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

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) 3

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

Additional Course in Humanities or Fine Arts 3

Related Area Requirements

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) 3
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
ED PSY 3312 Psychology of Learning, Instruction, and Assessment 3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ELE ED 3338</td>
<td>Teaching Elementary Literacy in Inclusive Settings: Literacy Assessment and Learning</td>
<td>3</td>
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<tr>
<td>SPEC ED 3318</td>
<td>Inclusive Classrooms</td>
<td>3</td>
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<tr>
<td>TCH ED 3001</td>
<td>Mid-Level Clinical Experience: Diverse Learners</td>
<td>1</td>
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<td>TCH ED 3212</td>
<td>Sociolinguistics and Communication in the Classroom</td>
<td>3</td>
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<tr>
<td>ECH ED 3302</td>
<td>Introduction to Inclusive Early Childhood Education</td>
<td>3</td>
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<tr>
<td>ECH ED 3332</td>
<td>Literacy, Learning and Instruction for the Young Child</td>
<td>3</td>
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<td>ECH ED 3350</td>
<td>Family and Professional Partnerships within School/Community</td>
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<td><strong>Level III: Instructional Application in Studio Schools</strong></td>
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<td>ELE ED 3339</td>
<td>Teaching Elementary Literacy in Inclusive Settings: Literacy Instruction and Learning</td>
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<td>ELE ED 4246</td>
<td>Teaching Elementary Mathematics in Inclusive Settings I</td>
<td>3</td>
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<td>ELE ED 4342</td>
<td>Teaching Elementary Mathematics in Inclusive Settings II</td>
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<tr>
<td>SPEC ED 4323</td>
<td>Classroom Management and Positive Behavioral Supports in Inclusive Educational Settings</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.