

Bachelor of Science in Education in Unified Early Childhood

The **Unified Early Childhood** (UEC) education program leads to licensure for both general education and special education in infant, toddler, preschool, and kindergarten through third grade. Students in this program prepare to work in inclusive settings to meet the learning needs of young children, including those with disabilities.

Undergraduate Admission

Incoming Freshman Students:

Students can be admitted into teacher education programs as freshmen if they meet KU's assured admission standards and declare a teacher education program as their major.

Incoming Transfer Students:

Students can be admitted into teacher education programs as transfer students if they are admitted to KU, declare a teacher education program as their major, and meet the following criteria:

- A KU + Transfer Cumulative GPA of at least 2.75

Current KU Students:

Students can be admitted into a teacher education program as current KU students if they meet the following criteria:

- A KU + Transfer Cumulative GPA of at least 2.75

Students that do not meet the requirements above can petition through the online SOEHS Admission Petition form. (<https://inowformsprivate.ku.edu/fs/?form=SOEHS%20Admission%20Petition%20Form>)

For information about initial admission to KU, visit the Office of Admissions (<https://admissions.ku.edu/>). Visit the Office of International Support Services (<https://iss.ku.edu/>) for information about international admissions.

Bachelor of Science in Education Degree Requirements

PRIMARY RESPONSIBILITY FOR MEETING GRADUATION REQUIREMENTS RESTS WITH THE STUDENT.

- Complete an approved program with a minimum of 120 credit hours of course work. At least 30 hours must be taken in residence.
- A 2.75 minimum KU + Transfer Cumulative GPA for all academic coursework, including transfer hours.
- No grade lower than a C- in any teacher education course and no grade lower than a C- in COMS, ENGL, and MATH prerequisite requirements.
- For History & Government, English, and Foreign Language: A 2.5 minimum KU + Transfer Cumulative GPA in content area courses.

- Other general regulations of the School and University, including KU Core Goal requirements. Successful completion of student teaching and/or internship with a grade of C- or higher.

REQUIREMENTS TO BEGIN STUDENT TEACHING AND/OR INTERNSHIP:

- A minimum KU + Transfer Cumulative GPA grade-point average of 2.75 with no grade lower than a C- in any course in professional education.
- Continued demonstration throughout the program of professional dispositions as evaluated by program faculty each semester.
- For History & Government, English, and Foreign Language: A 2.5 minimum KU + Transfer Cumulative GPA in content area courses

KANSAS LICENSURE REQUIREMENTS

- Passing score on the Educator Performance Assessment (KU-EPA).
- Passing score on the Principles of Learning and Teaching Examination and Praxis content examination(s).
- Completion of Bachelor of Science in Education degree – see above.

Please note: Each state has its own licensure requirements. Being eligible for a license in Kansas does not ensure that the applicant is eligible for licensure in other states.

Unified Early Childhood (Birth–Grade 3) Major

TRANSITION POINTS

Transition Point #1: Progression to the Professional Block 1 requires students to:

1. Maintain SOEHS admission status.
2. Clear a criminal background check prior to placement in schools.
3. Demonstrate professional dispositions with minimal concerns noted by education faculty and administration.

Transition Point #2: Progression into Professional Block 2 requires students to:

1. Earn a final grade of "C-" or better in required education courses.
2. Clear a criminal background check prior to placement in schools.
3. Have maintained an overall GPA of at least 2.75.
4. Demonstrate professional dispositions with minimal concerns noted by education faculty and administration.

Transition Point #3: Progression into Professional Block 3 requires students to:

1. Earn a final grade of "C-" or better in Student Teaching/Advanced Teaching Practicum.
2. Have maintained an overall GPA of at least 2.75.
3. Complete all required degree coursework except Block 3 coursework.
4. Demonstrate professional dispositions with minimal concerns noted by education faculty and administration and by university and clinical supervisors.

Transition Point #4: Completion of Program requires:

1. Successful completion of the KU-Educator Performance Assessment and all other School of Education & Human Sciences requirements.

2. Completion of all required degree coursework with a 2.75 or higher cumulative grade point average.
3. Achievement of a grade of "C-" or better in professional education courses including internship and student teaching.
4. Earning the B.S.E. degree.

Additional requirements to be eligible for an initial Kansas teaching license:

To qualify for a Kansas initial teaching license, candidates must complete a content knowledge assessment in each of the endorsement or teaching subject areas for which you completed a teacher preparation program and meet the minimum score set by the Kansas State Department of Education.

Code	Title	Hours
Core 34 General Education Courses		34
Pre-Professional Coursework		
C&T 100	Introduction to the Education Profession	3
C&T 235	Cultural Diversity, Equity, and Inclusion in K-12 Schools	3
SPED 261	Families and Professional Partnerships	3
SPED 362	Introduction to Early Education and Early Childhood Special Education	3
Professional Block 1		
C&T 330	Instructional Approaches for ESOL Learners in the Elementary/Early Childhood Classroom	3
C&T 344	Children's Literature in the Elementary School	3
C&T 347	Social Studies in the Elementary Classroom	3
C&T 349	Science in the Elementary Classroom	3
C&T 351	Mathematics for the Elementary Classroom	3
C&T 352	Science of Reading I	3
C&T 353	Science of Reading I Practicum in the Primary Grades	1
C&T 550	STEM Applications in Physical Science for Elementary Teachers	3
EPSY 480	Promoting Student Social-Emotional Well-Being	3
GEOG 104	Introduction to Physical Geography	3
HSES 341	Instructional Strategies in Physical Education for Elementary Classroom Teachers	1
MATH 109	Mathematics for Elementary School Teachers I	3
MEMT 341	Instructional Strategies in Music for Elementary Classroom Teachers	2
or VAE 341	Instructional Strategies in Art for Elementary Classroom Teachers	
SPED 650	Constructing Early Childhood Curriculum	3
C&T 356	Understanding Dyslexia in Early Childhood	1
SPED 661	Supporting Children with Significant Learning and Behavioral Challenges	3
SPED 663	Assessment Strategies in Early Education	3
SPED 665	Inclusive Strategies and Intervention for Preschoolers	3
SPED 667	Field Experience in Preschool	1
Professional Block 2		

C&T 301	Educational Technology in Elementary-Middle Education	3
C&T 490	Student Teaching (K through third grade)	6
ELPS 537	The Governance and Organization of Schools	3
SPED 664	Inclusive Strategies and Intervention for Infants and Toddlers	3

Professional Block 3

SPED 439	Student Teaching: Unified Early Childhood (Birth through preschool)	6-9
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Capstone Course

SPED 495	Developing the ECU Teaching Portfolio (Capstone Course)	3
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Total Hours **118-121**

This is a sample plan of study. Students should consult with their academic advisor to create an individualized plan for degree completion.

Year 1

Fall	Hours Spring	Hours
ENGL 101 (Core 34: English (SGE)) ^{010*}	3 ENGL 102 (Core 34: English (SGE)) ^{010*}	3
MATH 101 (Core 34: Math and Statistics (SGE)) ^{030*}	3 COMS 130 (Core 34: Communications (SGE)) ^{020*}	3
C&T 100	3 BIOL 100 (Core 34: Natural and Physical Sciences (SGE)) ^{040*}	3
GEOG 104	3 BIOL 102 (Core 34: Natural and Physical Sciences (SGE)) ^{040*}	1
SPED 261	3 LING 110 (Core 34: US Culture (SGE)) ^{070*}	3
	SPED 362	3
	15	16

Year 2

Fall	Hours Spring	Hours
ANTH 160 or SOC 130 (Core 34: Global Culture (SGE)) ^{070*}	3 C&T 344	3
HIST 128 (Core 34: Arts and Humanities (SGE)) ^{060*}	3 EPSY 305 (Core 34: Social and Behavior Science (SGE)) ^{050*}	3
C&T 235	3 MATH 109	3
Core 34: Social and Behavior Science (SGE) ⁰⁵⁰	3 SPED 650	3
Core 34: Arts and Humanities (SGE) ⁰⁶⁰	3 C&T 550	3
	15	15

Year 3

Fall	Hours Spring	Hours
C&T 330	3 C&T 347	3
C&T 352	3 C&T 349	3
C&T 353	1 C&T 351	3
C&T 356 or SPED 446	1 EPSY 480	3
SPED 663	3 HSES 341	1
SPED 665	3 SPED 661	3
SPED 667	1	

MEMT 341 or VAE 341	2	
	17	16
Year 4		
Fall	Hours Spring	Hours
C&T 490	6 SPED 439 (Capstone)	8-9
C&T 301	3 SPED 495	3
ELPS 537	3	
SPED 664	3	
	15	11-12
Total Hours 120-121		

Notes:

* - This course is a Recommended Core 34: Systemwide General Education course. This specific course is not required but is recommended by the program's faculty.

At the completion of this program, students will be able to:

- Understand how learners grow and develop, recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences.
- Use understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.
- Work with others to create environments that support individual and collaborative learning, includes candidate and learner use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.
- Understand the central concepts, inquiry, and structures of the discipline they teach and create content-specific learning and literacy experiences to make the discipline accessible and relevant to assure mastery of the content.
- Understand how to engage learners through interdisciplinary lessons that utilize concept-based teaching and authentic learning experiences to engage learners in effective communication and collaboration, and in critical and creative thinking.
- Understands how to use multiple measures to monitor and assess individual learner/child learning, engage learners in self-assessment, and use data to make decisions.
- Plan instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.
- Engage in ongoing professional learning and use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner.
- Seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community

members to ensure learner growth, and to advance the profession.