

EARLY CHILDHOOD EDUCATION (BACHELOR OF ARTS)

Purpose Statement

The Department of Education is committed to preparing teacher candidates who are learner-ready on day one of their professional teaching careers.

Program Goals

The goal of the Early Childhood Education major is to prepare teacher candidates who demonstrate deep content knowledge, strong pedagogical skills, and professional teacher dispositions.

USCB seeks to ensure that all students who complete the Bachelor of Arts in Early Childhood Education are able to:

- plan instruction at the level of proficiency, as defined by South Carolina Standards 4.0;
- deliver instruction at the level of proficiency, as defined by South Carolina Standards 4.0;
- manage the classroom environment at the level of proficiency, as defined by South Carolina Standards 4.0;
- assess instruction at the level of proficiency, as defined by South Carolina Standards 4.0;
- demonstrate proficiency, as defined by South Carolina Standards 4.0. Align, in the area of professional teacher dispositions.

Candidate Progression:

Each of USCB's 5 teacher certification tracks has four levels through which candidates must progress in order to successfully complete the educator preparation program. These levels are outlined in the table below, with each level acting as a transition point for program progression to the next benchmark.

Program Benchmark	Requirements for Entry
Pre-Professional	<ul style="list-style-type: none"> • Attend the Pre-Professional Orientation prior to the completion of EDCI B100*
Professional	<ul style="list-style-type: none"> • Maintain a cumulative 2.75 GPA in all undergraduate coursework. • Complete all pre-professional and all required content area courses with a "C" or better in each course. • Attain an overall GPA of 3.0 in all Department of Education courses.** • Complete all general education and content area requirements. • Achieve passing scores on all three sections of the Praxis Core exam or earn a 22 on the ACT or 1100 on the SAT (score of 550 on the Evidence-based Reading and Writing portion may exempt the Reading and Writing subtests of Praxis Core; score of 550 on Math portion may exempt Mathematics subtest of Praxis Core)*** (See Appendix for additional details.) • Complete a criminal background check from SLED. • Complete 25 hours working with children or adolescents or the Teacher Cadet Program. • Attend the Professional Program Orientation • Earn an average Academic Disposition rating score of 2.5 or higher
Internship	<ul style="list-style-type: none"> • Pass all Practicum experiences. • Pass the Praxis II exam for area of certification. • Pass the Internship Eligibility Presentation.
Program Completion	<ul style="list-style-type: none"> • Pass the clinical internship • Pass the Internship Seminar • Pass the PLT exam for grade-span of certification • Receive a college recommendation for educator certification to teach in South Carolina.

*Teacher Cadet candidates must attend an orientation prior to applying for the Professional Program

**Students pursuing secondary licensure must maintain an overall GPA of 3.0 in certain content area courses, as determined by the specific secondary certification program. Please see [program of study advisement tracks](#) (p.25) for specific requirements in the Appendix.

***Must have a score of at least 550 on the math, reading and writing sections of the SAT.

Admission into the Professional Program

Teacher candidates seeking to enter the professional program must complete the Professional Program Admission Checklist (see below).



Educator Preparation Program Professional Program Admission Checklist

Student Name _____ **Advisor** _____

Phone # _____ **E-Mail** _____

Teacher Certification Program _____

- _____ Attended the Professional Program Orientation.
- _____ Passed the Praxis Core exam (or earned needed ACT/SAT scores).
- _____ Cumulative 2.75 GPA in all undergraduate coursework.
- _____ Completed all pre-professional & required content area courses with a "C" or higher.
- _____ Overall of GPA of 3.0 in all Department of Education courses.
- _____ Completed all general education and content area requirements.
- _____ Clear criminal background check and EPP review of Department of Public Safety incident reports.
- _____ Submit current TB Test results.
- _____ Completed 25 hours of working with children or adolescents (or Teacher Cadet Program).
- _____ Earned an average Academic Disposition rating score of 2.5 or higher.

Submission dates:

February 1 and October 1

Admission into the professional program requires that every item on the Checklist is completed. Once the checklist is completed, candidates must present it, along with appropriate documentation (e.g., official Praxis scores; clear criminal background check, etc.), to their academic advisor for review and signature. After obtaining the advisor's signature, candidates should present the signed checklist and documentation to the Chair of the Department of Education for approval.

Teacher candidates who wish to enter the professional program during the spring semester must present the signed checklist and documentation to the Chair of the Department of Education by October 1st of the previous fall semester. Teacher candidates who seek to enter the professional program during the fall semester must present the signed checklist and documentation to the Chair of the Department of Education by February 1st of the previous spring semester.

Transition to Internship

Candidates seeking to enter Internship must first pass all of their practicum experiences (see the Field Handbook for how these are assessed), their required Praxis II exams, and the Internship Eligibility Presentation.

Praxis II Exams

The specific teacher education program in which the candidate is enrolled determines which Praxis exam they must pass in order to enter Internship. Candidates can find the required tests they need to take in [Table 3](#) (p.20) in the Appendix.

Presentation for Internship Eligibility

Teacher candidates who have passed all practicum experiences will schedule an appointment with Ms. McCutcheon for a 30-minute presentation during finals week. Using artifacts (e.g., lesson plans, case studies, etc.), data analysis where appropriate, and videotape of their own instruction as evidence, teacher candidates will have 20 minutes to reflect on their growth towards becoming proficient with the South Carolina Teacher Standards 4.0. A 10-minute question and answer period will follow the presentation.

Immediately following the question and answer period, the candidate will leave the room and the presentation will be assessed by the evaluators using the rubric in [Table 4](#) (p.22; Appendix). When the evaluators reach consensus, the candidate will be invited to return to the room for feedback.

The Presentation for Internship Eligibility is evaluated on a pass/fail basis. Teacher candidates will be provided with a synopsis of the strengths of their presentation as well as the areas the evaluators believe warrant improvement. Teacher candidates will be informed of their evaluation at the conclusion of the session. Teacher candidates who do not pass the Internship Eligibility Presentation will be given the choice of rescheduling another presentation at a later date or leaving the certification program.

Program Completion

Successful completion of the certification program requires earning a passing grade in both Internship (see the Field Manual for how this is assessed) and Internship Seminar. In the case of the Secondary English program, students must successfully complete ENGL 482: Secondary ELA Seminar (3 credits) and ENGL 490: English Capstone (1 credit) in the teacher candidates' final semester, concurrent with the 12 hour internship.

Internship and Internship Seminar

While more detailed requirements for the Internship can be found in the Field Manual, candidates will be assessed using the South Carolina Teaching Standards 4.0. While candidates will receive either Satisfactory or Unsatisfactory (S/U) they will earn a letter grade in the Internship Seminar. Candidates will be assessed on their attendance, class participation, dispositions, and assignments, including the Teacher Work Sample, which is described in the Internship Seminar syllabus. Unexplained or excessive absences in this class could result in candidates receiving a failing grade.

Curriculum

LEVEL I

General Education and Program Requirements	43
English	6
Either ENGL B101 or ENGL B105; and either ENGL B102 or ENGL B106. Each course must have a grade of "C" or higher.	
Numerical and Analytical Reasoning	9-10
MATH B111/B111L	
MATH B221 (each with a grade of "C" or higher)	
MATH B222 (each with a grade of "C" or higher)	
Speech	3
COMM B140 or B201	
Liberal Arts	
Liberal Arts Elective (Humanities or Social/Behavioral Sciences ¹)	6
HIST B111 or B112	3
Fine Arts ²	3
Social/Behavioral Science ³	3

¹Courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, COMM, ECON, ENGL, FREN, GEOG, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, THEA. IDST B260 may be used to fulfill this requirement. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

²Courses from: ARTH, ARTS, MUSC, or THEA. ENGL B180 also approved. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

³Courses from: ANTH, ECON, GEOG, GLST, LING, POLI, PSYC, and SOCY.

Natural Sciences

Two courses, at least one with associated laboratory 7

Courses from: ASTR, BIOL, CHEM, MSCI, and PHYS. One of the natural science courses may be a 3-credit course that is designed without a separate laboratory or field component, but which incorporates these components in the main curriculum. The other natural science course must be a 4-credit course with embedded or separately listed laboratory. BIOL B110 and BIOL B120 cannot both be take for credit. BIOL B110 and BIOL B120 cannot both be taken for credit.

Two courses outside the Natural Science curriculum also satisfy the 3-credit course requirement of Natural Science: ANTH B101 and PSYC B361. Students may elect to take them as either fulfilling a Natural Science General Education requirement or a Social Science General Education requirement, but not both.

Foreign Languages 0-6

Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. This requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Credit by Examination test.

Waiver of the foreign language requirement for bilingual speakers whose native language is other than English. Students who meet any of these minimums are exempt, without credit, from the foreign language requirement.

Test	Minimum Score
TOEFL (Test of English as Foreign Language): Paper-Based	550
TOEFL (Test of English as Foreign Language): Computer-Based	213
TOEFL (Test of English as Foreign Language): Internet-Based	77
DuoLingo English Test	100
IELTS (International English Language Testing System)	6.0
PTE (Pearson Test of English)	50

Global Citizenship and Multicultural Understanding 3

A distribution requirement that may be satisfied by one of the below mentioned courses or by additional coursework. A course that fulfills this requirement may also be used to fulfill another General Education requirement or any program, major, minor, or cognate requirement as well.

The following courses have been approved for this requirement: ANTH B102, ANTH B301, ANTH B312, ANTH B317, ANTH B351, ANTH B352, ANTH B452, COMM B450, EDCI B322, ENGL B270, ENGL B291, ENGL B441, GEOG B121, GLST B301, GLST B398, HIST B109, HIST B115, HIST B116, HRTM B360, NURS B330, PSYC B380, PUBH B300, RELG B203, SOCY B315 and SPAN B380. *Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Director of General Education.*

REACH Act “Founding Documents” 0-3

This distribution requirement may be satisfied by one of the below mentioned courses taught at USCB or by additional coursework. A course that fulfills this requirement may also be used to fulfill another General Education requirement or any program, major, minor, or cognate requirement as well.

The following courses, *as taught at USCB*, have been approved for this requirement: HIST B111, HIST B430, HIST B442, HIST B469, POLI B201. *Equivalent and non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Director of General Education. Advanced Placement (AP) and International Baccalaureate (IB) course credits that permit exemption are processed by the Office of the Registrar. For more information, please see page 105.*

Pre-Professional Courses (completion of at least 30 hours general education required) 27

EDCI B100, B243, B322.....	9
EDFO B321	3
EDPY B335	3
EDEC B340, B342.....	6
EDRD B318	3
EDPY B333	3

LEVEL II

Professional Program Courses (each with a grade of “C” or higher)..... 28

EDCI B441.....	3
EDEC B345.....	3
EDEC B435, B436, B440P.....	8
EDEX B300.....	3
EDRD B425*, B428*, B430*, B450P*	11

*EDRD B318 is a pre-requisite for these four courses

LEVEL III

Clinical Internship

EDEC B469, B476 (each with a grade of “C” or higher)	15
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LEVEL IV

Complete Teacher Certification and Graduation Requirements

Total hours required	123
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