

# Elementary Education BSEd, Special Education 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 and Graduation Requirements 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

ENGL 1100	First-Year Writing (MOTR ENGL 200)	3
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### Math Proficiency

MATH 1020	Contemporary Mathematics (MOTR MATH 120)	3
or MATH 1030	College Algebra (MOTR MATH 130)	

### Communication Proficiency

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

### Information Literacy

ED TECH 2230	Information Literacy	3
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### American History and Government

POL SCI 1100	Introduction to American Politics (MOTR POSC 101)	3
or HIST 1001	American Civilization to 1865 (MOTR HIST 101)	

### Humanities and Fine Arts

Choose any 9 hours from at least two approved fields.		9
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### Social Sciences

Choose any 9 hours from at least two approved fields. At least one course must meet the cultural diversity requirement.		9
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### Math and Life/Natural Sciences

Choose any 9 hours from at least two approved fields.		9
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### Junior-Level Writing

ENGL 3100	Junior-Level Writing	3
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<b>Total Hours</b>		<b>45</b>
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## 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 retaken).

## 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.

## Preparing for the Teacher Education Program

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

TCH ED 1000	Building Community, Culture, and Learning in Education	1
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TCH ED 1001	Early Clinical Experience: Community Agency	1
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
ED PSY 2212	Child and Adolescent Development	3
TCH ED 3310	Instructional Design and Technology Integration	3
<b>Total Hours</b>		<b>12</b>

### Teacher Education Program

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

TCH ED 3001	Mid-Level Clinical Experience: Diverse Learners	1
TCH ED 3212	Sociolinguistics and Communication in the Classroom	3
TCH ED 3312	Psychology of Learning, Instruction, and Assessment	3
SPEC ED 3318	Inclusive Classrooms	3
SPEC ED 4323	Classroom Management and Positive Behavioral Supports in Inclusive Educational Settings	3
<b>Total Hours</b>		<b>13</b>

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 candidates for teaching in inclusive classrooms.

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:

ELE ED 3338	Teaching Elementary Literacy in Inclusive Settings: Literacy Assessment and Learning	3
ELE ED 3339	Teaching Elementary Literacy in Inclusive Settings: Literacy Instruction and Learning	4
ELE ED 4253	Teaching Elementary Social Studies in Inclusive Settings	3
ELE ED 4246	Teaching Elementary Mathematics in Inclusive Settings I	3
ELE ED 4341	Teaching Science in Inclusive Elementary Schools	3
ELE ED 4342	Teaching Elementary Mathematics in Inclusive Settings II	3

TCH ED 3565	Fine Arts Integration for the Elementary Classroom	2
TCH ED 3566	Teaching Health and Physical Education Skills and Concepts in the Elementary Classroom	2

In addition, candidates must complete the following Special Education courses:

SPEC ED 3349	Instructional Practices in Inclusive Education	3
SPEC ED 4315	Language and Communication of Children with Disabilities	3
SPEC ED 4342	Transition Issues and Planning	3

The program will culminate in the following practicum courses:

ELE ED 4989	Practicum I: Elementary/Special Education Site-Based Experience	3
ELE ED 4990	Practicum II: Elementary/Special Education Site Based Experience	12

**Total Credit Hours: 123**

### 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.

### Sample Four Year Plan

First Year			
Fall	Hours	Spring	Hours
ENGL 1100		3 COMM 1040	3
HIST 1001 or 1002		3 TCH ED 1001	1
MATH 1020 or 1030		3 TCH ED 2000	1
TCH ED 1000		1 EXPLORE - Humanities and Fine Arts	3
EXPLORE - Humanities and Fine Arts		3 EXPLORE - Math and Sciences	3
EXPLORE - Social Sciences		3 EXPLORE - Social Sciences	3
		<b>16</b>	<b>14</b>
Second Year			
Fall	Hours	Spring	Hours
ED TECH 2230		3 ED PSY 2212	3
TCH ED 2001		1 MATH 1025	3
TCH ED 2209		2 TCH ED 3310	3
EXPLORE - Humanities and Fine Arts		3 TCH ED 3565	2
EXPLORE - Math and Sciences		3 TCH ED 3566	2

EXPLORE - Social Sciences <sup>1</sup>	3	EXPLORE - Math and Sciences	3
	15		16
<b>Third Year</b>			
<b>Fall</b>	<b>Hours</b>	<b>Spring</b>	<b>Hours</b>
ELE ED 3338		3 ELE ED 3339	4
ELE ED 4246		3 ELE ED 4342	3
ENGL 3100		3 SPEC ED 3349	3
SPEC ED 3318		3 SPEC ED 4323	3
TCH ED 3001		1 TCH ED 3212	3
TCH ED 3312		3	
	16		16
<b>Fourth Year</b>			
<b>Fall</b>	<b>Hours</b>	<b>Spring</b>	<b>Hours</b>
ELE ED 4253		3 ELE ED 4990	12
ELE ED 4341		3	
ELE ED 4989		3	
SPEC ED 4315		3	
SPEC ED 4342		3	
	15		12
<b>Total Hours: 120</b>			

1 Course should also satisfy the Cultural Diversity Requirement

*PLEASE NOTE: This plan is an example of what a four year plan could look like for a typical student. Placement exam scores in math as well as the completion of coursework may change the plan. It should not be used in the place of regular academic advising appointments. All students are encouraged to meet with their advisor. All requirements are subject to change.*