# CHILDHOOD STUDIES MAJOR

## 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 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

### 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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>HIS 201</td>
<td>History of the United States</td>
<td>3</td>
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<tr>
<td>or HIS 202</td>
<td>History of the United States</td>
<td></td>
</tr>
<tr>
<td>EDU 246</td>
<td>Language and Culture w/ Field</td>
<td>3</td>
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<tr>
<td>SPE 160</td>
<td>Intro to Special Education</td>
<td>3</td>
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### Major Requirements

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<tr>
<td>EDU 150</td>
<td>Schools in Society w/ Field (FYS)</td>
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<tr>
<td>EDU 151</td>
<td>Cognition &amp; Learning w/ Field</td>
<td>1</td>
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<td>EDU 246</td>
<td>Language and Culture w/ Field</td>
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<tr>
<td>EDU 121</td>
<td>Child Development</td>
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<tr>
<td>SPE 379</td>
<td>Fam School &amp; Comm:Diverse Soc</td>
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<tr>
<td>SPE 160</td>
<td>Intro to Special Education</td>
<td>1</td>
</tr>
<tr>
<td>EDU 370</td>
<td>Special Topics in Education (Capstone Course)</td>
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#### Area Studies:

**18 Hours**

- **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: Erly Chld |
  - 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.