CHILDHOOD STUDIES B.L.S

Childhood Studies Major (Non-Certification)

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 children and adolescents.

Students in the Childhood Studies major balance theory and practice when working with children and adolescents. Most education courses provide students with the opportunity to link theory with practice through field experiences in local schools and other contexts relevant to childhood studies.

Learning Goals and Objectives (INTASC Adapted)

Standard #1: Young Children's Development. The practitioner understands how young children 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 practitioner uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each young child to meet high standards.

Standard #3: Learning Environments. The practitioner 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 practitioner understands the central concepts, tools of inquiry, and structures of the discipline(s) and creates learning experiences that make the discipline accessible and meaningful for young children to assure mastery of the content.

Standard #5: Application of Content and Assessment. The practitioner understands how to connect concepts and use differing perspectives to engage young children in critical thinking, creativity, and collaborative problem solving. He/she uses multiple methods of assessment to engage young children in their own growth, to monitor progress, and to guide his/her decision making.

Standard #6: Professional Learning and Leadership. The practitioner engages in ongoing professional learning, uses evidence to continually evaluate his/her practice, and adapts practice to meet the needs of each young child. The practitioner also seeks appropriate leadership roles and opportunities to collaborate with young children, families, colleagues, other professionals, and community members.

The General Education Program (GEP) at Saint Joseph's University involves a distinctive liberal arts education in the Jesuit, Catholic tradition. General education is essential to the University’s mission, providing all students with the broad knowledge, essential skills, appreciation of diversity, and ethically informed perspective needed by those who would aspire to be “men and women for others.” The GEP ensures mastery of skills required for further study, exposes students to the principal achievements and problems of the major fields of human learning, and introduces them to new disciplines that they may or may not wish to pursue. The Major Concentration component gives depth in a particular field and is thus a preparation for an effective career or for graduate study in that field.

Free or general electives allow students to pursue interests, explore new fields, or to continue concentration in their major.

The Adult Learner General Education Program (GEP) applies to students who are completing a bachelor’s degree through Professional and Liberal Studies Program (PLS) or through the Haub Degree Completion Program (HDC)

The Adult Learner GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

Signature Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHL 154</td>
<td>Moral Foundations</td>
<td>3</td>
</tr>
<tr>
<td>THE 154</td>
<td>Faith, Justice &amp; the Cath Trad</td>
<td>3</td>
</tr>
<tr>
<td>or THE 221</td>
<td>Intro to the New Testament</td>
<td></td>
</tr>
<tr>
<td>ENG 102</td>
<td>Texts &amp; Contexts</td>
<td>3</td>
</tr>
<tr>
<td>HIS 154</td>
<td>Forging the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>Any course certified as Faith &amp; Reason</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Adult Learning Seminar (any course numbered 140)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Variable Core

- One approved course in Art, Literature, or Music, Theater, Film.
- One course in the Natural Sciences (lab-based or lecture based) in biology, chemistry, environmental science, or physics.
- Two courses in Mathematics (PLS majors require MAT 101 or higher; HDC programs require MAT 103 and MAT 123 or an alternate calculus course).
- Two courses in a Non-Native Language (e.g., SPA 111-SPA 112) or two approved alternative courses in Literature in Translation or Classics. With permission, international students or students whose native language is not English may take ESL 201 and ESL 202, Composition and Critical Thinking for Non-Native Speakers of English, in their first two semesters to fulfill their language requirement. Bilingual students may also be considered for a language exemption by the Department of Modern & Classical Languages.
- One course in the Social-Behavioral Sciences including Political Science, Economics, Sociology, and Psychology. Please note that some majors require a specific course.
- One course that is certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

Integrative Learning Course

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.
Overlays

Students admitted Summer 2016 through Spring 2019 to an Adult Learner Program in PLS or HDC are required to complete at least one of the three GEP overlays. Students admitted Summer 2019 and later are required to complete two of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS and HDC students admitted prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS and HDC Advising Offices at the time of admission. Students are encouraged to contact their Advising Office with any curriculum questions. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.

Free Electives

Except for Early Childhood/Elementary Pre K-4 Education majors, all students must complete a minimum of 18 free elective credits. Elective credits may be used to pursue a minor or secondary major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 150</td>
<td>Schools in Society w/ Field (FYS)</td>
<td>21</td>
</tr>
<tr>
<td>EDU 151</td>
<td>Cognition &amp; Learning w/ Field</td>
<td></td>
</tr>
<tr>
<td>EDU 246</td>
<td>Language and Culture w/ Field</td>
<td></td>
</tr>
<tr>
<td>EDU 121</td>
<td>Child Development</td>
<td></td>
</tr>
<tr>
<td>SPE 379</td>
<td>Fam School &amp; Comm:Diverse Soc</td>
<td></td>
</tr>
<tr>
<td>SPE 160</td>
<td>Intro to Special Education</td>
<td></td>
</tr>
<tr>
<td>EDU 370</td>
<td>Special Topics in Education (Capstone Course)</td>
<td></td>
</tr>
</tbody>
</table>

Area Studies: 18

Learning & Instruction Focus:

| EDU 155 | Found of Early Child w/ Field                          |
| EDU 231 | Assessment and Evaluation                              |
| EDU 232 | Literacy/Literature I w/ Field                         |
| EDU 242 | Tech Enhan Curr & Inst w/Field                        |
| EDU 241 | Soc/Emo Dev/Lm: Early Child                           |
| EDU 471 | Writing in the Classroom                               |

Special Education Focus:

| SPE 205 | Inclusive Classrooms w/ Field                         |
| SPE 339 | Educ Stds w/Low Incid Disabil                         |
| SPE 369 | Ed Stds w/Emot-Social Beh Disb                        |

Health Focus:

| IHS 110  | Intro Health Prof Practice                            |
| IHS 248  | Health of School Aged Children                        |
| IHS 253  | Nutrition: Health & Disease                           |
| IHS 331  | Health Studies Research                               |

Electives: EDU courses in the Teacher Education Reading Specialist Program or ESL program may be considered in consultation with the Chair of Teacher Education. Courses outside EDU, SPE and IHS may also be considered in consultation with the Chair of Teacher Education.