

B.S. IN EARLY CHILDHOOD EDUCATION (EC: PREK-3 WITH SPECIAL ED)

Web Site: <https://twu.edu/education/early-childhood-education/bs-in-early-childhood-education/>

Students completing the Bachelor of Science degree in Early Childhood Education take courses in early childhood development and methods to prepare for educational careers in a variety of early childhood settings. The course of study includes the requisites for seeking certification in the State of Texas as a highly qualified educator of young children.

EC: PK-3 with Special education

Students selecting this degree plan will take courses to prepare them to be elementary school educators who can teach all subjects in prekindergarten through 3rd-grade classrooms and specialized coursework to prepare for teaching students with disabilities.

Undergraduate Student Advising

College of Professional Education undergraduate students seeking a Bachelor of Science in Early Childhood Education receive academic advising from the Office of Educator Preparation Services (OEPS). The OEPS provides advising in creating and following academic plans and supports students in their pursuit of academic success. Students should schedule regular appointments with an OEPS advisor (Stoddard Hall, Room 211) to create or edit a degree plan, to receive current information regarding specific degree or certification requirements, or to receive academic guidance and help. Because OEPS advising is by appointment only, appointment times fill quickly and students are encouraged to schedule advising appointments at least two weeks in advance. See the Office of Educator Preparation Services website (<http://www.twu.edu/teacher-certification/>) for additional degree and other OEPS information.

Marketable Skills

1. **Child Development-** Utilize foundational theories, constructs, context, influencing factors, and characteristics of the development of children from birth to age-8 as part of a framework for applying developmentally appropriate decision-making.
2. **Family and Community Engagement-** Understand and appreciate diversity in families and the role and importance of the family on young children's development. Collaborate with families and create community partnerships to support young children's learning and development.
3. **Instructional Setting-** Apply a developmentally appropriate framework to design positive learning environments that support all PK-3 children's learning trajectories. Create classroom climates that promote positive, caring relationships and contribute to the emotional development of interpersonal skills, autonomy, and initiative.
4. **Educating All Learners-** Implement strategies and practices that are developmentally appropriate while being culturally and linguistically responsive in order to effectively teach young learners in PK-3 classrooms in all pedagogy and content knowledge.
5. **Data-Driven Practice and Formal/Informal Assessment-** Select and design assessments that are ethically grounded and developmentally, culturally, and linguistically appropriate. Use those assessments to design instruction, monitor, and evaluate young learners in PK-3

classrooms. Collaborate with families and professionals to develop assessment partnerships.

6. **Learning Across the Curriculum** - Understand the foundational principles, concepts, and methods related to specific content knowledge including Language Arts, Social Studies, Mathematics, Science, Technology, Fine Arts, Physical Education, and Health. Use developmentally appropriate practices and strategies as a framework to design and modify instruction.
7. **Professionalism** - As reflective practitioners, Intentionally engage in ethical practices and collaborate with other professionals and learning communities. Advocate and promote best practices for the education of the young child and the discipline of early childhood.

Teacher Certification Skills

1. Appropriately explain the impact of effective planning and communication (within the chosen area of concentration) to relevant internal and external stakeholders in an education or community setting.
2. Identify, select, and implement entry-level instructional plans when serving as an instructor in the school setting.
3. Successfully manage organizational and student behavior when teaching in the school setting.
4. Efficiently and accurately assess student progress and use data to develop and modify instruction for K-12 students.
5. Work effectively and collaboratively with students and families from diverse backgrounds.

Admissions

Teacher Certification

Application Deadlines

There are three application periods per year (Fall, Spring, and Summer). Students must have their applications in by the deadline the semester before they intend to take ECE 3223 (EC-3 only), EDUC 3003, EDUC 3482, or READ 4223 (EC-3 only). (see schedule below).

Spring Application Deadlines* (Admission to the EDUC 3000s Summer)

- May 1 - Deadline to apply for Summer admission
- May 31 - Deadline for Transfer Grades, Grade Changes, or Any Other Requirement

Summer Application Deadlines (Admission to the EDUC 3000s Fall)

- July 1 - Deadline to apply for Fall admission
- July 31 - Deadline for Transfer Grades, Grade Changes, or Any Other Requirement

Fall Application Deadlines* (Admission to the EDUC 3000s Spring)

- December 1 - Deadline to apply for Spring admission
- December 21 - Deadline for Transfer Grades, Grade Changes, or Any Other Requirement

Guidelines

Please adhere to the following guidelines:

- We recommend preparing your application well in advance of the deadline. That way you will be able to identify and resolve any potential issues before the deadline date.
- If you intend to register early for ECE 3223 (EC-3 only), EDUC 3003, EDUC 3482, or READ 4223 (EC-3 only) for the Summer or Fall semesters and have met all admission requirements, it is recommended that you apply to the EPP by December 1.

- If you apply for admission to the Educator Preparation Program while enrolled in EDUC 2003 or are taking coursework to increase your GPA to a 2.75, the Office of Educator Preparation Services will process your application. If the GPA requirement, along with all other admission requirements are met at the end of the semester, an admission decision will be made at that time.
- No late applications will be accepted. If the deadline date falls on a weekend or a day that TWU is closed, applications will be accepted until 5 p.m. on the next day that TWU is open after the deadline day.

Requirements

In addition to the general undergraduate admissions requirements (<https://catalog.twu.edu/undergraduate/admission-information/>), to obtain acceptance into the undergraduate Educator Preparation Program (<https://twu.edu/epp/>) (and prior to taking ECE 3223 (EC-3 only), EDUC 3003, EDUC 3482, EDUC 4113, EDUC 4243, READ 4223 (EC-3 only), and Clinical Student Teaching) students must have:

- A cumulative GPA of 2.75 (includes **all** courses, whether posted to TWU transcript or used on a degree plan. Excludes developmental and repeated courses);
- Demonstrated basic skills in reading, written communication, and mathematics by meeting the requirements of the Texas Success Initiative;
- A minimum of 12 to 15 semester credit hours in the subject-specific content area for the certification sought;
- Completed EDUC 2003 with a C or higher;
- Completed department application for admission to the Educator Preparation Program in Tk20;
 - **Important:** Purchase and creation of a Tk20 account is required (<https://twu.edu/epp/tk20/>)
- Completed the Digital Literacy Pre-assessment;
- Submitted a non-refundable Texas Education Agency Fee;
- Completed a Commitment Contract acknowledging awareness and understanding of the Professional Dispositions Policy and Educators' Code of Ethics;
- Successfully completed a pre-admission departmental interview with an interview panel; and
- Acknowledged and accepted admission to the Educator Preparation Program.

Please note:

- All accepted students must maintain the admission requirements to remain in the TWU Education Preparation Program.
- Admission requirements are determined by Texas Education Agency policies and are subject to change without notice.
- Students seeking Bilingual certification must meet minimum proficiency in Spanish.
- Students seeking Deaf/Hard of Hearing certification must meet minimum proficiency in sign.

All admission decisions are based on the successful completion of the above requirements. Conviction of a felony or misdemeanor other than a minor traffic violation may affect certification. Additional information may be obtained by contacting the Texas Education Agency (<http://www.tea.texas.gov/>).

Any previous or current issues of academic dishonesty, disruptive behavior, or professional dispositions infractions at TWU, another university, or another Educator Preparation Program may result in denial of admission. Any decision may be appealed by contacting the Office of Educator Preparation Services at 940-898-2829.

Contact the Office of Educator Preparation Services (<https://twu.edu/epp/>) (OEPS) at copeadvising@twu.edu or 940-898-2829 with any questions.

Texas Administrative Code (TAC) Requirements

- Candidates must undergo a criminal history background check prior to employment as an educator. [19 TAC §227.1(b)(1)]
- Candidates must undergo a criminal history background check prior to clinical teaching. [19 TAC §227.1(b)(2)]
- The potential ineligibility of an individual who has been convicted of an offense for issuance of a certificate. [19 TAC §227.1(d)(1)]
- The right to request a preliminary criminal history evaluation from TEA. [19 TAC §227.1(d)(3)]

Degree Requirements

Total Semester Credit Hours (SCH): 120

Major: 78 SCH

Program Code: ; **CIP Code:** 13.1210.00

Texas Core Curriculum

| Code | Title | SCHs |
|---|--|-----------|
| ENG 1013 | Composition I (10) | 3 |
| ENG 1023 | Composition II (10) | 3 |
| Mathematics (20) | | 3 |
| Life & Physical Sciences (30) | | 6 |
| Language, Philosophy, & Culture (40) | | 3 |
| Creative Arts (50) | | 3 |
| HIST 1013 | History of the United States, 1492-1865 (60) | 3 |
| HIST 1023 | History of the United States, 1865 to the Present (60) | 3 |
| POLS 2013 | U.S. National Government (70) | 3 |
| POLS 2023 | Texas Government (70) | 3 |
| Social & Behavioral Sciences (80) | | 3 |
| CAO: Multicultural-Women's Studies (90) | | 3 |
| CAO: First Year Seminar, Wellness or Mathematics (91) | | 3 |
| Total SCHs | | 42 |

Courses Required for Major

| Code | Title | SCHs |
|---------------------------------|------------------------------------|------|
| Recommended Core Courses | | |
| Please speak with your advisor. | | |
| MATH 1303 | College Algebra | |
| EDUC 2303 | Diverse and Special Populations | |
| EDUC 2703 | Gender and Education | |
| Content Areas | | |
| SCI 2113 | Earth Science: Global Perspectives | 3 |
| MATH 1523 | Mathematics Concepts I | 3 |
| MATH 1533 | Mathematics Concepts II | 3 |

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|--|--|-----------|
| HIST 2713 | History of Texas | 3 |
| KINS 3583 | Health and Physical Activity for Children and Adolescents | 3 |
| Early Literacy | | |
| READ 3223 | Early Literacy Foundations | 3 |
| READ 4383 | Phonological and Orthographic Principles in Literacy | 3 |
| READ 4223 | Early Literacy Assessment and Instruction | 3 |
| READ 4393 | Oral Language and Early Literacy Development | 3 |
| Early Childhood Development and Learning | | |
| HDFS 2513 | Early Childhood Development | 3 |
| EDSP 3203 | Learners with Exceptionalities | 3 |
| ECE 3203 | Developmentally Appropriate Practices and Strategies in the Early Childhood Classroom | 3 |
| ECE 3213 | Social-Emotional Learning and Prosocial Skill Development in Early Childhood | 3 |
| Early Childhood Methods | | |
| ECE 2663 | Foundations of Early Childhood Education | 3 |
| ECE 3573 | Creative Arts for Elementary School Aged Children | 3 |
| ECE 4213 | Methods for Interdisciplinary Language Arts and Social Studies Education in the Early Childhood Classroom | 3 |
| Pedagogies and Professional Responsibilities (PPR EC-12 exam) | | |
| EDUC 2003 | Schools and Society | 3 |
| ECE 3223 | Methods of Science, Technology, Engineering, and Mathematics Education (STEM) in the Early Childhood Classroom | 3 |
| ECE 4203 | Observation, Assessment, and Developmental Learning Theory in the Early Childhood Classroom | 3 |
| EDUC 4113 | Design and Implementation of Instruction and Assessment | 3 |
| EDUC 4243 | Classroom Environment and Management | 3 |
| EDUC 4946 | Clinical Student Teaching | 6 |
| Total SCHs | | 69 |

Departmental Requirements

| Code | Title | SCHs |
|-------------------|--|----------|
| Special Education | | |
| EDSP 4243 | Assessment of Students with Learning and Behavioral Difficulties | |
| EDSP 4253 | Instructional Strategies for Students with Disabilities | |
| EDSP 4263 | Behavior Management Strategies for Student with Disabilities | |
| Total SCHs | | 0 |

Six SCH of clinical teaching are required. Students typically take one semester of EDUC 4946 to fulfill this requirement. With permission from the component and the Educator Preparation Program (EPP), students may be eligible to take two semesters of EDUC 4943.

Recommended Plan of Study**First Year**

| Fall | | TCCN | SCHs |
|----------------------------------|--|---------------------------------|-------------|
| ENG 1013 | Composition I | ENGL 1301 | 3 |
| HDFS 2513 | Early Childhood Development | TECA 1354 | 3 |
| MATH 1303 | College Algebra (Recommended Math Core) | MATH 1314 | 3 |
| UNIV 1231 | Learning Frameworks: First-Year Seminar | EDUC 1100, EDUC 1200, EDUC 1300 | 1 |
| CAO Core Mathematics or Wellness | | | 2 |
| Science Core | | | 3 |
| SCHs | | | 15 |
| Spring | | TCCN | |
| ECE 2663 | Foundations of Early Childhood Education | TECA 1311 | 3 |
| EDUC 2003 | Schools and Society | EDUC 1301 | 3 |
| ENG 1023 | Composition II | ENGL 1302 | 3 |
| HIST 1013 | History of the United States, 1492-1865 | HIST 1301 | 3 |
| Creative Arts Core | | | 3 |
| Science Core | | | 3 |
| SCHs | | | 18 |

Second Year

| Fall | | TCCN | |
|-------------------------------------|---|-------------|-----------|
| ECE 3203 | Developmentally Appropriate Practices and Strategies in the Early Childhood Classroom | | 3 |
| EDUC 2303 | Diverse and Special Populations | EDUC 2301 | 3 |
| HIST 1023 | History of the United States, 1865 to the Present | HIST 1302 | 3 |
| MATH 1523 | Mathematics Concepts I | MATH 1350 | 3 |
| Language, Philosophy & Culture Core | | | 3 |
| SCHs | | | 15 |
| Spring | | TCCN | |
| EDUC 2703 | Gender and Education | | 3 |
| HIST 2713 | History of Texas | HIST 2301 | 3 |
| MATH 1533 | Mathematics Concepts II | MATH 1351 | 3 |
| POLS 2013 | U.S. National Government | GOVT 2305 | 3 |
| READ 3223 | Early Literacy Foundations | | 3 |
| SCI 2113 | Earth Science: Global Perspectives | GEOL 1401 | 3 |
| SCHs | | | 18 |

Third Year

| Fall | | TCCN | |
|-------------|--|-------------|---|
| ECE 3223 | Methods of Science, Technology, Engineering, and Mathematics Education (STEM) in the Early Childhood Classroom | | 3 |
| EDSP 3203 | Learners with Exceptionalities | | 3 |
| POLS 2023 | Texas Government | GOVT 2306 | 3 |
| KINS 3583 | Health and Physical Activity for Children and Adolescents | | 3 |

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|--------------------|---|------------|
| EDSP 4253 | Instructional Strategies for Students with Disabilities | 3 |
| SCHs | | 15 |
| Spring | TCCN | |
| ECE 3213 | Social-Emotional Learning and Prosocial Skill Development in Early Childhood | 3 |
| ECE 3573 | Creative Arts for Elementary School Aged Children | 3 |
| READ 4223 | Early Literacy Assessment and Instruction | 3 |
| READ 4383 | Phonological and Orthographic Principles in Literacy | 3 |
| EDSP 4243 | Assessment of Students with Learning and Behavioral Difficulties | 3 |
| EDSP 4263 | Behavior Management Strategies for Student with Disabilities | 3 |
| SCHs | | 18 |
| Fourth Year | | |
| Fall | TCCN | |
| ECE 4203 | Observation, Assessment, and Developmental Learning Theory in the Early Childhood Classroom | 3 |
| ECE 4213 | Methods for Interdisciplinary Language Arts and Social Studies Education in the Early Childhood Classroom | 3 |
| EDUC 4113 | Design and Implementation of Instruction and Assessment | 3 |
| EDUC 4243 | Classroom Environment and Management | 3 |
| READ 4393 | Oral Language and Early Literacy Development | 3 |
| SCHs | | 15 |
| Spring | TCCN | |
| EDUC 4946 | Clinical Student Teaching | 6 |
| SCHs | | 6 |
| Total SCHs: | | 120 |