

BS Elementary Education Competency-Based : BS-EDCB

The competency-based pathway for the BS in Elementary Education prepares undergraduate students for initial teacher certification in Early Childhood through 6th grade. This program, which is fully online, is designed for students to complete their degree with the flexibility of planning their study schedule around their work and life responsibilities.

Core Curriculum Courses

See the Core Curriculum Requirements (<https://coursecatalog.tamuc.edu/undergrad/core-curriculum-requirements/>) 42

Required Courses in the Major

EDCB 1301	Introduction to the Teaching Profession	3
EDCB 1350	Mathematics for Teachers I	3
EDCB 1351	Mathematics for Teachers II	3
EDCB 300	Planning and Pedagogy for Engaged Learning ¹	3
EDCB 303	Classroom Management Techniques ¹	3
EDCB 330	Foundations of Science Inquiry ¹	3
ECCB 358	Language and Literacy in Early Childhood ¹	3
RDCB 360	Pedagogy of Literacy Acquisition ¹	3

CBE Professional Development Courses:

Students must maintain a 2.75 GPA with no grade below a "C" in all professional development courses. Admission to the Educator Preparation Program (EPP) required before enrollment. All professional development courses must be completed prior to clinical teaching.

ECCB 313	Child Development	3
EDCB 310	Principles of Learning and Development	3
ECCB 460	STEM in Early Childhood	3
EDCB 324	Wellness in the Elementary Setting	3
ECCB 420	Executive Functions in Early Childhood	3
RDCB 350	Foundations of Literacy Instruction ¹	3
EDCB 346	Survey of Exceptionalities	3
EDCB 305	Theories of Learning and Development	3

CBE Professional Practice Courses:

Students must maintain a 2.75 GPA with no grade below a "C" in all professional practice courses. Admission to the Educator Preparation Program (EPP) required before enrollment. Students may take professional practice courses prior to or during clinical teaching.

EDCB 331	Science Pedagogy for Teachers	3
EDCB 412	Principles of Language Acquisition	3
RDCB 370	Building a Literacy Community	3
EDCB 440	Inquiry Based Learning	3
EDCB 447	Data-Driven Instruction for Practitioners	3
EDCB 480	Social, Emotional, and Academic Issues for Special Needs Students	3
EDCB 438	Integrated Learning in Social Studies	3
ECCB 430	Trauma-Responsive Practices in Early Childhood	3
EDCB 443	Organizing Positive Learning Environments	3
EDCB 452	Reflective Practices for Teachers	3

Total Hours 120

¹ Students must maintain a 2.75 GPA with no grade below a "C" in all professional practice courses. Admission to the Educator Preparation Program (EPP) required before enrollment. Students may take professional practice courses prior to or during clinical teaching.

ECCB 1303 - Family and Community Connections in Early Childhood

Hours: 3

This course focuses on the dynamic influences of family and community in early childhood education. Students will plan a learning experience that connects family, community, and school to promote optimal child outcomes.

ECCB 1311 - Educating Young Children

Hours: 3

This course explores child guidance strategies to support whole-child development in a positive learning environment. Emphasis is placed on organization of the physical and affective environment to promote engagement and autonomy.

ECCB 313 - Child Development

Hours: 3

This course explores the multifaceted process of child development by examining the progression and variations across the learning domains. Emphasis is placed on aligning developmental characteristics and student assets to evidence-based practices.

ECCB 320 - Data-Driven Instruction in Early Childhood

Hours: 3

This course examines the purposes of various types of assessments in early childhood. An exploration of data-driven instruction highlights responsive instruction aligned to developmental characteristics and connected across the curriculum.

ECCB 321 - Creative Arts for Early Childhood

Hours: 3

This course focuses on the role of creativity and play to promote whole-child learning in early childhood. This course integrates fine arts into developmentally appropriate practices to create authentic and engaging experiences in collaborative learning environments.

ECCB 322 - Family and Community Connections in Early Childhood

Hours: 3

This course connects the factors within and across ecological systems to development and learning in early childhood. An emphasis is placed on creating supportive environments through community connections that promote family engagement, student advocacy, and reflective practices.

ECCB 358 - Language and Literacy in Early Childhood

Hours: 3

This course explores literacy development across the early childhood years through evidence-based practices supporting listening and speaking skills. Emphasis is placed on creating literacy-rich environments with cross-curricular and real-world connections.

ECCB 366 - Learning Environments in Early Childhood

Hours: 3

This course connects theories on learning and development to practices that promote engaging learning environments. Emphasis is placed on social studies learning experiences that promote awareness and responsibility through real-world connections.

ECCB 420 - Executive Functions in Early Childhood

Hours: 3

This course emphasizes executive function skills to successfully navigate environmental demands and challenges in the classroom and beyond. A focus is placed on evidence-based strategies to build executive function skills across three core areas: working memory, cognitive flexibility, and inhibitory control.

ECCB 430 - Trauma-Responsive Practices in Early Childhood

Hours: 3

This course examines the influence of adversity, toxic stress, and trauma on child development and learning. An emphasis on trauma-informed practices provides supportive strategies for addressing and mitigating the impact of trauma on children. Students will implement trauma-informed practices to create a safe learning environment, build responsive relationships, and strengthen life skills.

ECCB 460 - STEM in Early Childhood

Hours: 3

This course examines early childhood pedagogy with a focus on science, technology, and math. Students will plan an authentic learning experience that integrates content areas and promotes critical thinking and problem-solving skills.

RDCB 350 - Foundations of Literacy Instruction

Hours: 3

This course connects the science of teaching reading to evidence-based practices for literacy development. Emphasis is placed on creating a literacy-rich environment utilizing technology as a teaching and learning tool.

RDCB 360 - Pedagogy of Literacy Acquisition

Hours: 3

This course explores the role, progression, and variations in foundational literacy development. Emphasis is placed on developmentally appropriate practices to support literacy development in foundational skills across the areas of phonological awareness, pre-reading skills, and word study.

Prerequisites: Completion of RDG 350 with a "C" or higher.

RDCB 370 - Building a Literacy Community

Hours: 3

This course explores literacy communities to build comprehension and communication skills. An emphasis is placed on reading and writing as a learning tool in inquiry-based learning experiences. Prerequisites: Completion of RDG 350 with a "C" or higher.

RDCB 448 - Supporting Literacy Development of Emergent Bilingual Learners in Field-Based Settings

Hours: 3

Attention will be given to the development of reading fluency and written communications in the content areas with emergent bilingual learners. The use of language assessments and student data for instructional decision-making will be explored. Prerequisites: Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Internship.