

Saint Joseph's University
Department of Education

Social-Emotional Development and Motor Development in Early Childhood
EDU 241/641

Spring 2015

Professor: TBD
TBD

Class Location: One Penn Center (1617 JFK Blvd)
Suburban Station Suite 1705

Office:

Class Meetings: Wednesday 5:15-8:15 PM

Phone: 215-654-9414

Class Dates: Jan 21, 2015-May 6, 2015

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Office Hours: Wednesdays 4:15-5:15 PM and by appointment

Course Description: The purpose of this course is to provide students the current research, core principles and effective skills to intentionally nurture children's social, emotional and motor development in the context of healthy classroom environments. Students are encouraged to appreciate the power of relationships to influence healthy growth and development in infants and young children and the many ways as early childhood educators they can inform and inspire parents and other caregivers to become more aware and better equipped to nurture their children's emotional, social and motor development. Included is information about brain basics, language awareness, needs awareness, attachment principles, information about the nature of families as systems and specific ways to communicate effectively with children, colleagues, parents and caregivers.

Required Readings

- Bagdi, A., Vacca, J. & Waninger, K. (2007). The importance of sensory functioning: Guidelines for infant and toddler caregivers. *Dimensions of Early Childhood*, 35(2), Pages 13-22.
- Buysse, V. & Wesley, P. (2006). *Evidence-Based Practice in the Early Childhood Field*. Washington, DC: Zero to Three. Chapter 1 (pages 1-5,14-34) and Chapter 7 (pages 228-246).
- Eliot, L., (2000). *What's Going On In There? How the Brain and Mind Develop in the First Five Years of Life*. New York, NY: Bantam Books.
- Groark, C., Mehaffie, K., McCall, R. & Greenberg, M. (2006). *Evidence-Based Practices and Programs for Early Childhood Care and Education*. Thousand Oaks, CA: Corwin Press. Chapter 1 pages 3-24.

- Landy, S. (2009). *Pathways to Competence: Encouraging Healthy Social and Emotional Development in Young Children, Second Edition*, Baltimore, MD: Brookes Publishing Company.
- National Research Council Institute of Medicine. (2000). *From Neurons to Neighborhoods. The Science of Early Childhood Development*. Washington, DC: National Academies Press. Introduction (pages 21-32) and Chapter 14 (pages 383-402)
- Vacca, J. (2006). Evaluating Children with Disabilities: Recommendations for Early Childhood Educators. *Dimensions of Early Childhood*, 34(2), pages 11-20.
- Wagenhals, D. (2009). *Social Emotional and Motor Development in Early Childhood*. Fort Washington, PA: Institute for Family Professionals.
- Winston, P., McCollum, J. & Catlett, C. (2007). *Practical Approaches to Early Childhood Professional Development Evidence, Strategies and Resources*. Washington, DC: Zero to Three. Chapter 1 (pages 1-12) and Chapter 12 (pages 247-262)

Course Objectives:

1. Understand and recognize the role early social and emotional wellness plays in the development of the young child.
2. Understand the basics of motor development and the relationship between motor development and healthy social and emotional development.
3. Gain self-confidence and appreciation for the role, responsibilities and potential impact early childhood educators can have on the development of early social, emotional and motor development of the young child.
4. Develop and improve critical writing skills including translation of theory to practical application.
5. Graduate Students: Provide a demonstration of knowledge of materials through either researching and drafting of policy or the development of a parent workshop or lesson plan and presenting project specifics to instructors.

Specific goals for students include:

1. Understand and recognize the relationship between social-emotional development and motor development in early childhood.
2. Understand and be competent to describe and explain core, evidence-based principles necessary to guide developmental processes.
3. Describe specific neurobiological benefits of interactive behaviors between adults and infants, toddlers and young children that promote social, emotional and motor development, including the importance of touch, rhythmic activities, calm and predictable behaviors and the application of the 90-90-90 theory.
4. Understand and appreciate the fundamental nature of process as a core dynamic of all forms of growth, development and change.
5. Understand and appreciate the role, responsibilities and potential impact parents and caregivers can have on the development of early social, emotional and motor development of the young child.

6. Understand and appreciate the power, key principles and importance of promoting relational health between caring adults and the children for whom they are responsible and between parents/caregivers and the ECE professionals who care for their children.
7. Understand and demonstrate ability to explain key principles of human growth and development around ages and stages, developmental tasks, appreciation for individual uniqueness, maturity levels and the impact of situational factors and how each can impact the degrees to which a child reaches his or her potential.
8. Understand and appreciate the impact of expectations, images and realities that can influence adult attitudes, values, beliefs and behaviors with regard to the behaviors and underlying social, emotional, motor and relational dynamics of each child.
9. Understand and appreciate the importance of early attachment, the four categories that describe types of attachment and the impact each can have on children.
10. Understand and appreciate the importance of early interventions if and when issues appear possible in social, emotional and/or motor development.
11. Demonstrate an ability to use current reliable resources to determine specific possible options for providing appropriate early interventions.
12. Understand and appreciate the basics of brain growth, development and functioning in infants, toddlers and young children, including what contributes to maximizing potentials for healthy growth and development.
13. Increase trauma-awareness and understanding with regard to ways trauma can negatively impact the infant and young child's brain growth, development and functioning.
14. Understand and appreciate the importance and the processes involved in careful observations/assessments of outward behaviors as reflective of underlying social, emotional and motor growth and development.
15. Demonstrate abilities to access and interpret fundamental research on key topics related to social, emotional and motor development.
16. Understand, recognize and demonstrate abilities to use effective communication skills that promote social and emotional growth and development in children and strong, healthy relationships between ECE's and parents/caregivers and ECE's and colleagues.
17. Demonstrate abilities to determine if, what and how to sensitively and effectively communicate basic information about social, emotional and motor development to parents and caregivers.

Course Requirements:

1. Examinations (Midterm and Final)

There will be two examinations given in this course. The content of both tests will cover required readings and lecture material. The format of each exam will be a combination of objective, short-answer, and essay questions. The Midterm will be a take-home examination that will be distributed in Week 6 and is due in Week 7. The Final Exam will be a combination of a take-home examination and an in-class examination on May 6, 2015.

Each of the exams includes questions related to the role early social and emotional wellness plays in the development of the young child (Objective 1).

Each of the exams includes questions related to some of the basics of motor development and the relationship between motor development and healthy social and emotional development (Objective 2).

The short answer and essay portions of the exams provide opportunities for students to share ways they better appreciate the role, responsibilities and potential impact early childhood educators can have on the development of early social, emotional and motor development of the young child (Objective 3).

Responding to short answer and essay questions provides opportunities for students to develop and improve critical writing skills, including translation of theory to practical application (Objective 4).

2. Class Presentations

Each student is responsible to make one 10-minute presentation to the rest of the group based on information from the reading. Students use a predetermined format for their presentation and submit their notes to the instructor.

Students can sign up in Week Two or Three. Presentations begin in Week Four. There will be two presentations per class in weeks 4 through 11.

The purpose of the presentation is to allow each student to demonstrate his or her ability to prioritize, summarize and present key concepts about some aspect of social, emotional or motor development. Each presentation will also add to the individual knowledge bases of class members and allow the entire class to continue exploring the information contained in the books.

Students are graded in the following areas:

- Content (clarity, accuracy, organization, cited sources)
- Application (real-life examples and stories, ideas/suggestions, relevancy/benefits)
- Presentation skills (enthusiasm, voice level, eye contact, timing)
- Visuals (clear, colorful, creative, neat)

Additional details will be provided on a separate handout provided with course materials and distributed in the first class.

Each student creates, presents, verbally self-assesses his or her experience of the process, receives verbal feedback from the instructors and a score based on the bulleted items listed previously (Content, Application, Presentation Skills, and Visuals). Students submit a detailed outline of their presentation (hard copy of Powerpoint, if utilized, is acceptable).

Each student has an opportunity to demonstrate understanding and recognition of the role early social and emotional wellness plays in the development of the young child. As students observe these presentations, they too have opportunities to gain understanding and recognition of the role early social emotional wellness plays in the development of young child (Objective 1).

For those presentations that address basics of motor development, students have opportunities to demonstrate understanding of some aspect of motor development and the relationship between gross and fine motor domains. As students observe these presentations, they too have opportunities to gain understanding and recognition of some aspects of the basics of motor development and the relationship between motor development and healthy social and emotional development (Objective 2).

Through the process of creating, presenting, verbally assessing, receiving feedback as well as a tangible score, students can gain self-confidence and appreciation for the role, responsibilities and potential impact early childhood educators can have on the development of early social, emotional and motor development of the young child as the very experience of engaging in this process raises awareness of their roles, responsibilities and potential impact and allows them to consider ways they might share this information with colleagues, parents and caregivers (Objective 3).

Through the process of creating presentations, students are given opportunities to develop and improve critical writing skills including translation of theory to practical application (Objective 4).

3. Homework Expectations

Students are expected to read each session's assignments before coming to class (books, articles and course material). Students are expected to be prepared to discuss the reading assignments.

Students are also required to submit one (1) written assignment on the day it is due and as outlined in the detailed homework assignment handout.

Students are expected to bring the books that had assigned reading with them to class.

All written assignments will be evaluated in five general areas:

1. All required components are included in the assignment.
2. Quality of all components.
3. Quality of presentation (i.e. professional appearance).
4. Appropriate use of mechanics (i.e., spelling, punctuation, grammar).
5. Required format is in evidence (i.e., APA format).

Additional details will be provided on a separate handout provided with course materials and distributed in the first class.

All of the reading assignments relate in some way to helping students better understand and recognize the role early social and emotional wellness plays in the development of young child. Many of the readings are specific with regard to the basics of motor development and the relationship between motor development and healthy social and emotional development.

As students complete homework assignments, both in terms of reading and written assignments, they have opportunities to:

- Gain in their understanding and recognition of the role early social and emotional wellness plays in the development of infants and young children, especially as they become more aware of the many dynamics and the complex nature of each unique child's growth and development (Objective 1).
- Gain in their understanding of the basics of motor development and the relationship between motor development and healthy social and emotional development (Objective 2).
- Gain self-confidence and appreciation for the role, responsibilities and potential impact early childhood educators can have on the development of early social, emotional and motor development of the young child has the information makes it clear that infants and young children are greatly impacted by the ways they interact with early childhood educators (Objective 3).
- Develop and improve critical writing skills including translation of theory to practical application as they read the information and then select specific materials on which to write brief summaries of key information and principles and then reflect on ways to apply the information and principles in real-life situations. (Objective 4).

4. Class Participation

Students are graded on class participation in the following nine areas:

- Actual attendance
- Attentiveness
- Responsiveness
- Clarity (in responses)
- Appropriateness of Interactions
- Adherence to Ground Rules
- Sharing (active participation)
- Book Discussion (active participation)
- Small Group Interaction

By actively participating in class through the nine areas of class participation we consider in grading each student, students can achieve course objectives in the following ways:

- Participation and attending to the participation of other students provides students with opportunities to increase their understanding and recognition of the role early

social and emotional wellness plays in the development of the young child as they reflect on their own increased understanding and recognition and observe others considering how the information promotes this understanding and recognition. (Objective 1).

- Participation and attending to the participation of other students provides students with opportunities to increase their understanding of some of the basics of motor development and the relationship between motor development and healthy social and emotional development as they reflect on their own increased understanding and recognition and observe others considering how the information promotes this understanding and recognition (Objective 2).
- Participation and attending to the participation of other students promotes gains in self-confidence and appreciation for the role, responsibilities and potential impact early childhood educators can have on the development of early social, emotional and motor development of the young child as students reflect on their own increased understanding and recognition of the information and principles contained in the reading and in their writing. As they observe others considering how the information promotes this understanding and recognition they can gain even more self-confidence and appreciation for the role, responsibilities and potential impact early childhood educators can have on the development of early social, emotional and motor development of the young child (Objective 3).
- Participation and attending to the participation of other students provides students with opportunities to share some of the information and reflections with regard to application of that information about which students wrote in their homework assignments. As they share their information and ways of applying the information and hear others share the information they highlighted and ways they are or anticipate applying it they can develop and improve their critical writing skills including translation of theory to practical application in each subsequent homework assignment (Objective 4).

5. Graduate Project

Students taking the course for graduate credit are expected to complete a graduate project. This project is detailed in a separate handout provided the first day of class.

As each student creates and discusses his or her project with either other students or one of the instructors, he or she has opportunities to achieve course objectives in the following ways:

- By conducting research, designing the project and sharing it in whichever ways are defined in the options for a grad project, each student can gain an understanding in recognizing the role early social and emotional wellness plays in the development of the young child as they apply the information and principles to their project (Objective 1).

- For those students who focus their grad project on some aspect of motor development and the relationship between motor development and healthy social and emotional development, the process of designing the project and sharing it in whichever way(s) are defined in the options for a grad project, each student can gain an increased understanding of some aspects of the basics of motor development and the relationship between motor development and healthy social and emotional development as they apply the information and principles to their project (Objective 2).
- Students gain self-confidence and appreciation for the role, responsibilities and potential impact early childhood educators can have on the development of early social, emotional and motor development of the young child as a result of conducting research, designing the project and sharing it in whichever ways are defined or a grad project (Objective 3).
- Because each student provides written descriptions of his or her grad project, his or her participation in the project provides opportunities for him or her to develop and improve critical writing skills, including translation of theory to practical application (Objective 4).
- Each student provides a demonstration of knowledge of materials through either researching and drafting of policy or the development of a parent workshop or lesson plan and presenting project specifics to instructors (Objective 5).

A final note on attendance and participation:

Class participation and attendance are two critical pieces to the successful completion of the course. There are several in-class activities planned throughout the semester and therefore it requires the complete involvement of all of the students in the course. Further, active participation in class is an equally important component in the learning process. Mere reading the text and taking tests while necessary are not sufficient in comprehensive learning and fulfillment of each of the learning outcomes for the course. Obviously things arise that may prevent a student from attending class. For such occurrences, appropriate documentation needs to be provided to the instructor in order to count as an excused absence. A doctor's note, for example, is an appropriate form of documentation for missing a class due to illness. Attendance and participation points are given for each class session. Should more than three absences including excused absences take place, a meeting will be scheduled with the instructor to explore the feasibility of completing the course successfully.

Grading Policy

| <u>Assignments</u> | <u>Percent of Final Grade</u> |
|---------------------|-------------------------------|
| Midterm Examination | 20% |
| Final Examination | 20% |
| Written Homework | 25% |
| Class Presentation | 10% |
| Class Participation | 25% |
| <i>TOTAL</i> | <i>100%</i> |

It is the student's responsibility to ask the instructor for clarification regarding an assignment prior to the due date. The quality of writing assignments will impact the student's grade. This instructor will be available via email if you have questions; however, please post general questions or issues in *Class Help Desk* on the course Blackboard – where students can help each other by asking and answering each other's questions. The instructor will also check in to confirm or clarify, as needed.

Undergraduate Grading System

| Letter Grade | Numerical Grade Range | Letter Grade | Numerical Grade Range |
|--------------|-----------------------|--------------|-----------------------|
| A | 96-100 | C+ | 76-79 |
| A- | 92-95 | C | 72-75 |
| B+ | 88-91 | C- | 68-71 |
| B | 84-87 | D+ | 67-70 |
| B- | 80-83 | D | 64-67 |
| | | F | 0-63 |

Graduate Grading System

| Letter Grade | Numerical Grade Range | Letter Grade | Numerical Grade Range |
|--------------|-----------------------|--------------|-----------------------|
| A | 95-100 | B | 80-85 |
| A- | 90-94 | C | 70-79 |
| B+ | 86-89 | F | Less than 70 |

PLEASE NOTE: A grade of A is for *exceptional work* (well above the basic requirements). This does not necessarily mean the quantity of the work but the quality. Meeting the basic requirement is average and will receive an average grade (B = high average to C = average).

Academic Honesty Policy

All students are responsible for completing their own work. All work must be completed specifically for this class, and not be work previously submitted for other classes or by other people. Academic misconduct is a code, a violation of Saint Joseph's University Student Code of Conduct. Academic misconduct refers to dishonesty in examinations (cheating), presenting ideas or writing of someone else's as one's own (plagiarism), or knowingly furnishing false information to the university. Some plagiarism is extreme and willful (i.e., buying or using the work of another). Other forms of plagiarism may arise from carelessness or ignorance (i.e., is using quotation marks or citations). Plagiarism of any kind is not acceptable and will not be tolerated. If a student is found to be involved with academic misconduct, the student will receive an "F" grade on the assignment or the class and/or a referral to the Director of the University's judiciaries with possible sanctions for suspension or expulsion. For more information on plagiarism and how to avoid it visit <http://www.sju.edu/libraries/drexel/plagiarism/index.htm> at our local library.

Please Note: All citations, quotations, and references must be in accordance with APA protocols.

Accommodations

For those who have or think that you may have a disability (learning, physical or psychological), you are encouraged to contact Services for Students with Disabilities, Room G10, Bellarmine, 610-660-1774 or 610-660-1620 as early as possible in the semester. Reasonable accommodations can only be offered to students with current (within 3 years) documentation of the disability and to the extent that such accommodation does not interfere with the essential requirements of a particular course or program.

Once it is determined by the Director of Services for Students with Disabilities (“Director”) that a student qualifies for consideration for a reasonable accommodation, the Director will be in touch with the student’s professors in whose courses such accommodation is being requested to discuss the instructional essential requirements of the particular course and the type of accommodation being sought by the student in connection with the course. With this specific information related to the course and the documentation of the student’s disability, the Director will determine what accommodation, if any, can be offered to the student.

In the event that a student does not initiate this process at the start of the semester or at the start of his/her enrollment at Saint Joseph’s, but at some point during the academic year wishes to request extended time to take examinations and/or an examination in a distraction free environment, such requests must be discussed with the Director a minimum of two (2) weeks prior to the scheduled date of the exam. In addition, all students requesting extended time to take examinations in a distraction-free environment must complete the Extended-Time Request Form, present it to the professor a minimum of one (1) week prior to the scheduled date for signature and return the completed Form to the Office of Services for Students with Disabilities three (3) days prior to the date of the examination. Failure to follow these procedures could result in a denial of the request as untimely.

All other mid-semester requests for reasonable accommodation should be discussed with the Director as soon as possible.

Accommodations Grievance Procedures for Students with Disabilities

The Office of Services for Students with Disabilities will seek to provide a reasonable accommodation to qualified students with disabilities. However, there may be times when a disagreement as to what is a reasonable accommodation or as to the nature of the reasonable accommodation being provided will occur between the student and the University. The student has a right to file a grievance for complaints regarding a requested or offered reasonable accommodation on the basis of a disability under Section 504 and the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA) and University policies.

If you have any questions contact Jim Scott, Director, Services for Students with Disabilities – Bellarmine – Room G10 - 610-660-1774 or jscott@sju.edu

Weekly Schedule

| DATE | CONTENT |
|-------------------------------------|--|
| Week 1 January 21 | <i>Overview of course, requirements, and expectations</i> <i>Iceberg Image</i> <i>Steps of Growth</i> <i>Role & Responsibilities of the ECE professional (part 1)</i> |
| Week 2 January 28 | <i>Observer Role</i> <i>Impact Sensitivity</i> <i>Child Development</i> <i>Ten Things Every Child Needs: Introduction</i> |
| Week 3 February 4 | <i>Motor Development</i> <i>Images versus Realities</i> <i>Power of Expectations</i> <i>Ten Things Every Child Needs: Interaction</i> |
| Week 4 February 11 | <i>Temperament</i> <i>Brain Basics</i> <i>Ten Things Every Child Needs: Touch</i> <i>Two Student Presentations</i> |
| Week 5 February 18 | <i>Language Awareness</i> <i>Four Parenting Styles</i> <i>Process/Processing</i> <i>Ten Things Every Child Needs: Stable Relationships</i> <i>Two Student Presentation</i> |
| Week 6 February 25 | <i>Distribution of Take-Home Mid-Term</i> <i>Communication Skills</i> <i>Active Listening</i> <i>Two Student Presentations</i> |
| Week 7 March 4 | Mid-Term Due <i>Active Listening (cont'd)</i> <i>RESS-Q</i> <i>Power of Touch</i> <i>Power of Love</i> <i>Ten Things Every Child Needs: Safe & Healthy Environment</i> <i>Two Student Presentations</i> |
| No Class March 11 | |
| Week 8 March 18 | <i>Attachment (including neurobiological information)</i> <i>Ten Things Every Child Needs: Quality Child Care</i> <i>Two Student Presentations</i> |
| Week 9 March 25 | <i>Self-Esteem Basics</i> <i>Ten Things Every Child Needs: Self-Esteem</i> <i>Two Student Presentations</i> |
| No Class April 1 | |
| Week 10 April 8 | <i>Affirmations</i> <i>Introduction to Trauma (Brain States)</i> <i>Ten Things Every Child Needs: Communication</i> <i>Two Student Presentations</i> |

| DATE | CONTENT |
|-----------------------------------|--|
| Week 11 April 15 | <i>Nature of Families</i> <i>Families as Systems</i> <i>Ten Things Every Child Needs: Play</i> <i>Two Student Presentations</i> |
| Week 12 April 22 | <i>Needs Awareness</i> <i>Ten Things Every Child Needs: Music</i> |
| Week 13 April 29 | <i>Calm & Predictability</i> <i>Effective Discipline Basics</i> <i>Ten Things Every Child Needs: Reading</i> |
| Week 14 May 6 | <i>Final Exam</i> <i>School Readiness</i> <i>Closing Exercise</i> |

Pennsylvania Professional Educator Learning Standards

I. Development, Cognition and Learning

- A. Curriculum
- B. Social
- C. PreK-4 education foundation, theory and policy
- D. Child development theory
- E. Early childhood theory
- F. PA Early Learning Standards
- G. Classroom environment
- H. Behavior
- I. Diversity

II. Subject Matter Pedagogy Content

- A. Language development
- B. Early literacy foundations
- C. Early math foundations
- D. Science
- E. Social Studies
- F. Arts and humanities
- G. Motor development and health

III. Assessment

- A. Identify, administer, interpret and plan instruction based on each of the assessment components in a standards aligned system
- B. Demonstrate understanding of the types of assessments used
- C. Effectively use systematic observations, documentation and other effective assessment strategies
- D. Establish, develop and sustain the assessment partnerships with families and other professionals
- E. Identify, define and interpret the types of valid and reliable education assessments and their uses
- F. Implement approaches to child assessment
- G. Demonstrate the use of formal and informal assessment data
- H. Demonstrate an understanding of the multi-disciplinary evaluation process and an ability to articulate the findings
- I. Demonstrate an understanding of the components of the IEP process
- J. Articulate differences between achievement tests, aptitude tests and observational data
- K. Create an instructional plan using assessment information related to individual student achievement
- L. Analyze and interpret formative assessment
- M. Demonstrate an understanding of the purpose and intent of standardized assessments and progress monitoring
- N. Systematically monitor student performance to best identify areas of need
- O. Use evaluative data on an individual, class and district level

- P. Demonstrate an understanding of legally acceptable modifications and accommodations for assessments for students with disabilities
- Q. Demonstrate an understanding of ethical practice for assessment
- R. Recognize the need to consult with multi-disciplinary team when cultural, economic or linguistic differences are present in order to avoid biased assessment

IV. *Family and Community Collaboration Partnerships*

- A. Must know family systems and the roles of families in children's development
- B. Must know strategies for becoming cross-culturally competent
- C. Must know and understand strategies to partner with families
- D. Articulate strategies that link families to community resources

V. *Professionalism*

- A. Establish and maintain a positive social context for learning
- B. Set developmentally, culturally, linguistically and individually appropriate expectations for children
- C. Relate to, communicate with, develop and sustain partnerships with families
- D. Develop and foster understanding of values that underpin procedures, rules and expectations
- E. Respond to children's emotional communications
- F. Respond to children's cultural context for understanding their actions and intentions
- G. Individualize behavior support
- H. Help children develop self and emotional regulation
- I. Communicate high learning expectations to all students.
- J. Use developmentally appropriate motivational techniques
- K. Establish and maintain fair and consistent standards for classroom behavior
- L. Create a safe physical environment that is conducive to learning
- M. Engage and re-engage children who are struggling
- N. Give attention to equitable learning opportunities for students
- O. Develop learning goals that show a recognizable sequence
- P. Construct lesson and activity plans and set instructional goals and objectives guided by content, pedagogy and developmental considerations
- Q. Use appropriate interactions between teachers and students and among students
- R. Apply developmentally appropriate motivational strategies
- S. Use a range of assessments of classroom environments
- T. Link classroom materials to standards

SJU Learning Principle 1-Faith Justice and Education

Teaching from a faith-based perspective, the teacher gives priority to the development of social justice and equity in the classroom.

SJU Learning Principle 2- Education in the Community Context

The teacher fosters relationships between the school and communities it serves, taking into consideration such issues as gender, race, and class, as well as promoting the sharing of resources and perspectives that enhance and enrich learning in a community of learners.

SJU Learning Principle 3- Multiple Paradigms in American Education

The teacher views education through the lenses of different paradigms that seek to describe the roles of education in a democratic society. These include social, economic, cultural, critical, and constructive paradigms.

SJU Learning Principle 4- The Role of the Scholar- Practitioner Model in Education

The teacher is able to make connections between theory and practice and understands the role that scholarly research can play in guiding the work of the practitioner.

SJU Learning Principle 5- The Role of the Interdisciplinary Curriculum

The teacher uses an interdisciplinary approach to teaching based on an understanding that learning is enhanced when students make connections among different subject areas.

Course Alignment with State Principles, SJU Principles, NAEYC, CEC-DEC Standards

| State Learning Principles | Course Objectives |
|--|--|
| 1. Development, Cognition and Learning | 1,2,3,4,5,6,7,8,9,10,11,12,13,14,16,17,18,19 |
| 2. Subject Matter Pedagogy | 1,7,15,18 |
| 3. Assessment | 3,5,6,8,10,11,14,15,16,18 |
| 4. Family and Community Collaboration Partnerships | 5,6,10,11,13,15,17,18 |
| 5. Professionalism | 1,2,3,5,6,7,8,9,10,11,13,14,15,17,18,19 |
| SJU Learning Principles | Course Objectives |
| 1. Faith Justice Education | 1,3,4,6,9,11,18 |

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|--|---|
| 2. Education in the Community Context | 1,3,5,17,18,19 |
| 3. Multiple Paradigms in American Education | 1,3,5,8,9,10,11,13 |
| 4. The Role of the Scholar-Practitioner Model in Education | 1,2,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19 |
| 5. The Role of an Interdisciplinary Curriculum | 1,2,3,4,8,9,10,12,14,15,16,17,18,19 |