



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
OFFICE OF EDUCATOR QUALITY – EDUCATOR PREPARATION

**EARLY CHILDHOOD EDUCATION, BIRTH-GRADE 3**

EDUCATOR PREPARATION PROGRAM NAME <b>Northwest Missouri State University</b>	EDUCATOR PREPARATION PROGRAM CODE <b>118118</b>
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**INSTRUCTIONS**

Please complete Educator Preparation Program (EPP) Name & EPP Code above.

**Certification Requirements**

- Course Number – List the course number(s) for the course(s) or groups of competencies that align with the specific section of the requirements. It is possible to have more than one course or grouplisted.
- Course Title – List the course title(s) for the course(s) or groups of competencies that align with the specific section of the requirements. It is possible to have more than one course or grouplisted.
- Semester Hours – List the number of semester hours for each specific section. It is possible to use decimals (to the nearest tenth) to indicate partial use of a course to meet a requirement. The total number of semester hours must meet or exceed the minimum required number of semester hours.

Email the completed cover sheet, curriculum matrix, and advising/program information to [DESE.MoSPETransition@dese.mo.gov](mailto:DESE.MoSPETransition@dese.mo.gov) on or before the date established in the Transition Plan.

QUESTIONS: Contact Educator Preparation, 573-751-1668 or [DESE.MoSPETransition@dese.mo.gov](mailto:DESE.MoSPETransition@dese.mo.gov)

**A. Professional Requirements (Minimum of 60 semester hours)**

1. Content Planning and Delivery

	Course Number	Course Title	Semester Hours
a. Curriculum and Instructional Planning	62-302 62-421 62-114	Emotion and Language Centered Curriculum for Infants and toddlers Constructivist Philosophy, Integrated Curriculum, and Approaches in Early Childhood Introduction to Curriculum and Instruction	1
b. Instructional Strategies and Techniques in Content Area Specialty	62-421 17-227 or 17-226 62-322	Constructivist Philosophy, Integrated Curriculum, and Approaches in Early Childhood Math in the Elementary School or Math in the Early Elementary Literacy Assessment and Intervention: Theories and Techniques	
c. Assessment, Student Data, and Data-Based Decision-Making	62-426 62-403 62-303 62-115	Integrated Curriculum & Authentic Assessment for Evidence-Based Decision Making in Grades 1-3 Observation and Documentation as Assessment in Preschool and Kindergarten Observation and Assessment in Infant Toddler Settings Principles of Assessment	3 3 1
d. Strategies for Content Literacy	62-421 62-221	Constructivist Philosophy, Integrated Curriculum, and Approaches in Early Childhood Literacy In the Elementary School	
e. Critical Thinking and Problem Solving	62-118 62-119	Teaching is Communication Professional Learning Community III	
f. English Language Learning	62-117 62-118 61-569	Inclusive Classrooms and Positive Learning Environments Teaching is Communication Multiculturalism in Education	1.5

2. Individual Student Needs

	Course Number	Course Title	Semester Hours
a. Psychological Development of the Child and Adolescent	08-333 OR 08-312	Developmental Psychology or Child Psychology	3

b. Psychology/Education of the Exceptional Child	62-117	Inclusive Classrooms and Positive Learning Environments	1
	62-118	Teaching is Communication	1
	62-119	Professional Learning Communities III	
	62-403	Observation and Documentation as Assessment in Preschool and Kindergarten	
	62-426	Integrated Curriculum and Authentic Assessment for Evidence-Based Decision Making in Grades 1-3	
c. Differentiated Learning	62-119	Professional Learning Community II	
	62-403	Observation and Documentation as Assessment in Preschool and Kindergarten	
	62-426	Integrated Curriculum and Authentic Assessment for Evidence-Based Decision Making in Grades 1-3	
d. Classroom Management	62-117	Inclusive Classrooms and Positive Learning Environments	1
	62-118	Teaching is Communication	
	62-119	Professional Learning Communities III	
	62-326	Professional Learning Community IV: Behavioral Guidance of Young Children	
e. Cultural Diversity	62-117	Inclusive Classrooms and Positive Learning Environments	1.5
	62-118	Teaching is Communication	
	61-569	Multiculturalism in Education	
f. Educational Psychology	08-299	Educational Psychology	3
<b>3. Schools and the Teaching Profession</b>			
	<b>Course Number</b>	<b>Course Title</b>	<b>Semester Hours</b>
a. Consultation and Collaboration	62-117	Inclusive Classrooms and Positive Learning Environments	1
	62-118 62-119	Teaching is Communication Professional Learning Community III	1
b. Legal/Ethical Aspects of Teaching	62-118	Teaching is Communication	1
	62-119	Professional Learning Community III	1
<b>4. Content Knowledge for Teaching and Teaching and Learning Strategies for the Young Child (Minimum of 30 semester hours)</b>			
	<b>Course Number</b>	<b>Course Title</b>	<b>Semester Hours</b>
a. Early Childhood Principles			
i. Child Development	08-333 OR 08-312	Developmental Psychology or Child Psych	2
	08-299	Educational Psychology	
	62-202 or	Understanding the Whole Child: Infants and Toddlers or	
	62-203	Constructive Pedagogy Of the Reggio Emilia Approach	
	62-305	Understanding the Whole Child in Preschool and Kindergarten	
	62-401	Understanding the Whole Child in Grades 1 – 3	1
			1
ii. Play-Based and Inquiry-Based Learning	62-421	Constructivist Philosophy, Theory, Curriculum Approaches, and Practice in Early Childhood	
	62-302	Emotion and Language Centered Curriculum for Infants and toddlers	
	62-426	Integrated Curriculum, Methods and Strategies for Grades 1-3	
iii. Observing and Assessing Young Children	62-303	Observation and Assessment in Infant Toddler Settings	
	62-403	Observation and Documentation as Assessment in Preschool and Kindergarten	
	62-426	Authentic Assessment for Evidence-Based Decision Making in Primary Grades	

iv. Language Acquisition	62-202 or 62-203 62-305 62-401	Understanding the Whole Child: Infants and Toddlers or Constructive Pedagogy Of the Reggio Emilia Approach Understanding the Whole Child in Preschool and Kindergarten Understanding the Whole Child in Grades 1 – 3	
b. Methods of Teaching and Differentiated Instruction in the following integrated areas:			
i. Early Literacy (Minimum of 6 semester hours) to address curriculum, explicit and systematic instruction, and assessment in the following areas using authentic text and purposes:			
(a) Language Acquisition	62-221 62-322 62-426	Literacy In The Elementary School Literacy Assessment and Intervention Integrated Curriculum, Methods and Strategies for Grades 1-3	3 2 3
(b) Phonological and Phonemic Awareness	62-221 62-322 62-426	Literacy In The Elementary School Literacy Assessment and Intervention: Integrated Curriculum, Methods and Strategies for Grades 1-3	
(c) Phonics	62-221 62-322 62-426	Literacy In The Elementary School Literacy Assessment and Intervention: Integrated Curriculum, Methods and Strategies for Grades 1-3	
(d) Vocabulary	62-221 62-322 62-426	Literacy In The Elementary School Literacy Assessment and Intervention: Integrated Curriculum, Methods and Strategies for Grades 1-3	
(e) Fluency	62-221 62-322 62-426	Literacy In The Elementary School Literacy Assessment and Intervention: Integrated Curriculum, Methods and Strategies for Grades 1-3	
(f) Comprehension	62-221 62-322 62-426	Literacy In The Elementary School Literacy Assessment and Intervention: Integrated Curriculum, Methods and Strategies for Grades 1-3	
(g) Writing Process	62-221 62-322 62-426	Literacy In The Elementary School Literacy Assessment and Intervention: Integrated Curriculum, Methods and Strategies for Grades 1-3	
ii. Mathematics	17-227 or 17-226	Mathematics in Elementary or Math in Early Elementary	2
iii. Health	62-302 62-426 62-304 62-404 62-405 62-435	Emotion and Language Centered Curriculum for Infants and toddlers Integrated Curriculum, Methods and Strategies for Grades 1-3 Field Experiences in Infant Toddler Settings Practicum in Preschool Practicum in Kindergarten Practicum in Grades 1-3	1 2 2 1
iv. Science	62-302 62-426 62-304 62-404 62-405 62-435	Emotion and Language Centered Curriculum for Infants and toddlers Integrated Curriculum, Methods and Strategies for Grades 1-3 Field Experiences in Infant Toddler Settings Practicum in Preschool Practicum in Kindergarten Practicum in Grades 1-3	

v. Nutrition	62-302 62-426 62-304 62-404 62-405 62-435	Emotion and Language Centered Curriculum for Infants and toddlers Integrated Curriculum, Methods and Strategies for Grades 1-3 Field Experiences in Infant Toddler Settings Practicum in Preschool Practicum in Kindergarten Practicum in Grades 1-3	
vi. Social Studies	62-302 62-426 62-304 62-404 62-405 62-435	Emotion and Language Centered Curriculum for Infants and toddlers Integrated Curriculum, Methods and Strategies for Grades 1-3 Field Experiences in Infant Toddler Settings Practicum in Preschool Practicum in Kindergarten Practicum in Grades 1-3	
vii. Music	62-302 62-426 62-304 62-404 62-405 62-435	Emotion and Language Centered Curriculum for Infants and toddlers Integrated Curriculum, Methods and Strategies for Grades 1-3 Field Experiences in Infant Toddler Settings Practicum in Preschool Practicum in Kindergarten Practicum in Grades 1-3	
viii. Safety	62-302 62-426 62-304 62-404 62-405 62-435	Emotion and Language Centered Curriculum for Infants and toddlers Integrated Curriculum, Methods and Strategies for Grades 1-3 Field Experiences in Infant Toddler Settings Practicum in Preschool Practicum in Kindergarten Practicum in Grades 1-3	
ix. Movement	62-302 62-426 62-304 62-404 62-405 62-435	Emotion and Language Centered Curriculum for Infants and toddlers Integrated Curriculum, Methods and Strategies for Grades 1-3 Field Experiences in Infant Toddler Settings Practicum in Preschool Practicum in Kindergarten Practicum in Grades 1-3	
x. Art	62-302 62-426 62-304 62-404 62-405 62-435	Emotion and Language Centered Curriculum for Infants and toddlers Integrated Curriculum, Methods and Strategies for Grades 1-3 Field Experiences in Infant Toddler Settings Practicum in Preschool Practicum in Kindergarten Practicum in Grades 1-3	
xi. Drama	62-302 62-426 62-304 62-404 62-405 62-435	Emotion and Language Centered Curriculum for Infants and toddlers Integrated Curriculum, Methods and Strategies for Grades 1-3 Field Experiences in Infant Toddler Settings Practicum in Preschool Practicum in Kindergarten Practicum in Grades 1-3	

**5. Home-School-Community Relations (Minimum of 6 semester hours)**

	<b>Course Number</b>	<b>Course Title</b>	<b>Semester Hours</b>
a. Families as Educational Partners	62-426	Integrated Curriculum & Authentic Assessment for Evidence-Based Decision Making in Grades 1-3	3
b. Family Engagement	08-405	Parenthood Education	3
c. Linking Families with Community Resources	62-532	Family and Community Resources in Early Childhood	2

6. Program Management (Minimum of 6 semester hours)			
	Course Number	Course Title	Semester Hours
a. Program Administration and Management	62-441 Or 62-341 62-541	Early Childhood Leadership and Program Management or Early Childhood Program Management Assessment and Early Intervention in Early Childhood	3 Or 3 1
b. Health, Nutrition, and Safety of Young Children	62-330	Health, Nutrition, & Safety of Young Children	2
c. Environmental Organization and Design	62-302	Emotion and Language Centered Curriculum for Infants and Toddlers	3
<b>Professional Requirements - Total Semester Hours</b>			<b>61</b>
B. Field and Clinical Experiences (Minimum of 10 semester hours to include experiences in each of the three different age levels: Infant/Toddler, Pre-K/Kindergarten, and Kindergarten-Grade 3)			
	Course Number	Course Title	Semester Hours
1. Early Field Experiences (Minimum of 1 semester hour with a minimum of 30 clock hours)	62-304	Field Experiences in Infant Toddler Settings	1
2. Mid-Level Field Experiences (Minimum of 1 semester hour with a minimum of 45 clock hours)	62-435 62-404 62-405	Practicum in Grades 1-3 Practicum in Preschool Practicum in Kindergarten	1
3. Culminating Clinical Experiences (Minimum of 8 semester hours with a minimum of 12 weeks in 1 placement)	61-473	Student Teaching in Early Childhood	8
<b>Field and Clinical Experiences - Total Semester Hours</b>			<b>10</b>

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