

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 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 |
| or HIST 1111 | | |

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 |
|--------------|----------------------|---|

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

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| 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

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

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|-----------|----------------------|---|
| ENGL 3100 | Junior-Level Writing | 3 |
|-----------|----------------------|---|

| | |
|--------------------|-----------|
| 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 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 | ELE ED 4341 | Teaching Science in Inclusive Elementary Schools | 3 |
| TCH ED 1001 | Early Clinical Experience: Community Agency | 1 | ELE ED 4246 | Teaching Elementary Mathematics in Inclusive Settings I | 3 |
| TCH ED 2000 | Becoming a Professional Educator | 1 | ELE ED 4342 | Teaching Elementary Mathematics in Inclusive Settings II | 3 |
| TCH ED 2001 | Early Clinical Experience: Schools | 1 | | | |
| TCH ED 2209 | Foundations of Teaching in American Schools | 2 | In addition, students must complete the following Special Education and TESOL courses: | | |
| ED PSY 2212 | Child and Adolescent Development | 3 | | | |
| Total Hours | | 9 | SPEC ED 3349 | Instructional Practices in Inclusive Education | 3 |

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 |
| ED PSY 3312 | | |
| SPEC ED 3318 | Inclusive Classrooms | 3 |
| SPEC ED 4323 | Classroom Management and Positive Behavioral Supports in Inclusive Educational Settings | 3 |
| Total Hours | | 10 |

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:

| | | |
|--------------|---|---|
| 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 |
| 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 |

| | | |
|--------------|--|---|
| TCH ED 3210 | General Linguistics in Teaching English to Speakers of Other Languages | 3 |
| TCH ED 3211 | Basic Principles of Second and Foreign Language Acquisition | 3 |
| TCH ED 3213 | Performance-based Assessment for TESOL | 3 |
| TCH ED 3214 | Material Development and Methods for TESOL | 3 |
| TCH ED 3224 | Curriculum Development for Content Teaching of English Language Learners | 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 4992 | Practicum I: Elementary/Special Education/TESOL Site-Based Experience | 3 |
| ELE ED 4993 | Practicum II: Elementary/Special Education/TESOL Site-Based Experience | 12 |

Total Credit Hours: 140

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 |
|------------------------------------|-------|--|-------|
| ENGL 1100 | | 3 COMM 1040 | 3 |
| MATH 1020 or 1030 | | 3 ART ED 2179 | 3 |
| HIST 1001 or 1002 | | 3 TCH ED 1001 | 1 |
| TCH ED 1000 | | 1 TCH ED 2000 | 1 |
| EXPLORE - Humanities and Fine Arts | | 3 EXPLORE - Social Sciences ¹ | 3 |
| EXPLORE - Social Sciences | | 3 EXPLORE - Math and Sciences | 3 |
| | 16 | | 14 |

Second Year

| Fall | Hours | Spring | Hours |
|------------------------------|-------|---------------------|-------|
| ED TECH 2230 | | 3 MATH 1150 or 1025 | 3 |
| MUS ED 2770 | | 3 HLTH PE 3432 | 3 |
| ED PSY 2212 | | 3 TCH ED 3312 | 3 |
| TCH ED 2001 | | 1 ELE ED 3338 | 3 |
| TCH ED 2209 | | 2 ELE ED 4246 | 3 |
| EEXPLORE - Math and Sciences | | 3 SPEC ED 3318 | 3 |
| | 15 | | 18 |

Third Year

| Fall | Hours | Spring | Hours |
|--------------|-------|----------------|-------|
| ENGL 3100 | | 3 ELE ED 4253 | 3 |
| TCH ED 3210 | | 3 SPEC ED 4315 | 3 |
| ELE ED 3339 | | 4 SPEC ED 3349 | 3 |
| ELE ED 4342 | | 3 TCH ED 3001 | 1 |
| SPEC ED 4342 | | 3 TCH ED 3212 | 3 |
| | | TCH ED 3211 | 3 |
| | 16 | | 16 |

Fourth Year

| Fall | Hours | Spring | Hours |
|--------------|-------|---------------|-------|
| TCH ED 3213 | | 3 ELE ED 4993 | 12 |
| TCH ED 3224 | | 3 TCH ED 3214 | 3 |
| SPEC ED 4323 | | | |
| ELE ED 4341 | | | |
| ELE ED 4992 | | | |
| | 15 | | 15 |

Total Hours: 125

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.