Early Childhood/Elementary Education Pre-kindergarten-4th grade

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Program Overview
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. Students balance theory and practice in teaching related courses. Most education courses provide students with the opportunity to investigate theory and research while participating in field experiences in local schools.

B.S. Early Childhood Education PK-4: Learning Goals and Objectives

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

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

Objective 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.

Goal 3: The student will demonstrate an understanding of the central concepts of PK-4 teaching.

Objective 3.1: The student will identify and describe major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to PK-4 teaching.

Objective 3.2: The student will identify and describe PK-4 content standards and learning progressions.

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

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

Objective 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.

Objective 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.

Objective 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.

Objective 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.

Objective 6.2: The student identify and describe practices and policies that reinforce inequalities and that undermine PK-4 student learning, as well as what can be done to challenge such practices in order to create a more just society.

Requirements for the B.S. Early Childhood/Elementary PreK-4

General Education Program Courses (See Curricula.)

Social Science: EDU 151/151F Development, Cognition and Learning

GEP Integrative Learning Component: Two courses
SPE 160/160F Introduction to Special Education
HIS 201 or 202 US History I or II

Major Requirements
List of Courses: "F" courses are those that have a field assignment
EDU 121 Child Development
EDU 150/150F  Schools in Society
EDU 151/151F  Development, Cognition and Learning (GEP)
EDU 155/155F  Foundations of Early Childhood
EDU 231  Assessment and Evaluation in Education
EDU 232/232F  Reading Literature I
EDU 240/240F  Reading Literature II
EDU 242/242F  Technology-Enhanced Curriculum & Instruction PK-8
EDU 246/246F  Literacy, Language and Culture
EDU 248/248F  Social Studies Through the Arts: PreK-4
EDU 362/362F  Science Methods PreK-4
EDU 365/365F  Math and Technology PreK-4
(Also GEP ILC)
SPE 160/160F  Introduction to Special Education
SPE 200/200F  Teaching in an Inclusive Environment
SPE 379 Family, School & Community in a Diverse Society
EDU 495  Student Teaching PreK-4

Admission Requirements for the SJU Teacher Certification Program

- Must have completed a minimum of 48 credits
- Must have completed ENG 101 and ENG 102
- Must have completed 6 mathematics credits
- Must have an acceptable GPA. Acceptable GPA is defined as a GPA that is making forward progress towards a final cumulative GPA required for state certification. Typically the minimum GPA is 2.8 for admission to a teacher certification program.
- Must meet Basic Skills Testing Requirements in at least one of the following assessments:
  - Qualifying PAPA scores
  - Qualifying SAT scores
  - Qualifying ACT scores
  - Qualifying ETS Core scores

Professional Testing Requirements
In addition to completing prescribed programs of study including field experiences, student teaching, practicums and internships, educators are often required to take and pass standardized tests in order to qualify for a professional license or certification. Testing requirements vary from state to state; therefore candidates must be alert to such requirements for any state in which they wish to be certified. Also, the requirements are subject to frequent changes, so one should always check to be sure they have the most current information regarding which test is required before they pay, register or take an exam. Because of the dynamic nature of the testing requirements, Saint Joseph's University cannot be held responsible for any misinterpretation or misinformation (regardless of the source) used when deciding which test to take. The responsibility to take the proper tests lies solely with the candidates.

Note: The professional licensure tests are challenging and expensive. Candidates should take advantage of all available resources and practice test questions to seriously prepare themselves before sitting for a test.

Pedagogy and Content Exams
Candidates must earn a qualifying scores in the following pedagogy and/or content exams:
PreK-4  Pearson Module 1: Child Dev, Prof., Assessment
PreK-4  Pearson Module 2: Language Arts & Soc Studies

Applying to the SJU Teacher Certification Program
All Education majors must apply to the SJU Teacher Certification Program to be eligible for PA Teacher Certification upon completion of their degree. This separate application process and admission requirements are explained below. The application process for admission into the SJU Teacher Certification Program begins when a student has completed 45 credits towards his/her degree. The advisor will provide the student information regarding the application process. The candidate must complete the application and requirements for admission by the beginning of the second semester of his/her sophomore year. The application process for admission into the SJU Teacher Certification Program begins in October of the candidate's sophomore year when meeting with his/her advisor about registration. The advisor will provide the student information regarding the application process. The candidate must complete the application and requirements for admission by January 31st of his/her sophomore year. Completed applications for admission into the SJU Teacher Certification Program will be reviewed by the Education Transition committee and submitted to the Teacher Education Department Chair. Students will be notified in regards to the acceptance decision.
**Education Course Descriptions**

**EDU 121 Child Development (3 credits)**
This course examines the physical, intellectual, emotional, and social development of the child from birth through the childhood years (0-12), including the study of how children learn and acquire knowledge. Special attention will be given to leading theories of development and their implications in the early childhood and elementary classrooms as well as critiques of these theories.

**EDU 140 Public Schools and Social Equality in Urban Contexts (3 credits)**
This course explores the controversies that the current education reform has created in urban school districts such as the School District of Philadelphia. Particular attention is given to the debate over school funding and the role that charter schools play in this debate. To understand the complexity of this issue, the course will introduce students to some of the main changes experienced by the School District of Philadelphia in recent times and will address how charter schools came to be regarded as "the" solution for public education in this City. Because this course also aims at providing students with an introduction to the process of research and to familiarize them with the conventions of different ways of writing, students will be required to conduct library-based research and to present their conclusions in different academic formats.

**EDU 150/150F Schools in Society (3 credits)**
The course studies American education structurally. The origins, evolution, and realities of contemporary public and private schools are examined through critical readings. Visits to elementary classrooms in multicultural settings provide a strong link to the teacher’s world and the course content. Enrollment in Field Experience EDU 150F is required with this course. Satisfies First Year Seminar GEP requirement and the Diversity Intensive GEP Overlay.

**EDU 151/151F Development, Cognition and Learning (3 credits)**
This course provides students with the opportunity to apply theories of human development to teaching practices. Special attention is directed towards intrinsic and extrinsic motivation, social dynamics in the classroom, tests and measurements, and various instruction models. Enrollment in Field Experience is required with this course. Satisfies a Social/Behavioral Science GEP requirement and the Writing Intensive GEP Overlay.

**EDU 155/155F Foundations of Early Childhood Education (3 credits)**
This course is designed as an introduction to the essentials of early childhood education. Topics to be covered include: recognizing the unique roles played by early care and education providers teaching young children; understanding cognitive, social-emotional, adaptive and motor development in childhood; assessing and planning a developmentally appropriate and standards-based curriculum; providing an inclusive learning environment; and communicating effectively with families and caregivers. Special attention will be given to contemporary models of Early Childhood Education in school and other early childhood settings and the unique needs of early learners, including English Language Learners and students with special needs. Prerequisites: EDU 121, EDU 150, EDU 151.

**EDU 157/157F Adolescent Development (3 credits)**
The course addresses the dynamic complexities of adolescent development, through discussion of classic and emerging theories. The text readings and class assignments make use of research-based, real-world, and cross-cultural examples. The primary aim of the course is to foster the student’s ability to recognize and apply the connections among developmental domains and of theory and research with application as applied to the ever changing field of human development. The course takes a longer age range approach to adolescence by expanding coverage into the early twenties and giving attention to changes and continuities in development that take place during this period of “emerging adulthood.”

**EDU 160/160F Schools in Society (3 credits)**
See description for EDU 150. Appropriate for students who did not take EDU 150 in their freshman year. Equivalent to EDU 150/150F; HOWEVER, does not satisfy the First Year Seminar GEP requirement.

**EDU 161/161F Development, Cognition and Learning (3 credits)**
Certain qualified students will be invited to take part in a supervised practicum, teaching at a local grammar school. In this course there will be lectures in methods of teaching, followed by an
eight-week intensive experience of working with a partner, team-teaching a group of fifteen primary school students. While this is being done, the students will keep a weekly diary from which they will construct a ten-page term paper on the meaning of the experience. Meets requirements for Service Learning course.

**EDU 231 Assessment and Evaluation in Education (3 credits)**
Assessment and Evaluation in Education is designed to provide education majors with an in-depth understanding of the different types of assessment strategies, and how to use multiple assessment data for a wide range of educational decisions. Content coverage will include an overview of assessment models using authentic, diagnostic, dynamic, formative, and summative assessment techniques. In addition, course topic will include an examination of technical qualities of assessment tools, different types of educational decisions, current assessment legislation and regulation, and test modifications/accommodation.

EDU 232/232F Reading/Literature I (3 credits)  
This course provides students with the opportunity to investigate the various theoretical models of the reading process. Students investigate the various factors which impact upon successful reading performance. Students begin to investigate the use of literature, specifically fiction, nonfiction, poetry, picture books, and fantasy selections in the development of instructional practices in the primary grades. Included in this course is an investigation of the use of basals as literature. In addition, students study the use of reading strategies to be used for teaching reading in the content areas. **Prerequisite:** EDU 150, EDU 151.

**EDU 240/240F Reading/Literature II (3 credits)**
The course provides students with the opportunity to continue their investigation of the use of literature as central to the development of successful reading. Students are involved in extensive analysis of a wide range of literature for young people. Students continue to investigate the use of instructional reading models to critique strategies related to the use fiction, nonfiction, poetry, picture books, and fantasy selections. Included in this course is an investigation of multicultural literature and the writing process. **Prerequisite:** EDU 232.

**EDU 241 Social and Motor Development (3 credits)**
This course examines the role of cognitive and psychomotor influences on young children’s social development. Topics studied include: purposes of play and play behavior; motor development and the goals of physical development programs; and behavioral structures that promote prosocial competencies. Special attention will also be directed towards the use of art, music, and movement as central tools to support learning and development. Not required for PK4 majors enrolled after July 2013.

**EDU 242/242F Technology Enhanced Curriculum and Instruction (3 credits)**
This course provides multiple approaches to the critical linked processes of assessment, curriculum development, and instruction of young children. National Association for the Education of Young Children (NAEYC) standards as well as state and federal early learning standards, and guidelines for personnel preparation in early childhood education will be used to structure early learner curriculum and developmentally appropriate programs. Topics of study include: planning and preparation; implementing thematic units and child-centered studies using appropriate curricular materials, scope and sequence; and resources and strategies for student-centered assessments which address academic, cultural and linguistic differences. **Prerequisites:** EDU 150, EDU 151.

**EDU 246/246F Literacy, Language and Culture (3 credits)**
This course introduces education majors to key theories, issues, and practices related to promoting the language and literacy development of culturally and linguistically diverse students (Pre-K - 8), with a special focus on English language learners (ELLs). Candidates will learn how to use the PA Language proficiency standards and PA academic standards to plan instruction in a culturally and linguistically diverse setting. Assigned readings, class discussions, videos, library and online. **Satisfies the Diversity Intensive Overlay.**

**EDU 247/247F Literacy in the Content Areas (3 credits)**
Teaching and using of reading skills in various content fields in middle and secondary schools; problems in reading textbooks, special needs in different curriculum areas, general and specific reading skills, study methods, critical reading, and adjustment to individual differences. Special focus on the use of audiovisual materials in the classroom is a core element of the course. **Prerequisites:** EDU 150, EDU 157.
EDU 357 Education and the Jesuit Mission in Latin America (3 credits)
This course takes students into the reality of schools in Latin American where poverty, ethnic marginalization and political disenfranchisement define the lives of most communities. The course focuses on the Jesuit ethic in Latin America and highlights the tradition of the theology of liberation which understands the school as a forum for advocacy, social empowerment, and personal spirituality.

EDU 362/362F Social Studies through the Arts (3 credits)
The purpose of this course is to combine literacy and social studies education for elementary and middle educators by examining strategies for planning, implementing and evaluating literacy and social studies classroom instruction. The course is designed to help grades 4-8 educators prepare children to be critical readers/thinkers and young citizens in a global, technological and culturally diverse world. Prerequisites: EDU 232.

EDU 363/363F Science Methods PK-4 (3 credits)
This course is designed to provide students with the opportunity to investigate teaching modalities relevant to elementary school science. Emphasis is placed upon the philosophy, curriculum planning and organization, skill development, instrumental methodology, and classroom resources for the natural sciences. Prerequisite: EDU 232.

EDU 365/365F Mathematics and Technology PK-4 (3 credits)
This course provides an overview of the development of mathematics as a part of the elementary school curriculum. Emphasis will be placed upon current research and the development of techniques useful in the presentation of mathematical concepts. Included in this course is a thorough investigation into the Standards and of the National Council of Teachers of Mathematics and examination of gender bias in the mathematics classroom. Prerequisite: EDU 232.

EDU 410/410F Instructional Techniques for English (3 credits)
A course designed to introduce pre-service and in-service secondary school teachers of English to instructional processes, strategies, materials, assessment practices and classroom management theory that will be of practical value in the classroom. Emphasis is on lesson planning that utilizes questioning and discovery strategies, inductive and deductive teaching skills, process writing procedures and traditional grammar, plus oral English skills as demonstrated on a videotaped mini lesson. Prerequisites: EDU 150, EDU 157, SPE 160.

EDU 412/412F Instructional Techniques for Social Studies (3 credits)
This course introduces pre-service and in-service secondary schools and classroom management techniques that will be of practical value in the classroom. Investigations involve studies of the integration of social, economic, and political impact upon groups. Instruction is designed to explore the structure of the discipline with a focus on preparing students to be critical thinkers and citizens in a global, technological and culturally diverse world. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy. Prerequisites: EDU 150, EDU 157, SPE 160.

EDU 414/414F Instructional Techniques for Foreign Languages (3 credits)
This Course introduces the student or teacher to the substance and strategies of proficiency-oriented second-language instruction(K-12). The course will enable the student to compose a working definition of proficiency, and explore possible approaches (instructional techniques) for attaining the goals indicated by this definition. Attention is also given to selected topics in both first and second language acquisition theory and practice. An introduction to general linguistics is helpful but not required. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy. Prerequisites: EDU 150, EDU 157, SPE 160.

EDU 416/416F Instructional Techniques for Mathematics (3 credits)
This course is intended to assist students in the development of their individual approaches to instructional styles and strategies. Emphasis will be placed upon the current research and the development of techniques useful in the presentation of mathematical concepts at the secondary level. Included in this course is a thorough investigation of the National Council of Teachers of Mathematics’ Standards and examination of Gender Bias in the mathematics classroom. Prerequisites: EDU 150, EDU 157, SPE 160.

EDU 418/418F Instructional Techniques for Science (3 credits)
This course is intended to assist students in the development of their individual instructional styles and strategies. Well-conceived and effective curriculum and instruction are based upon both an understanding of the adolescent and the nature of science. Instructional techniques ranging from lecture and demonstrations to laboratory and computer simulations will be modeled and analyzed. Issues in classroom management and safety, among other topics, will be explored. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy. All of these courses in instructional methodology include discussion of and practice in instructional management, student motivation, the implications of learning theory for classrooms, the identification of instructional resources, and procedures for the measurement of student achievement. Students are expected to demonstrate proficiency in these skills for successful completion of the course. Prerequisites: EDU 150, EDU 157, SPE 160.

EDU 424 English Linguistics (3 credits)
This course is an introduction to linguistics through the lens of educational research. First, we will overview the broad field of linguistics. Then, we will focus on an analysis of recent research in discourse analysis and explore particular contexts of discourse such as legal fields, family interactions, the workplace, and the classroom. Special attention will be given to language classroom discourse. We will focus on substantive issues addressed by the research and theoretical frameworks used to structure the inquiry.

EDU 422/422F Instructional Techniques / History of Art Education (3 credits)
This course is designed to introduce pre-service teachers of Art to instructional processes, teaching strategies, materials, lesson planning, assessment practices, and classroom management theory that will be of practical value in the classroom.

EDU 469 Perspectives of Women in Education (3 credits)
This course is designed to provide teachers and teacher candidates with an overview of the issues, including women's perspective, in considering the role of gender in educational settings. Specifically, the course will provide an historical perspective of women's role in education, a feminist view of education and the necessity for integrating women's issues in the basic educational curricula.

EDU 471 Writing in the Classroom (3 credits)
A practical course in the teaching of writing across the curriculum. Practice in personal, creative, and expository writing. Methods of teaching writing and steps in the writing process (pre-writing, drafting, revising, editing, publishing) are emphasized in the course.

EDU 479 Independent Study (3 credits)
This course is designed to accommodate those students who have an interest in a research- or internship-worthy topic that can be examined on an independent basis. The student will work closely with a professor on an education-related topic that will require the identification of that topic, a literature review, appropriate methodology / field experience, and analysis. Study topics include issues in learning and development; particular school philosophies; innovative pedagogies; and current problems in education. The study may involve a reading tutorial or a rigorous pre-approved internship program with an appropriate academic component as defined by the Department chair. The independent study will count as a free elective toward the PK4, 4-8, or 7-12 major.

EDU 491 Student Teaching 7-12 (12 credits)
This experience is designed as the capstone professional course for the Secondary Education Certification program; it is to be the final course taken in the educational coursework sequence. The student teaching experience approximates a full-time working experience for the semester (14 weeks). In addition, each week students attend a seminar in which issues related to student teaching are studied. At the conclusion of the student teaching experience, the student will have demonstrated proficiencies in instructional management, student motivation, curriculum planning, learning theory, solving problems in the educational setting, using technology in the classroom, identifying instructional resources, and assessing student achievement. A maximum of one additional course may be taken during the student teaching semester. See Student Teaching Handbook for more information.

EDU 495 Student Teaching PK-4 (12 credits)
This experience is designed as the capstone professional course for the PreK-4 education major; it is to be the final course taken in the major sequence. The student teaching experience approximates a full-time working experience for the semester (14 weeks). In addition, the student attends a seminar once each week in which issues related to student teaching are studied. At the
conclusion of the student teaching experience, the student shall have demonstrated proficiencies in instructional management, student motivation, curriculum planning, learning theory, solving problems in the educational setting, the use of technology, using reading, language, and literacy skills in all classrooms, the identification of instructional resources, and the assessment of student achievement. A maximum of one additional course may be taken during the student teaching semester. See Student Teaching Handbook for more information.

**SPE 160 Introduction to Special Education (3 credits)**
This introductory course is designed to provide teachers-in-training with an understanding of the child with a disability in various instructional settings. Students will be provided with an overview of Special Education with emphasis on historical and emerging perspectives. Topics to be examined will include types and natures of exceptionalities; legal and ethical responsibilities of teachers; least restrictive environment; various instructional settings; the inclusion of exceptional children in regular education; services and programs for the exceptional child.

**SPE 200/200F Teaching in Inclusive Environments (3 Credits)**
The focus of this course is on the developing of skills dealing with effective inclusive classroom management and creating classroom climate conducive to student achievement. It provides comprehensive coverage of a variety of discipline models to aid candidates in building systems and conceptual models of total discipline based on their underlying theories; emphasizes activities promoting positive behavioral supports; increases pupil motivation; applies methods for establishing cooperative classroom routines, procedures, and practices; organizes the environment, including school wide, classroom, and individual supports; measures and reports progress.

**SPE 379 Family, School, and Community in a Diverse Society (3 credits)**
This course focuses on the process of family assessment and intervention, issues of family and professional collaboration and diversity, and methods of promoting adult communication and management strategies. It applies the knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts as they relate to the family, culture and society. It identifies the members of teams designed to support and optimize children's educational needs and social-emotional development and the network of community services and resources to individuals, families and groups affected by social, environmental, health and related problems. Candidates will develop effective, evidence-based instructional strategies for all levels of support (PreK-8). These will include: lesson plans, unit plans, IEPs, IFSPs, 504 plans, and intervention strategies that employ Pennsylvania's Standards Aligned Systems (http://www.pdesas.org). Candidates will be able to modify and implement curriculum including appropriate adaptations and technology, using the appropriate Academic Standards, Alternate Academic Standards where necessary, Assessment Anchors, and eligible content. In addition, candidates will demonstrate the ability to collaborate and plan for student outcomes and transition at designated times throughout the student's education, including Age 3 transition for Pre K-8, secondary transition procedures (7-12), and transition to post school success. This course of study will include: applying the knowledge of transition-related legislation in fields of special and vocational education, rehabilitation, labor and civil rights; developing and implementing a transition plan that integrates functional, academic, and vocational data aligned to identify post school outcomes, and administering and interpreting formal and informal career and vocational assessment approaches.