Early Childhood Education BSEd, Special Education Emphasis

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 add-on 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 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)

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) 3
or GEOG 1002 World Regions (MOTR GEOG 101) 3
HIST 1001 American Civilization to 1865 (MOTR HIST 101) 3
or HIST 1002 American Civilization 1865 to Present (MOTR HIST 102)

Math and Life/Natural Sciences
BIOL 1012 General Biology (MOTR BIOL 100) 3
GEOL 1001 General Geology 4
Additional course in Chemistry OR Physics OR combines Chemistry/Physics 3

Related Area Requirements

Math and Life/Natural Sciences
MATH 1150 Structure of Mathematical Systems I 3
MATH 2510 Structure of Mathematical Systems II 3
ECON 1052 Microeconomics for the School Curriculum 3
ATM SCI 1001 Elementary Meteorology 4
or ASTRON 1001 Cosmic Evolution Introductory Astronomy (MOTR ASTR 100)
HLTH PE 3432 Teaching Health and Physical Education in Elementary Schools 3
ENGL 3100 Junior-Level Writing 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.

Note: Beginning with those students graduating in May, 2017 and receiving teacher 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. Students must pass the relevant exit test to receive the B.S.Ed. degree.

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

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### Emphasis Area Requirements

All candidates must enroll in a program that includes levels I, II, and III course work above in the College of Education. In addition, students must complete the following Early Childhood/Early Childhood Special Education courses:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ECH ED 3303</td>
<td>Curriculum and Practice Laboratory: Infant/Toddler</td>
<td>1</td>
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<tr>
<td>ECH ED 3304</td>
<td>Curriculum and Practice Laboratory: Preschool</td>
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<td>ECH ED 3313</td>
<td>Curriculum and Practice: Infant/Toddler</td>
<td>2</td>
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<tr>
<td>ECH ED 3314</td>
<td>Curriculum and Practice: Preschool Education</td>
<td>2</td>
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<tr>
<td>ECH ED 4317</td>
<td>Implementation, Evaluation, and Assessment in Early Childhood Education</td>
<td>3</td>
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<tr>
<td>ECH ED 4348</td>
<td>The Acquisition of Mathematical and Science Concepts</td>
<td>3</td>
</tr>
<tr>
<td>SPEC ED 4315</td>
<td>Language and Communication of Children with Special Needs</td>
<td>3</td>
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<tr>
<td>ECH ED 4989</td>
<td>Practicum I: Early Childhood Education/Early Childhood Special Education Site Based Experience</td>
<td>3</td>
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<tr>
<td>ECH ED 4990</td>
<td>Practicum II: Early Childhood Education/Early Childhood Special Education Site Based Experience</td>
<td>12</td>
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**Total for the B.S.Ed. in Early Childhood**: minimum of 132 hours

### 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.