

BS Early Childhood Education Competency-Based : BS-ECCB

The competency-based pathway for the BS in Early Childhood Education prepares undergraduate students for initial teacher certification in Early Childhood through 3rd 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 300	Planning and Pedagogy for Engaged Learning ¹	3
ECCB 1311	Educating Young Children	3
ECCB 358	Language and Literacy in Early Childhood ¹	3
ECCB 321	Creative Arts for Early Childhood ¹	3
EDCB 346	Survey of Exceptionalities ¹	3
ECCB 1303	Family and Community Connections in Early Childhood	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 in designated courses. All professional development courses must be completed prior to clinical teaching.

ECCB 313	Child Development	3
EDCB 324	Wellness in the Elementary Setting	3
EDCB 310	Principles of Learning and Development	3
ECCB 460	STEM in Early Childhood ¹	3
RDCB 350	Foundations of Literacy Instruction ¹	3
ECCB 420	Executive Functions in Early Childhood ¹	3
RDCB 360	Pedagogy of Literacy Acquisition ¹	3
ECCB 366	Learning Environments in Early Childhood ¹	3
EDCB 330	Foundations of Science Inquiry ¹	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 412	Principles of Language Acquisition	3
ECCB 320	Data-Driven Instruction in Early Childhood	3
EDCB 440	Inquiry Based Learning	3
EDCB 447	Data-Driven Instruction for Practitioners	3
RDCB 370	Building a Literacy Community	3
EDCB 480	Social, Emotional, and Academic Issues for Special Needs Students	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 support courses. Admission to the Educator Preparation Program (EPP) required before enrollment.

EDCB 1301 - Introduction to the Teaching Profession

Hours: 3

This course introduces the foundational professional practices and responsibilities of Texas educators, focusing on the structure of education and the role of teachers across contexts. An emphasis on developmentally appropriate practices connects the intent and alignment of the state standards to developmental characteristics.

EDCB 1350 - Mathematics for Teachers 1

Hours: 3

This course focuses on foundational mathematical knowledge and skills for PreK-3. Emphasis is placed on supporting conceptual and procedural understanding through scaffolded transitions between concrete, pictorial, and abstract representations.

EDCB 1351 - Mathematics for Teachers 2

Hours: 3

This course focuses on advanced mathematical concepts and processes across PreK-6. The course connects alignment of mathematics standards to developmentally appropriate practices that promote mathematical reasoning and discourse.

EDCB 100 - CBE - Orientation

Hours: 0

EDCB 300 - Planning and Pedagogy for Engaged Learning

Hours: 3

This course examines professional practices and responsibilities of Texas educators focusing on the importance of data-driven instruction. An emphasis is placed on using assessments to guide instructional decisions.

EDCB 303 - Classroom Management Techniques

Hours: 3

This course introduces research-based strategies for creating and maintaining positive and productive learning environments across elementary contexts. Emphasis is placed on classroom organization, clear expectations, consistent routines, and proactive strategies to foster motivation and autonomy.

EDCB 305 - Theories of Learning and Development

Hours: 3

This course explores key theoretical perspectives of learning and development. An emphasis is placed on connecting theory and developmentally appropriate practices with cross-curricular and real-world connections in collaborative learning environments.

EDCB 310 - Principles of Learning and Development

Hours: 3

This course connects essential principles of learning and development to evidence-based practices that promote cognitive development and social-emotional learning. Emphasis is placed on data-driven practices to monitor and support learning and development.

EDCB 324 - Wellness in the Elementary Setting

Hours: 3

This course provides strategies to support well-being across the school climate focusing on developmental characteristics. An emphasis is placed on promoting whole-child development in a safe and productive learning environment.

EDCB 330 - Foundations of Science Inquiry

Hours: 3

This course examines inquiry-based approaches to science instruction in early childhood education. Students will explore developmentally appropriate strategies for fostering scientific discovery through hands-on experiences, digital integration, and real-world applications. Emphasis is placed on creating meaningful and engaging learning environments that promote scientific literacy, critical thinking, and problem-solving skills.

EDCB 331 - Science Pedagogy for Teachers

Hours: 3

This course focuses on the unifying, explanatory framework of science to promote critical thinking. An emphasis on scientific inquiry to explore patterns in the natural world and build understanding of the interrelationship of scientific concepts and processes in PreK-6.

EDCB 346 - Survey of Exceptionalities

Hours: 3

This course examines exceptionalities through the historical, legal, and philosophical foundations and their impact on educational practice. Emphasis is placed on developmentally appropriate practices by connecting developmental characteristics to responsive instructional strategies.

EDCB 412 - Principles of Language Acquisition

Hours: 3

This course connects theory of language-acquisition to evidence-based practices to support language acquisition. Emphasis is placed on linguistic accommodations at varying proficiency levels across listening, speaking, reading, and writing.

EDCB 438 - Integrated Learning in Social Studies

Hours: 3

This course explores the integrated nature of learning with social studies as content focus. Course includes analysis of vertical and horizontal alignment of the strands of the K-5 Social Studies Texas Essential Knowledge and Skills (TEKS) to prepare preservice teachers for providing comprehensive Social Studies instruction.

EDCB 440 - Inquiry Based Learning

Hours: 3

This course focuses on the application of developmentally appropriate practices with a focus on inquiry-based learning to promote critical thinking. An emphasis is placed on collaborative learning with cross-curricular and real-world connections.

EDCB 443 - Organizing Positive Learning Environments

Hours: 3

This course applies strategies for organizing and managing the classroom to promote a positive and productive learning environment. Emphasis is placed on systems, structures, routines, and interactions that impact learning and development.

EDCB 447 - Data and Assessment in Field-Based Settings

Hours: 3

Focuses on effective methods of assessment including formal and informal assessments. The role of formative assessment as a guide for instruction and the importance of data-driven decisions will be emphasized. Problem based learning and the use of technology to collect, manage, and analyze multiple data sources to interpret learning results for individual students and for groups of students will be demonstrated. Prerequisites: Full admission to the Teacher Education Program through placement in a NET CPDT Center for Internship.

EDCB 452 - Reflective Practices for Teachers

Hours: 3

This course applies reflective practices through a growth mindset transforming teaching into an innovative learning journey. Emphasis is placed on the ongoing cycle of reflection, goal-setting, planning professional development, and documenting growth.

EDCB 480 - Social, Emotional, and Academic Issues for Special Needs Students

Hours: 3

This course applies responsive instructional practices focusing on accommodations and modifications to support students with exceptionalities. Emphasis is placed on data-driven instruction using technology for progress monitoring and collaboration.

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.