ELEME N T A RY  AND KINDERGARTEN EDUCATION, B.S. (BERKS)

Begin Campus: Any Penn State Campus
End Campus: Berks

PROGRAM CURRENTLY ON HOLD; NOT ACCEPTING NEW STUDENTS
Begin Date of Enrollment Hold: September 10, 2010

Individuals interested in earning Pennsylvania teaching credentials for grades PK-4 should refer to the Elementary and Early Childhood Education, B.S. program (https://bulletins.psu.edu/undergraduate/colleges/education/elementary-early-childhood-education-bas/).

Individuals interested in earning Pennsylvania teaching credentials for grades 5-8 should refer to the Middle Level Education, B.S. program (https://bulletins.psu.edu/undergraduate/colleges/education/middle-level-education-bas/).

**Please Note: Individuals interested in earning Pennsylvania teaching credentials for grades PK-8 should refer to the Childhood and Early Adolescent Education major.**

This major offers teaching options in Early Childhood Education and in Elementary Education. Students successfully completing this major will have met all of the requirements for the N-3 or K-6 College Instructional I certificate issued by the Pennsylvania Department of Education. Students must indicate their choice of teaching option at the time they make application for admission to a teacher education major. Students who are undecided at this time about which teaching option to select should contact their adviser and enroll in a field experience featuring participation in the classroom.

Early Childhood Teaching Option
*Available at the following campuses: University Park*

Students successfully completing this option will have met all of the requirements for the N-3 Instructional I certificate issued by the Pennsylvania Department of Education. Special courses in both human development and education are used to integrate understanding of preschool programs with relevant theories of child development.

Elementary Education Teaching Option
*Available at the following campuses: Altoona, Berks, University Park*

Students successfully completing this option will have met all of the requirements for the K-6 Instructional I certificate issued by the Pennsylvania Department of Education.

Degree Requirements

For the Bachelor of Science degree in Elementary and Kindergarten Education, a minimum of 129.5 credits is required for the Early Childhood Teaching Option and a minimum of 122 credits is required for the Elementary Education Teaching Option:

**Common Requirements for the Major (All Options)**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>45</td>
</tr>
<tr>
<td>Electives</td>
<td>0-3</td>
</tr>
<tr>
<td>Requirements for the Major</td>
<td>101-117</td>
</tr>
</tbody>
</table>

27-30 of the 45 credits for General Education are included in the Requirements for the Major. This includes: 6 credits of GS, 6 credits of GQ, 6 credits of GH, and 9 credits of GN courses for both options. The Early Childhood Teaching option permits 3 credits of GHW.

See also Teacher Education Programs (https://ed.psu.edu/academics/teacher-testing-certification/).

**Requirements for the Major**

A grade of C or better per course is required for teacher certification.

**Additional Courses**

*Additional Courses: Require a grade of C or better for teacher certification*

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AED 303</td>
<td>The Visual Arts in the Elementary School</td>
</tr>
<tr>
<td>CI 295</td>
<td>Introductory Field Experience for Teacher Preparation</td>
</tr>
<tr>
<td>CI 495B</td>
<td>Clinical Application of Instruction - Middle Level Education</td>
</tr>
<tr>
<td>CI 495D</td>
<td>Practicum in Student Teaching--Childhood and Early Adolescent Education</td>
</tr>
<tr>
<td>CI 495F</td>
<td>Professional Development Practicum</td>
</tr>
<tr>
<td>EDPSY 14</td>
<td>Learning and Instruction</td>
</tr>
<tr>
<td>ENGL 100</td>
<td>English Language Analysis</td>
</tr>
<tr>
<td>KINES 126</td>
<td>The Health Program for the Elementary School Child</td>
</tr>
<tr>
<td>LLED 400</td>
<td>Teaching Literacy in Early Childhood</td>
</tr>
<tr>
<td>LLED 401</td>
<td>Teaching Literacy in Elementary School</td>
</tr>
<tr>
<td>LLED 402</td>
<td>Teaching Children's Literature</td>
</tr>
<tr>
<td>MATH 200</td>
<td>Problem Solving in Mathematics</td>
</tr>
<tr>
<td>MTHED 420</td>
<td>Teaching Mathematics In The Elementary Schools</td>
</tr>
<tr>
<td>MUSIC 241</td>
<td>Music for Classroom Teachers</td>
</tr>
<tr>
<td>SCIED 458</td>
<td>Teaching Science in the Elementary School</td>
</tr>
<tr>
<td>SPLED 400</td>
<td>Inclusive Special Ed Foundations: Legal, Characteristics, Collaboration, Assessment, and Management</td>
</tr>
<tr>
<td>SSED 430W</td>
<td>Teaching Social Studies in the Elementary Grades</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 295A</td>
<td>Americans: Past and Present</td>
</tr>
<tr>
<td>CI 295F</td>
<td>United States History and Government Since 1877</td>
</tr>
<tr>
<td>CI 295D</td>
<td>American Civilization Since 1877</td>
</tr>
<tr>
<td>EDTHP 115</td>
<td>Education in American Society</td>
</tr>
<tr>
<td>or EDTHP 115A</td>
<td>Competing Rights: Issues in American Education</td>
</tr>
<tr>
<td>HIST 20</td>
<td>American Civilization to 1877</td>
</tr>
<tr>
<td>or HIST 21</td>
<td>American Civilization Since 1877</td>
</tr>
<tr>
<td>SSED 430</td>
<td>Social Studies and Social Justice in the Elementary School</td>
</tr>
<tr>
<td>SSED 430W</td>
<td>Teaching Social Studies in the Elementary Grades</td>
</tr>
<tr>
<td>STAT 100</td>
<td>Statistical Concepts and Reasoning</td>
</tr>
<tr>
<td>STAT 200</td>
<td>Elementary Statistics</td>
</tr>
</tbody>
</table>
Select one of the following: 3

- ECON 14 Principles of Economics
- ECON 102 Introductory Microeconomic Analysis and Policy
- ECON 104 Introductory Macroeconomic Analysis and Policy

Select one of the following: 3

- GEOG 20 Human Geography: An Introduction
- GEOG 30N Environment and Society in a Changing World
- GEOG 122
- GEOG 123 Geography of Developing World
- GEOG 124 Elements of Cultural Geography
- GEOG 126 Economic Geography
- GEOG 128 Geography of International Affairs
- GEOG 320 Urban Geography: A Global Perspective

Supporting Courses and Related Areas

Select 3 credits in literature GH

Select 9 credits: 3 credits each (including one course with a lab) from the following GN biological science, earth science, and physical science

Requirements for the Option

Requirements for the Option: Require a grade of C or better for teacher certification

Select an option 16.5-30

Early Childhood Teaching Option (27-30 credits)

Available at the following campuses: University Park

Code | Title | Credits
--- | --- | ---
Cl 495A | Clinical Application of Instruction - PK-4 | 1
ECE 451 | Instruction in Early Childhood Education Derived from Development Theories | 3
ECE 452 | 3
ECE 453 | parent Involvement in Home, Center, and Classroom Instruction | 2
ECE 454 | 3
ECE 479 | The Young Child’s Play as Educative Processes | 3

Additional Courses

- HDFS 315 Family Development 3
- or SOC 30 Sociology of the Family
- HDFS 428 Infant Development 3
- or HDFS 429 Advanced Child Development
- HPA 101 Introduction to Health Services Organization 3
- or NUTR 251 Introductionary Principles of Nutrition
- PSYCH 100 & PSYCH 212 Introductory Psychology and Introduction to Developmental Psychology 3-6
- or HDFS 229 Infant and Child Development

Elementary Education Teaching Option (16.5-19.5 credits)

Available at the following campuses: Altoona, Berks, University Park

Code | Title | Credits
--- | --- | ---
KINES 127 | The Physical Education Program for the Elementary School Child | 1.5

Additional Courses

Select one of the following: 3-6

- EDPSY 10 Individual Differences and Education
- HDFS 229 Infant and Child Development
- PSYCH 100 Introductory Psychology & PSYCH 212 and Introduction to Developmental Psychology

Supporting Courses and Related Areas

Select 3 credits in MATH or MTHED 3

Select 6 credits of the following: 6

- EDTHP at the 400 level
- ECE at the 400 level
- SPLED at the 400 level
- EDLDR 405 Strategies in Classroom Management
- EDLDR 497 Special Topics
- LLED 497 Special Topics

Select 3 credits in U.S. History 3

General Education

Connecting career and curiosity, the General Education curriculum provides the opportunity for students to acquire transferable skills necessary to be successful in the future and to thrive while living in interconnected contexts. General Education aids students in developing intellectual curiosity, a strengthened ability to think, and a deeper sense of aesthetic appreciation. These are requirements for all baccalaureate students and are often partially incorporated into the requirements of a program. For additional information, see the General Education Requirements (https://bulletins.psu.edu/undergraduate/general-education/baccalaureate-degree-general-education-program/) section of the Bulletin and consult your academic adviser.

The keystone symbol appears next to the title of any course that is designated as a General Education course. Program requirements may also satisfy General Education requirements and vary for each program.

Foundations (grade of C or better is required and Inter-Domain courses do not meet this requirement.)

- Quantification (GQ): 6 credits
- Writing and Speaking (GWS): 9 credits

Breadth in the Knowledge Domains (Inter-Domain courses do not meet this requirement.)

- Arts (GA): 3 credits
- Health and Wellness (GHW): 3 credits
- Humanities (GH): 3 credits
- Social and Behavioral Sciences (GS): 3 credits
- Natural Sciences (GN): 3 credits

Integrative Studies

- Inter-Domain Courses (Inter-Domain): 6 credits

Exploration

- GN, may be completed with Inter-Domain courses: 3 credits
- GA, GH, GN, GS, Inter-Domain courses. This may include 3 credits of World Language course work beyond the 12th credit level or the
requirements for the student's degree program, whichever is higher: 6 credits

**University Degree Requirements**

**First Year Engagement**

All students enrolled in a college or the Division of Undergraduate Studies at University Park, and the World Campus are required to take 1 to 3 credits of the First-Year Seminar, as specified by their college First-Year Engagement Plan.

Other Penn State colleges and campuses may require the First-Year Seminar; colleges and campuses that do not require a First-Year Seminar provide students with a first-year engagement experience.

First-year baccalaureate students entering Penn State should consult their academic adviser for these requirements.

**Cultures Requirement**

6 credits are required and may satisfy other requirements

- United States Cultures: 3 credits
- International Cultures: 3 credits

**Writing Across the Curriculum**

3 credits required from the college of graduation and likely prescribed as part of major requirements.

**Total Minimum Credits**

A minimum of 120 degree credits must be earned for a baccalaureate degree. The requirements for some programs may exceed 120 credits. Students should consult with their college or department adviser for information on specific credit requirements.

**Quality of Work**

Candidates must complete the degree requirements for their major and earn at least a 2.00 grade-point average for all courses completed within their degree program.

**Limitations on Source and Time for Credit Acquisition**

The college dean or campus chancellor and program faculty may require up to 24 credits of course work in the major to be taken at the location or in the college or program where the degree is earned. Credit used toward degree programs may need to be earned from a particular source or within time constraints (see Senate Policy 83-80 (https://senate.psu.edu/policies-and-rules-for-undergraduate-students/82-00-and-83-00-degree-requirements/#83-80)). For more information, check the Suggested Academic Plan for your intended program.

**Academic Advising**

The objectives of the university’s academic advising program are to help advisees identify and achieve their academic goals, to promote their intellectual discovery, and to encourage students to take advantage of both in-and out-of class educational opportunities in order that they become self-directed learners and decision makers.

Both advisers and advisees share responsibility for making the advising relationship succeed. By encouraging their advisees to become engaged in their education, to meet their educational goals, and to develop the habit of learning, advisers assume a significant educational role. The advisee’s unit of enrollment will provide each advisee with a primary academic adviser, the information needed to plan the chosen program of study, and referrals to other specialized resources.

READ SENATE POLICY 32-00: ADVISING POLICY (https://senate.psu.edu/policies-and-rules-for-undergraduate-students/32-00-advising-policy/)

**University Park**

**College of Education**

**Advising and Certification Center**

228 Chambers Building
University Park, PA 16802
814-865-0488
ed@admissions.psu.edu

**Altoona**

**Leigh Ann Haefner**

Associate Professor of Education
Hawthorn Building 229, 3000 Ivyside Park
Altoona, PA 16601
814-949-5638
lab194@psu.edu

**Berks**

**Lauren Zuidema**

Program Coordinator, Lecturer
Gaige 236
Reading, PA 19610
610-396-6455
lzz40@psu.edu

**Contact**

**Berks**

HUMANITIES, ARTS AND SOCIAL SCIENCES
Gaige Building
Reading, PA 19610
610-396-6455
lzz40@psu.edu

**Altoona**

DIVISION OF EDUCATION, HUMAN DEVELOPMENT, AND SOCIAL SCIENCES
Hawthorn Building 229, 3000 Ivyside Park
Altoona, PA 16601
814-949-5638
lab194@psu.edu

https://altoona.psu.edu/academics/bachelors-degrees/elementary-early-childhood-education/request-information/}

**University Park**

DEPARTMENT OF CURRICULUM AND INSTRUCTION
141 Chambers Building
University Park, PA 16802
814-865-1500
lloyd@psu.edu

https://ed.psu.edu/academics/departments/department-curriculum-and-instruction/