

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

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.

The mission of the international concentration is to equip, inspire, and empower teacher candidates by providing them opportunities to develop their personal and professional global awareness; to deepen their understanding of culturally responsive teaching and to experience international teaching in order to be prepared for teaching in the 21st century.

## 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 - International Education, BSED Program Page (<https://www.sru.edu/academics/majors-and-minors/early-childhood-education-international-education/>)

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

## 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
Major Requirements		70
Electives		13

\* 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
<b>The Rock</b>		
SUBJ 139	Foundations of Academic Discovery <sup>1</sup>	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
<b>Integrated Inquiry</b>		
<i>Creative and Aesthetic Inquiry</i>		
Select 3 Credits ( <a href="https://catalog.sru.edu/undergraduate/rock-studies/rock-studies-program/">https://catalog.sru.edu/undergraduate/rock-studies/rock-studies-program/</a> )		3
<i>Humanities Inquiry</i>		
Select 3 Credits ( <a href="https://catalog.sru.edu/undergraduate/rock-studies/rock-studies-program/">https://catalog.sru.edu/undergraduate/rock-studies/rock-studies-program/</a> )		3
<i>Social Science Inquiry</i>		
Select 3 Credits ( <a href="https://catalog.sru.edu/undergraduate/rock-studies/rock-studies-program/">https://catalog.sru.edu/undergraduate/rock-studies/rock-studies-program/</a> )		3
<i>Natural Sciences Inquiry</i>		
SCI 101	Science of Life	3
<i>Physical Sciences Inquiry</i>		
SCI 102	Understanding the Physical World	3
Subtotal		15
<b>Additional Rock Studies 2 Requirements (12 credits)</b>		
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
<b>Total Hours</b>		<b>42</b>

<sup>1</sup> 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	
<b>Total Hours</b>		<b>0-3</b>

### 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
<b>Early Childhood Education Courses</b>		
(Prior to Admittance into Teacher Candidacy Program)		
ELEC 100	Early Childhood Education Theory & Practice <sup>1</sup>	3
ELEC 200	Child Development Typical <sup>1</sup>	3
PE 243	Educational Movement in Health & Wellness <sup>1</sup>	3
or DANC 223	Creative Dance for Children	
SPED 121	Overview of Special Education <sup>1</sup>	3
Subtotal		12
<b>Diversity Block <sup>2</sup></b>		
ELEC 230	Field-Based Child Development Typical <sup>1</sup>	3
ELEC 237	ELL Strategies and Practice for Early Childhood Education <sup>1</sup>	3
ELEC 281	Family and Community Diversity and Partnerships <sup>1</sup>	3
Subtotal		9
<b>Early Literacy Block <sup>2</sup></b>		
ELEC 238	Literacy Practices for the Emergent Learner, PK-1 <sup>1</sup>	3
ELEC 285	Integrating Creative Expression through the Arts <sup>1</sup>	3
Subtotal		6
<b>Early Childhood Major Courses</b>		
Must be admitted to Teacher Candidacy Program and have completed both Diversity and Literacy blocks above		
<i>Block 1</i>		
ELEC 311	Mathematics & Literacy Teaching Lab Pre K - 4 <sup>1</sup>	1
ELEC 316	Developmental Formal and Informal Assessments <sup>1</sup>	3
ELEC 330	Literacy Practices for the Developing Learner, Grades 2 - 4 <sup>1</sup>	3

ELEC 340	Mathematics Methods and Strategies for PRE K - 4 Teachers <sup>1</sup>	3
SPED 350	Universal Intervention	3
Subtotal		13
<i>Block 2 (Pre-req is Block 1)</i>		
ELEC 420	Early Childhood Field Experience <sup>1</sup>	3
ELEC 460	Instructional Strategies for Science and Technology <sup>1</sup>	3
ELEC 470	Social Studies & Citizenship <sup>1</sup>	3
ELEC 480	Assessment for Differentiation of Literacy Instruction <sup>1</sup>	3
SPED 360	Targeted Instructional and Behavioral Interventions for Neuro-Diverse Learners <sup>1</sup>	3
Subtotal		15
<b>Other Required Coursework for Graduation</b>		
ELEC 405	Overview of and Immersion in Global Education <sup>1</sup>	3
ELEC 455	Student Teaching: Early Childhood	12
Subtotal		15
<b>Other International Requirements</b>		
One study abroad program or other global experience approved by COE International Coordinators		
<b>Total Hours</b>		<b>70</b>

<sup>1</sup> Course counts for 50% of Major requirements but not for Major GPA

<sup>2</sup> Pre-requisite ELEC 100 & ELEC 200.

\* 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
<b>Basic Courses Required</b>		
ENGL 102	Critical Writing	3
ELEC 100	Early Childhood Education Theory & Practice	3
ELEC 200	Child Development Typical	3
ELEC 230	Field-Based Child Development Typical	3
ENGL 104	Critical Reading	3
Subtotal		15
<b>Math Requirement for BS in Education</b>		

Prior to Admission to Teacher Candidacy		
MATH 210	Mathematics for Elementary Teachers I	3
MATH 310	Mathematics for Elementary Teachers II	3
Subtotal		6
<b>Total Hours</b>		<b>21</b>

### 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 405	Overview of and Immersion in Global Education	3
ELEC 420	Early Childhood Field Experience	3
ELEC 460	Instructional Strategies for Science and Technology	3
ELEC 470	Social Studies & Citizenship	3
ELEC 475	International Student Teaching: Early Childhood	1-12
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 PK-4 CERTIFICATION - BSED

(1100/0024)

Concentration in International Education (INTL/INTR)

This program is effective as of Summer 2023

Revised 12.19.2023

UCC 11.28.2023

## Recommended Four-Year Plan

Course	Title	Hours
<b>First Year</b>		
<b>Fall</b>		
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 <sup>1</sup>	3
<b>Hours</b>		<b>16</b>
<b>Spring</b>		
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 ( <a href="https://catalog.sru.edu/undergraduate/rock-studies/rock-studies-program/">https://catalog.sru.edu/undergraduate/rock-studies/rock-studies-program/</a> )		3
<b>Hours</b>		<b>15</b>
<b>Second Year</b>		
<b>Fall</b>		
<b>Diversity Block</b>		
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 ( <a href="https://catalog.sru.edu/undergraduate/rock-studies/rock-studies-program/">https://catalog.sru.edu/undergraduate/rock-studies/rock-studies-program/</a> )		3
<b>Hours</b>		<b>15</b>
<b>Spring</b>		
<b>Early Literacy Block</b>		
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 or DANC 223	Educational Movement in Health & Wellness or Creative Dance for Children	3
SOWK 105	Human Diversity	3
<b>Hours</b>		<b>15</b>
<b>Third Year</b>		
<b>Fall</b>		
ELEC 348	Leadership, Advocacy & Program Development	3
Social Science Inquiry ( <a href="https://catalog.sru.edu/undergraduate/rock-studies/rock-studies-program/">https://catalog.sru.edu/undergraduate/rock-studies/rock-studies-program/</a> )		3
Minor Course or Free Electives		9
<b>Hours</b>		<b>15</b>
<b>Spring</b>		
<b>Block 1</b>		
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
Minor Course or Free Elective		3
<b>Hours</b>		<b>16</b>
<b>Fourth Year</b>		
<b>Fall</b>		
<b>Block 2</b>		
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
<b>Hours</b>		<b>15</b>
<b>Spring</b>		
ELEC 455	Student Teaching: Early Childhood	12
Free Elective		1
<b>Hours</b>		<b>13</b>
<b>Total Hours**</b>		<b>120</b>

<sup>1</sup> Course offered in multiple subjects; cannot take course in first major subject

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

\*\* 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.

Major Code: 1100

Revised 01.13.21