# EARLY CHILDHOOD EDUCATION (PK-4), BACHELOR OF SCIENCE IN EDUCATION (BSED)

All candidates completing this program and student teaching are eligible to receive Pennsylvania certification after achieving a passing or qualifying score on Pennsylvania Department of Education required exam(s). If you are interested in teaching in another state, please contact the Department of Education in that state.

## PROGRAM LEARNING OUTCOMES

**PROGRAM GOAL 1 Danielson Framework 1b: Demonstrating Knowledge of Students:** Child and adolescent development; Learning process; Special needs; Students' skills, knowledge, and language proficiency; Students' interests and cultural heritage

- **University Wide Outcome 2: Apply critical thinking to argument and problem solving:** Gather, analyze and evaluate information and ideas. Produce well-supported reasons and evidence. Reach well-argued conclusions and decisions. Use a variety of viewpoints and reflective thought.

**PROGRAM GOAL 2 Danielson Framework 1c: Setting Instructional Outcomes:** Value, sequence, and alignment; Clarity; Balance; Suitability for diverse learners

- **University Wide Outcome 2: Apply critical thinking to argument and problem solving:** Gather, analyze and evaluate information and ideas. Produce well-supported reasons and evidence. Reach well-argued conclusions and decisions. Use a variety of viewpoints and reflective thought.

**PROGRAM GOAL 3 Danielson Framework 1d: Demonstrate Knowledge of Resources:** Resources for Classroom Use; Resources to Extend Content Knowledge and Pedagogy; Resources for Students

- **University Wide Outcome 2: Apply critical thinking to argument and problem solving:** Gather, analyze and evaluate information and ideas. Produce well-supported reasons and evidence. Reach well-argued conclusions and decisions. Use a variety of viewpoints and reflective thought.

**PROGRAM GOAL 4 Danielson Framework 3a: Communicate with Students:** Expectations for Learning; Directions and Procedures; Explanations of Content; Use of Oral and Written Language

- **University Wide Outcome 1. Act as effective communicators:** Communicate successfully with diverse audiences in speech and writing. Demonstrate active listening skills. Apply analytical reading to support language use.
- **University Wide Outcome 9. Develop a worldview that acknowledges diversity and global interdependence:** Understand the importance of diverse experiences, cultures, and identities. Understand the ways that group and individual inequalities and interactions impact self and society. Apply multiple perspectives to address local, regional, global, and cultural issues.

**PROGRAM GOAL 5 Danielson Framework 3c: Engage Students in Learning:** Activities and Assignments; Grouping of Students, Instructional Materials and Resources; Structure and Pacing

- **Middle States Standards III.5.a:** Offer a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field
- **University Wide Outcome 9. Develop a worldview that acknowledges diversity and global** interdependence: Understand the importance of diverse experiences, cultures, and identities.Understand the ways that group and individual inequalities and interactions impact self and society. Apply multiple perspectives to address local, regional, global, and cultural issues.

**PROGRAM GOAL 6 Danielson Framework 4e Growing and Developing Professionally:** Enhancement and Content Knowledge and Pedagogical Skills, Receptivity to Feedback from Colleagues, Service to the Profession

- **Middle States Standards II.2:** Foster a climate of respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives
- **University Wide Outcome 5. Develop as a whole person:** Acquire and apply knowledge and skills in the major and profession, including soft skills. Make connections beyond traditional disciplinary boundaries. Demonstrate a desire for lifelong learning. Establish an identity that incorporates emotional and physical wellness.

**PROGRAM GOAL 7 Danielson Framework 4f: Demonstrating Professionalism:** Integrity and Ethical Conduct, Service to Students, Advocacy, Decision Making

- **University Wide Outcome 8. Act ethically:** Respect the range of ethical perspectives.Understand their own values and principles. Recognize the consequences and impacts of their actions on others.

## Related Links

Early Childhood Education, BSED Program Page (https://www.sru.edu/academics/majors-and-minors/early-childhood-education/)

Elementary Education/ Early Childhood Education Department Page (https://www.sru.edu/academics/colleges-and-departments/coe/departments/elementary-education-/-early-childhood/)

Professional Licensure/Certification Page (https://www.sru.edu/students/student-consumer-information/professional-licensures/)

## Curriculum Guide

### GPA Requirement

GPA must be 3.0 or higher for Teacher Candidacy.

A 3.0 GPA and passing subject area assessment (PECT) or a 2.8 GPA and a *qualifying* passing subject area assessment (PECT) score (as determined by PDE) is required for certification.

### Summary*

| Code | Title | Hours |
|---|---|---|
| Rock Studies 2 Requirements | | 42 |
| Other Basic Requirements | | 0-3 |
| Computer Competency | | 0-3 |

| | |
|---|---|
| Major Requirements | 70 |
| Electives | 14 |

* All undergraduate degree programs require a minimum of 120 credits. Some courses meet multiple requirements, but are only counted once toward the 120 credit total required to graduate.

## Rock Studies 2 Requirements

| Code | Title | Hours |
|---|---|---|
| **The Rock** | | |
| SUBJ 139 | Foundations of Academic Discovery [1] | 3 |
| ENGL 102 | Critical Writing | 3 |
| ENGL 104 | Critical Reading | 3 |
| MATH 210 | Mathematics for Elementary Teachers I | 3 |
| Select one of the following: | | 3 |
| COMM 200 | Civil Discourse: Theory & Practice | |
| PHIL 110 | Ethics and Civil Discourse | |
| POLS 235 | Civil Discourse and Democracy | |
| Subtotal | | 15 |
| **Integrated Inquiry** | | |
| *Creative and Aesthetic Inquiry* | | |
| Select 3 Credits (https://catalog.sru.edu/undergraduate/rock-studies/rock-studies-program/) | | 3 |
| *Humanities Inquiry* | | |
| Select 3 Credits (https://catalog.sru.edu/undergraduate/rock-studies/rock-studies-program/) | | 3 |
| *Social Science Inquiry* | | |
| Select 3 Credits (https://catalog.sru.edu/undergraduate/rock-studies/rock-studies-program/) | | 3 |
| *Natural Sciences Inquiry* | | |
| SCI 101 | Science of Life | 3 |
| *Physical Sciences Inquiry* | | |
| SCI 102 | Understanding the Physical World | 3 |
| Subtotal | | 15 |
| **Additional Rock Studies 2 Requirements (12 credits)** | | |
| MATH 310 | Mathematics for Elementary Teachers II | 3 |
| PE 243 | Educational Movement in Health & Wellness | 3 |
| or DANC 223 | Creative Dance for Children | |
| SOWK 105 | Human Diversity | 3 |
| SPED 121 | Overview of Special Education | 3 |
| **Total Hours** | | **42** |

[1] Course offered in multiple subjects; cannot take course in first major subject.

## Basic Math Requirement

Check with your adviser or a current degree audit report to see if you have been exempted from this course. The credit earned in this course will not be counted toward the 120 credit hour minimum needed to earn a degree.

| Code | Title | Hours |
|---|---|---|
| Complete one of the following: | | 0-3 |
| Meet required minimum SAT or ACT math score OR | | |
| ESAP 110 | Beginning Algebra | |
| **Total Hours** | | **0-3** |

## Computer Competency

| Code | Title | Hours |
|---|---|---|
| Demonstrate "computer competency" by one of the following: | | 0-3 |
| Pass Computer Competency Exam OR | | |
| Select one of the following at SRU or another post-secondary institution: | | |
| CPSC 100 | Introduction to Computing for Liberal Arts | |
| CPSC 110 | Computer Concepts | |
| CPSC 130 | Introduction to Computing and Programming | |
| PE 202 | Technology for Wellness | |
| **Total Hours** | | **0-3** |

## DIVERSITY, EQUITY, AND INCLUSION REQUIREMENT

Students must take and pass a course with the Diversity, Equity, and Inclusion (DEI) designation prior to graduation. Students can meet this requirement by taking any DEI - designated course in any program at any time during their undergraduate career.

## Major Requirements

- 35 major credits must be taken at SRU or PASSHE
- 35 major credits must be taken at the 300 level or above

| Code | Title | Hours |
|---|---|---|
| **Early Childhood Education Courses** | | |
| (Prior to Admittance into Teacher Candidacy Program) | | |
| ELEC 100 | Early Childhood Education Theory & Practice [1] | 3 |
| ELEC 200 | Child Development Typical [1] | 3 |
| PE 243 | Educational Movement in Health & Wellness [1] | 3 |
| or DANC 223 | Creative Dance for Children | |
| SPED 121 | Overview of Special Education [1] | 3 |
| Subtotal | | 12 |
| **Diversity Block [2]** | | |
| ELEC 230 | Field-Based Child Development Typical [1] | 3 |
| ELEC 237 | ELL Strategies and Practice for Early Childhood Education [1] | 3 |
| ELEC 281 | Family and Community Diversity and Partnerships [1] | 3 |
| Subtotal | | 9 |
| **Early Literacy Block [2]** | | |
| ELEC 238 | Literacy Practices for the Emergent Learner, PK-1 [1] | 3 |
| ELEC 285 | Integrating Creative Expression through the Arts [1] | 3 |
| Subtotal | | 6 |
| **Early Childhood Major Courses** | | |
| Must be admitted to Teacher Candidacy Program and have completed both Diversity and Literacy blocks above | | |
| *Block 1* | | |

| | | |
|---|---|---|
| ELEC 311 | Mathematics & Literacy Teaching Lab Pre K - 4 [1] | 1 |
| ELEC 316 | Developmental Formal and Informal Assessments [1] | 3 |
| ELEC 330 | Literacy Practices for the Developing Learner, Grades 2 - 4 [1] | 3 |
| ELEC 340 | Mathematics Methods and Strategies for PRE K - 4 Teachers [1] | 3 |
| SPED 350 | Universal Intervention [1] | 3 |
| Subtotal | | 13 |
| *Block 2* [3] | | |
| ELEC 420 | Early Childhood Field Experience [1] | 3 |
| ELEC 460 | Instructional Strategies for Science and Technology [1] | 3 |
| ELEC 470 | Social Studies & Citizenship [1] | 3 |
| ELEC 480 | Assessment for Differentiation of Literacy Instruction [1] | 3 |
| SPED 360 | Targeted Instructional and Behavioral Interventions for Neuro-Diverse Learners [1] | 3 |
| Subtotal | | 15 |
| **Other Required Coursework for Graduation** | | |
| ELEC 348 | Leadership, Advocacy & Program Development [1] | 3 |
| ELEC 455 | Student Teaching: Early Childhood [1] | 12 |
| or ELEC 475 | International Student Teaching: Early Childhood | |
| Subtotal | | 15 |
| **Total Hours** | | **70** |

[1] Course counts for 50% of Major requirements but not for Major GPA
[2] Pre-requisite ELEC 100 & ELEC 200.
[3] Pre-req is Block 1
* Some courses may require pre-requisites. Please see course descriptions to determine if there are any pre-requisites for that specific course.

## Co-curricular and Experiential Learning

Students are encouraged to explore additional curricular and co-curricular opportunities. There is a strong correlation between long-term student success and participation in the following types of programs and activities:

1. International study programs
2. High-Impact Practice (HIP) designated classes
3. Student-Faculty research and Student Leadership development
4. Career Education and Development
5. Internships/Field Experiences (required)

## Important Information

### Prerequisites for Admission to Teacher Candidacy

- Grades below a “C” are not admissible.

| Code | Title | Hours |
|---|---|---|
| **Basic Courses** | | |
| ELEC 100 | Early Childhood Education Theory & Practice | 3 |
| ELEC 200 | Child Development Typical | 3 |
| ELEC 230 | Field-Based Child Development Typical | 3 |
| ENGL 102 | Critical Writing | 3 |
| ENGL 104 | Critical Reading | 3 |
| **Math Requirement for BS in Education** | | |
| Prior to Admission to Teacher Candidacy | | |
| MATH 210 | Mathematics for Elementary Teachers I | 3 |
| MATH 310 | Mathematics for Elementary Teachers II | 3 |
| **Total Hours** | | **21** |

### BSED Early Childhood PK-4 Grade Requirement

- Grades in each of the following courses must be “C” or better to qualify for Student Teaching and/or Graduation

| Code | Title | Hours |
|---|---|---|
| ELEC 100 | Early Childhood Education Theory & Practice | 3 |
| ELEC 200 | Child Development Typical | 3 |
| ELEC 230 | Field-Based Child Development Typical | 3 |
| ELEC 237 | ELL Strategies and Practice for Early Childhood Education | 3 |
| ELEC 238 | Literacy Practices for the Emergent Learner, PK-1 | 3 |
| ELEC 281 | Family and Community Diversity and Partnerships | 3 |
| ELEC 285 | Integrating Creative Expression through the Arts | 3 |
| ELEC 311 | Mathematics & Literacy Teaching Lab Pre K - 4 | 1 |
| ELEC 316 | Developmental Formal and Informal Assessments | 3 |
| ELEC 330 | Literacy Practices for the Developing Learner, Grades 2 - 4 | 3 |
| ELEC 340 | Mathematics Methods and Strategies for PRE K - 4 Teachers | 3 |
| ELEC 348 | Leadership, Advocacy & Program Development | 3 |
| ELEC 420 | Early Childhood Field Experience | 3 |
| ELEC 455 | Student Teaching: Early Childhood | 12 |
| ELEC 460 | Instructional Strategies for Science and Technology | 3 |
| ELEC 470 | Social Studies & Citizenship | 3 |
| ELEC 480 | Assessment for Differentiation of Literacy Instruction | 3 |
| PE 243 | Educational Movement in Health & Wellness | 3 |
| or DANC 223 | Creative Dance for Children | |
| SPED 121 | Overview of Special Education | 3 |
| SPED 350 | Universal Intervention | 3 |
| SPED 360 | Targeted Instructional and Behavioral Interventions for Neuro-Diverse Learners | 3 |

## Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum

categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University*.

PASSHE - Pennsylvania State System of Higher Education Institutions

EARLY CHILDHOOD EDUCATION - BSED (1100)
Pre K-4 Certification
This program is effective as of Fall 2021.
Revised 07.17.2023
UCC 03.02.2021

# Recommended Four-Year Plan

| Course | Title | Hours |
|---|---|---|
| **First Year** | | |
| **Fall** | | |
| ELEC 100 | Early Childhood Education Theory & Practice | 3 |
| ENGL 102 | Critical Writing | 3 |
| ESAP 101 | FYRST Seminar * | 1 |
| SCI 101 | Science of Life | 3 |
| SPED 121 | Overview of Special Education | 3 |
| SUBJ 139 | Foundations of Academic Discovery [1] | 3 |
| | **Hours** | **16** |
| **Spring** | | |
| ELEC 200 | Child Development Typical | 3 |
| ENGL 104 | Critical Reading | 3 |
| MATH 210 | Mathematics for Elementary Teachers I | 3 |
| SCI 102 | Understanding the Physical World | 3 |
| Creative & Aesthetic Inquiry (https://catalog.sru.edu/undergraduate/rock-studies/rock-studies-program/) | | 3 |
| | **Hours** | **15** |
| **Second Year** | | |
| **Fall** | | |
| **Diversity Block** | | |
| ELEC 230 | Field-Based Child Development Typical | 3 |
| ELEC 237 | ELL Strategies and Practice for Early Childhood Education | 3 |
| ELEC 281 | Family and Community Diversity and Partnerships | 3 |
| MATH 310 | Mathematics for Elementary Teachers II | 3 |
| Humanities Inquiry (https://catalog.sru.edu/undergraduate/rock-studies/rock-studies-program/) | | 3 |
| | **Hours** | **15** |
| **Spring** | | |
| **Early Literacy Block** | | |
| Select one of the following: | | 3 |
| COMM 200 | Civil Discourse: Theory & Practice | |
| PHIL 110 | Ethics and Civil Discourse | |
| POLS 235 | Civil Discourse and Democracy | |
| ELEC 238 | Literacy Practices for the Emergent Learner, PK-1 | 3 |
| ELEC 285 | Integrating Creative Expression through the Arts | 3 |
| PE 243<br>or DANC 223 | Educational Movement in Health & Wellness<br>or Creative Dance for Children | 3 |
| Social Science Inquiry (https://catalog.sru.edu/undergraduate/rock-studies/rock-studies-program/) | | 3 |
| | **Hours** | **15** |
| **Third Year** | | |
| **Fall** | | |
| ELEC 348 | Leadership, Advocacy & Program Development | 3 |
| SOWK 105 | Human Diversity | 3 |
| Free Elective | | 9 |
| | **Hours** | **15** |
| **Spring** | | |
| **Block 1** | | |
| ELEC 311 | Mathematics & Literacy Teaching Lab Pre K - 4 | 1 |
| ELEC 316 | Developmental Formal and Informal Assessments | 3 |
| ELEC 330 | Literacy Practices for the Developing Learner, Grades 2 - 4 | 3 |
| ELEC 340 | Mathematics Methods and Strategies for PRE K - 4 Teachers | 3 |
| SPED 350 | Universal Intervention | 3 |
| Free Elective | | 3 |
| | **Hours** | **16** |
| **Fourth Year** | | |
| **Fall** | | |
| **Block 2** | | |
| ELEC 420 | Early Childhood Field Experience | 3 |
| ELEC 460 | Instructional Strategies for Science and Technology | 3 |
| ELEC 470 | Social Studies & Citizenship | 3 |
| ELEC 480 | Assessment for Differentiation of Literacy Instruction | 3 |
| SPED 360 | Targeted Instructional and Behavioral Interventions for Neuro-Diverse Learners | 3 |
| | **Hours** | **15** |
| **Spring** | | |
| ELEC 455 | Student Teaching: Early Childhood | 12 |
| Free Elective | | 1 |
| | **Hours** | **13** |
| | **Total Hours**** | **120** |

[1] Course offered in multiple subjects; cannot take course in first major subject

* Students are encouraged to take ESAP 101 as a Free Elective.

Major Code: 1100
Revised 01.13.2021

*** This document is meant to serve as a guide. Some planners may show more than 120 credits because faculty have created flexibility in choosing*

*courses.  However, only 120 credits are required to obtain a degree. Please consult with your academic adviser and refer to your curriculum guide prior to registering for courses. This plan should be reviewed, and verified, by you and your academic adviser at least once each academic year.*