Early Childhood Education BSEd

Undergraduate educator preparation is both engaging and innovative. Our high quality undergraduate educator preparation programs are designed around research-based scholarship and practical community-based contexts. To prepare our undergraduate students as the highest quality educators for our region, we contribute to and harness the resources of our deep community partnerships. The community-based experiences broaden candidates’ understanding of their own identity as educators as well as enhancing their ability to build relationships, extend their skills, and understand family/community dynamics and interactions.

The Bachelor of Science in Education (B.S.Ed.) in Early Childhood Education prepares those who desire to teach birth through grade 3. Students electing this program will work directly with young children as a part of the professional courses offered. The curriculum provides learning background, applied knowledge, and best practice interventions for children of diverse populations who demonstrate varied abilities and levels of developmental growth.

Early Childhood Education with an emphasis in Early Childhood Special Education can be achieved with courses satisfactorily completed in this program of study. The core courses are combined with the emphasis area in Early Childhood Special Education. Please see the degree requirements listed below.

### General Education Requirements

B.S.Ed. degree candidates must complete the following General Education courses (http://bulletin.umsl.edu/generaleducationrequirements/) required by the College of Education and the Missouri Department of Elementary and Secondary Education.

**Core Areas:**

**First Year Writing**
- ENGL 1100  First-Year Writing (MOTR ENGL 200)  3
- or HIST 1111  Reacting to the Past  3

**Math Proficiency**
- MATH 1030  College Algebra (MOTR MATH 130)  3

**Communication Proficiency**
- EDUC 2222  Interpretation: Connecting Audiences and Meaning  3
- or COMM 1040  Introduction to Public Speaking (MOTR COMM 110)  3

**Information Literacy**
- ED TECH 2230  Information Literacy  3

**American History and Government**
- POL SCI 1100  Introduction to American Politics (MOTR POSC 101)  3

**Explore Areas:**

**Humanities and Fine Arts**
- ART ED 2179  Visual Art Activities for Elementary School  3
- MUS ED 2770  An Introduction to Music for the Elementary School Teacher  3

**Additional Course in Humanities or Fine Arts**  3

**Social Science**
- ED PSY 2212  Child and Adolescent Development  3
- GEOG 1001  Introduction to Geography (MOTR GEOG 101)
  or GEOG 1002  World Regions (MOTR GEOG 101)  3
- HIST 1001  American Civilization to 1865 (MOTR HIST 101)
  or HIST 1002  American Civilization 1865 to Present (MOTR HIST 102)  3

**Math and Life/Natural Sciences**
- BIOL 1012  General Biology (MOTR BIOL 100)  3
- GEOL 1001  General Geology  4

**Related Area Requirements**
- Additional course in Chemistry OR Physics OR combines Chemistry/Physics  3

**Program Requirements**

All students must complete the program requirements as well as the emphasis area courses.

Professional education courses must be completed with a grade point average of 3.0 and no grade lower than a C.

**Introduction to Education**
- TCH ED 1000  Building Community, Culture, and Learning in Education  1
- TCH ED 1001  Early Clinical Experience: Community Agency  1

**Level I: Education in Community Contexts**
- TCH ED 2000  Becoming a Professional Educator  1
- TCH ED 2001  Early Clinical Experience: Schools  1
- TCH ED 2209  Foundations of Teaching in American Schools  2

**Level II: Teaching and Learning Across Context and Clinical Experiences**
- ED PSY 3312  Psychology of Learning, Instruction, and Assessment  3
Learning Outcomes

Upon completion of the program, graduates will be able to:

- Continually reflect on professional growth to improve student learning outcomes/enhance student learning.
- Integrate technology to create meaningful student learning within the context of a global digital society.
- Apply content and pedagogical knowledge to create authentic and deep learning experiences.
- Use learning science principles to design, implement, and evaluate curriculum based on learning standards.
- Foster effective working relationships with students, school colleagues, families, and community members to enhance student learning and well-being.
- Design and establish a safe, inclusive, and respectful learning environment that nurtures the intellectual, social, and personal development of all students.
- Use equitable frameworks and inclusive practices to create a variety of instructional and assessment opportunities adapted to diverse learners to encourage all students’ critical thinking, problem solving, and performance skills.