Elementary Education BSEd, Special Education and TESOL Emphasis

The Bachelor of Science in Education (B.S.Ed.) in Elementary Education prepares those who desire to teach grades 1 - 6. The core courses are combined with one of three emphasis areas: Special Education, Teaching English to Speakers of Other Languages (TESOL), or Middle School. It is also possible to select the Special Education emphasis area and take the TESOL courses for TESOL endorsement. Please see each of the Emphasis Area Requirements listed below.

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.

For their final year-long practicum, teacher candidates are immersed in Studio Schools. These partnering K-12 schools participate in our innovative, collaborative approach to educator preparation. Rather than being placed as individuals with one cooperating teacher, our candidates work with multiple teachers learning from each one, this process is supported and facilitated on-site by a specially trained UMSL clinical educator who leads a weekly seminar, conducts observations and provides candidates with regular feedback to guide their growth.

The focus of candidates’ work is to explore challenges of student learning, envision solutions based on their research-based coursework, recent school initiatives, and carefully studied practices, and then enact innovative solutions to increase student learning. Candidates inquire deeply into how their students are learning, and use data to inform their instruction. Teacher candidates participate in all appropriate school and district professional development and school-wide activities, thereby becoming professionals who are part of the fabric of a studio school, not a just a temporary teacher candidate. Graduating educators have experienced an innovative education which prepares them for their future career as educational leaders in our region and beyond.

The Bachelor’s of Science in Elementary Education degree prepares students to teach in elementary or middle school settings. This program requires the selection and completion of required coursework in one of the following emphasis areas: Special Education; Teaching English to Speakers of Other Languages (TESOL); Special Education and TESOL; or Middle School.

University General Education and Graduation Requirements

B.S.Ed. degree candidates must complete the following General Education Requirements (http://bulletin.umsl.edu/ generateeducationrequirements/) and Graduation Requirements (http://bulletin.umsl.edu/undergraduatestudy/#graduationrequirementstext) of the University as outlined in this Bulletin.

The courses listed below fulfill these requirements and best prepare students for advanced education coursework and licensure exams.

First Year Writing

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>ENGL 1100</td>
<td>First-Year Writing (MOTR ENGL 200)</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 1111</td>
<td>Reacting to the Past</td>
<td>3</td>
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Math Proficiency

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>MATH 1020</td>
<td>Contemporary Mathematics (MOTR MATH 120)</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 1030</td>
<td>College Algebra (MOTR MATH 130)</td>
<td>3</td>
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Communication Proficiency

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>EDUC 2222</td>
<td>Interpretation: Connecting Audiences and Meaning</td>
<td>3</td>
</tr>
<tr>
<td>or COMM 1040</td>
<td>Introduction to Public Speaking (MOTR COMM 110)</td>
<td>3</td>
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Information Literacy

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>ED TECH 2230</td>
<td>Information Literacy</td>
<td>3</td>
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</tbody>
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American History and Government

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>POL SCI 1100</td>
<td>Introduction to American Politics (MOTR POSC 101)</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 1001</td>
<td>American Civilization to 1865 (MOTR HIST 101)</td>
<td>3</td>
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</tbody>
</table>

Humanities and Fine Arts

Choose any 9 hours from at least two approved fields.

Social Sciences

Choose any 9 hours from at least two approved fields. At least one course must meet the cultural diversity requirement.

Math and Life/Natural Sciences

Choose any 9 hours from at least two approved fields.

Junior-Level Writing

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 3100</td>
<td>Junior-Level Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 45

Program Requirements

All students in the B.S.Ed. in Elementary Education program are required to take the following Teacher Education courses, as well as the required courses for the selected emphasis area. Each student must also complete all required courses and certification assessments as specified by the Missouri Department of Elementary and Secondary Education.

Grade Requirement

Professional Education courses must be completed with a grade of C or better (a grade of C- or below must be retested).

GPA Requirement

Beginning with those students graduating in May 2017 who will also receive teaching certification, the Missouri Department of Elementary and Secondary Education requires a 3.0 GPA in professional education courses, a 3.0 GPA in the teaching content field, and a 2.75 overall GPA.

Assessment Requirement

Students must pass the required DESE certification assessments to receive the B.S.Ed. degree.
Preparining for the Teacher Education Program

The following courses must be completed prior to applying for admission to the teacher education program:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH ED 1000</td>
<td>Building Community, Culture, and Learning in Education</td>
<td>1</td>
</tr>
<tr>
<td>TCH ED 1001</td>
<td>Early Clinical Experience: Community Agency</td>
<td>1</td>
</tr>
<tr>
<td>TCH ED 2000</td>
<td>Becoming a Professional Educator</td>
<td>1</td>
</tr>
<tr>
<td>TCH ED 2001</td>
<td>Early Clinical Experience: Schools</td>
<td>1</td>
</tr>
<tr>
<td>TCH ED 2209</td>
<td>Foundations of Teaching in American Schools</td>
<td>2</td>
</tr>
<tr>
<td>ED PSY 2212</td>
<td>Child and Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

Teacher Education Program

The following courses are completed after acceptance into the teacher education program:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH ED 3001</td>
<td>Mid-Level Clinical Experience: Diverse Learners</td>
<td>1</td>
</tr>
<tr>
<td>TCH ED 3212</td>
<td>Sociolinguistics and Communication in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED PSY 3312</td>
<td>Psychology of Learning, Instruction, and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SPEC ED 3318</td>
<td>Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>SPEC ED 4323</td>
<td>Classroom Management and Positive Behavioral Supports in Inclusive Educational Settings</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

In addition to the above courses, students must select at least one emphasis area and complete all required coursework for the emphasis area.

The program will culminate in the completion of two sequential site-based practicum experience courses.

Emphasis Area Requirements

This emphasis area in elementary education prepares students for teaching in inclusive classrooms and for teaching English to speakers of other languages (TESOL).

All candidates must complete the Beginning Teacher Education Program and Teacher Education Program course work above in the College of Education.

Elementary education majors must also complete the following Teacher Education Program courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART ED 2179</td>
<td>Visual Art Activities for Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>MUS ED 2770</td>
<td>An Introduction to Music for the Elementary School Teacher</td>
<td>3</td>
</tr>
<tr>
<td>HLTH PE 3432</td>
<td>Teaching Health and Physical Education in Elementary Schools</td>
<td>3</td>
</tr>
<tr>
<td>ELE ED 3338</td>
<td>Teaching Elementary Literacy in Inclusive Settings: Literacy Assessment and Learning</td>
<td>3</td>
</tr>
<tr>
<td>ELE ED 3339</td>
<td>Teaching Elementary Literacy in Inclusive Settings: Literacy Instruction and Learning</td>
<td>4</td>
</tr>
<tr>
<td>ELE ED 4253</td>
<td>Teaching Elementary Social Studies in Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td>ELE ED 4341</td>
<td>Teaching Science in Inclusive Elementary Schools</td>
<td>3</td>
</tr>
<tr>
<td>ELE ED 4246</td>
<td>Teaching Elementary Mathematics in Inclusive Settings I</td>
<td>3</td>
</tr>
<tr>
<td>ELE ED 4342</td>
<td>Teaching Elementary Mathematics in Inclusive Settings II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours: 140</strong></td>
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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.