduction to Statistics	
SPE 160	Intro to Special Education	3

## Electives (for PK-4 major only)

Six courses

## Major Requirements

### List of Courses

w/Field indicates that course includes a field component

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 240	Literacy/Literature II w/Field	3
EDU 242	Tech Enhan Curr & Inst w/Field	3
EDU 246	Language and Culture w/ Field	3
EDU 362	Soc Stud Thru Arts PK4 w/Field	3
EDU 363	Science Methods PK-4 w/ Field	3
EDU 365	Math & Technology PK4 w/Field	3
SPE 160	Intro to Special Education	3
SPE 205	Inclusive Classrooms w/ Field	3
SPE 379	Fam School & Comm:Diverse Soc	3
EDU 495	ECE Student Teaching	12