

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.

The Bachelor's of Science in Early Childhood Education degree prepares candidates to teach in early childhood and preschool settings. Candidates who complete this program are eligible for Missouri teacher certification in Early Childhood (Birth-Grade 3).

University General Education and Graduation Requirements

Education majors must complete all General Education requirements and Graduation Requirements of the University as outlined in this Bulletin.

The courses listed below fulfill General Education 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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Communication Proficiency

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

Mathematics Proficiency

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

Information Literacy

ED TECH 2230	Information Literacy	3
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US 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 approved fields.	9
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Social Sciences

Choose any 9 hours. At least one course must meet the cultural diversity requirement.	9
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Math and Life/Natural Sciences

Choose any 9 hours.	9
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Junior Level Writing

ENGL 3100	Junior-Level Writing	3
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Total Hours	45
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Program Requirements

All candidates in the B.S.Ed. Early Childhood Education program are required to successfully complete the following Teacher Education courses as well as the required Missouri Department of Elementary and Secondary Education (DESE) performance assessment.

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

To be recommended for certification, candidates must satisfy all DESE requirements for grade point average and for certification-specific assessments.

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
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
Total Hours		9

Teacher Education Program

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

ART ED 2179	Visual Art Activities for Elementary School	3
MUS ED 2770	An Introduction to Music for the Elementary School Teacher	3
HLTH PE 3432	Teaching Health and Physical Education in Elementary Schools	3
TCH ED 3001	Mid-Level Clinical Experience: Diverse Learners	1
TCH ED 3212	Sociolinguistics and Communication in the Classroom	3

ED PSY 3312		
ELE ED 3339	Teaching Elementary Literacy in Inclusive Settings: Literacy Instruction and Learning	4
ELE ED 4246	Teaching Elementary Mathematics in Inclusive Settings I	3
ELE ED 4342	Teaching Elementary Mathematics in Inclusive Settings II	3
SPEC ED 3318	Inclusive Classrooms	3
SPEC ED 4323	Classroom Management and Positive Behavioral Supports in Inclusive Educational Settings	3
Total Hours		29

Emphasis Area Requirements

In addition to the above courses, students must complete all required coursework for the emphasis area in Early Childhood Special Education:

ECH ED 3302	Introduction to Inclusive Early Childhood Education	3
ECH ED 3303	Curriculum and Practice Laboratory: Infant/Toddler	1
ECH ED 3304	Curriculum and Practice Laboratory: Preschool	1
ECH ED 3313	Curriculum and Practice: Infant/Toddler	2
ECH ED 3314	Curriculum and Practice: Preschool Education	2
ECH ED 3332	Literacy, Learning, and Instruction For The Young Child	3
ECH ED 3350	Family and Professional Partnerships within School/Community	3
SPEC ED 4315	Language and Communication of Children with Disabilities	3
ECH ED 4317	Implementation, Evaluation, and Assessment in Early Childhood Education	3
ECH ED 4348	The Acquisition of Mathematical and Scientific Concepts	3
Total Hours		24

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

ECH ED 4989	Practicum I: Early Childhood Education/Early Childhood Special Education Site Based Experience	3
ECH ED 4990	Practicum II: Early Childhood Education/Early Childhood Special Education Site Based Experience	12
Total Hours		15

Total Credit Hours: 126

Learning Outcomes

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

- Demonstrate professionalism through (a) reflective practice for professional growth, (b) effective communication and collaboration, and (c) commitment to upholding ethical and professional standards.
- Evaluate, design, and implement curriculum, instruction, and assessment that apply advanced understanding of (a) content and pedagogical knowledge, (b) learning science principles, and (c) equitable frameworks and inclusive practices.
- Integrate technologies to create meaningful student learning in the context of a (a) digital and (b) global society.
- Design and implement a supportive, inclusive, and culturally responsive classroom environment that nurtures the intellectual, social, and emotional development of all students.
- Partner with families and communities to develop relationships and build networks of support to enhance student learning and well-being.

Sample Four Year Plan

First Year			
Fall	Hours	Spring	Hours
TCH ED 1000		1 COMM 1040	3
ENGL 1100	3	TCH ED 1001	1
MATH 1020 or 1030		3 TCH ED 2000	1
HIST 1001 or 1002		3 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
16		14	
Second Year			
Fall	Hours	Spring	Hours
ED TECH 2230		3 ART ED 2179	3
TCH ED 2001		1 ED PSY 2212	3
TCH ED 2209		2 MATH 1150 or 1025	3
EXPLORE - Humanities and Fine Arts		3 MUS ED 2770	3
EXPLORE - Math and Sciences		3 HLTH PE 3432	3
EXPLORE - Social Sciences		3	
15		15	
Third Year			
Fall	Hours	Spring	Hours
ECH ED 3302		3 TCH ED 3212	3
ECH ED 3304		1 TCH ED 3001	1
ECH ED 3314		2 ECH ED 3332	3
ECH ED 3350		3 ECH ED 3303	1
ELE ED 4246		3 ECH ED 3313	2
TCH ED 3312		3 ECH ED 4348	3
ENGL 3100		3 SPEC ED 3318	3
18		16	
Fourth Year			
Fall	Hours	Spring	Hours
ELE ED 3339		4 ECH ED 4990	12
ELE ED 4342		3	
SPEC ED 4315		3	
SPEC ED 4323		3	
ECH ED 4317		3	
ECH ED 4989		3	
19		12	
Total Hours: 125			

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.