

senior standing and the approval of the professor. The agency supervisor **MUST** evaluate the student. The course can be repeated once at a different placement for Sociology credit.

Prerequisites: SOCI 1301, SOCI 3316 and two other Sociology courses

Offered: Spring /Yearly

DEPARTMENT OF EDUCATOR PREPARATION (EDUC)

Mission

The Educator Preparation Program at Huston-Tillotson University is framed within a social justice perspective that enhances educator candidate’s ability to apply research-based pedagogy in a wide range of educational settings.

To fulfill this mission, the educator candidates engage in field-based experiences with diverse populations through collegial relationships, reciprocal dialogue, and authentic practices. HT educator candidates emerge as professionals with the competence and commitment to participate in and contribute to a complex and changing society. This program is committed to ethics and excellence in teaching, research, and service.

General Information

Graduates from this program receive an a degree in Teacher Education with an interdisciplinary focus or a specific academic concentration (e.g. Math, History, and Music). Every educator candidate must complete a bachelor's degree with an academic major or interdisciplinary academic major as well as the Professional Development sequence of educator preparation courses. After admission into the Educator Preparation Program, students complete the Professional Development Sequence of courses. Candidates who fulfill degree requirements are designated **Program Completers**.

Huston-Tillotson University has approval from the State Board for Educator Certification to prepare candidates for teacher certification in the following areas:

DEGREES OFFERED

Academic Major	Degree	Educator Certificate	Grade Level
Teacher Education	BA	EC-6 Generalist	EC-6
Teacher Education	BA	Special Education	EC-12
Teacher Education	BA	Technology Applications	8-12
Mathematics	BA	Mathematics	4-8
Mathematics	BS	Mathematics	8-12
Biology	BA	Life Science	8-12
Computer Science	BA	Computer Science	8-12
Chemistry	BS	Physical Science	8-12

English	BA	English, Language Arts & Reading	8-12
History	BA	History	8-12
Kinesiology	BA	Physical Education	EC-12
Music	BA	Music	EC-12

GENERAL PROGRAM REQUIREMENTS

Students seeking admission to the Educator Preparation Program are encouraged to inform their advisor of the intent to become a certified teacher and declare a major early in their college career. The academic advisors, with guidance from the Educator Preparation Program faculty, work with students to ensure the curriculum sequence outlined supports the requirements for certification. **Declaration of an academic major associated with teacher education is not equivalent to admission into the Educator Preparation Program.** Prospective candidates must follow the admission and certification process.

I. Admission to the Educator Preparation Program

Students seeking teacher certification must submit an *Educator Preparation Application for Admission* during the 2nd semester of the sophomore year or during enrollment in EDUC 1301 Orientation to the Teaching Profession. Following review of the application, students and the academic department advisor will receive written notification of admission or recommendations to correct deficiencies prior to re-applying. The following criteria must be satisfied for admission to the Educator Preparation Program.

NOTE: Admission to the Educator Preparation Program is required before enrollment in EDUC 3303 The Student and Teacher in a Multicultural Society, EDUC 3365 K-12 TEKS Curriculum, and EDUC 4306 Assessment and Instructional Management.

- A. Junior status – 60 college credit hours that include a grade of “C” or better in the following courses:
 - a. 12 hours in subject-specific content/academic major area
 - b. Enrollment or completion of EDUC 1301 Introduction to the Teaching Profession
 - c. College Algebra or higher math course
 - d. English I and English II
 - e. 3 hours of U.S. History I or U.S. History II
 - f. 3 hours of Texas or Federal Government
- B. A cumulative Huston-Tillotson grade point average (GPA) of 2.5 or higher
- C. Proof of membership in an affiliate teacher organization (i.e., TCTE, ATPE, or TMA)

II. Educator Certification Professional Development Sequence

Field based experiences during regular K-12 school hours are required for the professional development sequence. Therefore, students must provide a current criminal history record and proof of educational liability insurance.

Note: Criminal History Search: Prior to an educator candidate beginning a field experience, the school district has the right to conduct a criminal history check on the candidate. Signing the *Acknowledgement of Criminal Search Requirements* form represents acknowledgement and understanding of this policy and its implications.

Course #	Professional Development Course	SCH	Field Based Hours
EDUC 1301	Introduction to the Teaching Profession*	3	16
EDUC 2302	Technology Applications in Ed*	3	5
EDUC 3303	Teacher and Student in Multicultural Society	3	25
EDUC 3365	K-12 TEKS Curriculum and Exam Prep	3	25
EDUC 4306	Assessment and Instructional Management	3	25
EDUC 4307	Student Teaching Seminar	3	
EDUC 4907	Student Teaching – Field (12 weeks)	9	
SEDL 2301	Survey of Exceptional Learners*	3	5
RDNG 3312 or RDNG 3321	Reading in the Content Area, Grades 4-12 or Language Arts Across the Curriculum*	3	

*May be taken prior to acceptance to the program

III. Student Teaching Placement

Acceptance into the Educator Preparation Program does not guarantee a student teaching assignment. The semester prior to student teaching placement, the student must submit the *Educator Preparation Candidate Application for Final Admission* and the *Student Teaching Assignment Request* form with documentation of:

- A. Cumulative 2.50 GPA
- B. A grade of “C” or better in all required EDUC, RDNG, SEDL courses
- C. A grade of “C” or better in all required major courses, as designated on degree plan
- D. Complete Professional Development sequence of courses
- E. No more than 18 remaining Semester Credit Hours (SCH) including student teaching
- F. Enroll in no more than three (3) additional SCH during student teaching
- G. Finalize professional portfolio
- H. Demonstrate readiness to pass TExES
- I. Membership in a professional educational organization (i.e., TCTE, ATPE, or TMA)
- J. Approval through interview with the Educator Preparation Program Committee (EPPC)

Student Teaching Assignment Request Deadline

Fall assignment March 1

Spring assignment September 15

Application for Teacher Certification

A student must be designated as a *program completer* and pass all state required certification exams before the HT Certification Officer can recommend the student for educator certification in Texas. Requirements for **program completers** are:

- A. Cumulative HT grade point average (GPA) of 2.5 or higher
- B. Completed student teaching with a grade of “C” or better
- C. Degree conferred from Huston-Tillotson University

Requirements for Teacher Certification

- A. Register online with State Board for Educator Certification (SBEC)
- B. Pass Pedagogy and Professional Responsibilities TExES
- C. Pass applicable content TExES
- D. Apply for certification with the State

Note: The HT Certification Officer may request Program Completers who have not attained certification within one year after graduation to return to campus for additional preparation.

IV. Cause for Probation and/or Dismissal from Educator Preparation Program

Graduates of the Huston-Tillotson Educator Preparation Program are expected to demonstrate the knowledge, skills, and dispositions essential to a beginning professional educator. If a student falls below minimum standards of performance after being accepted into the program, the student may be placed on probation and/or dismissed from the program. Probation can be administered by any full-time educator preparation faculty member, with documentation submitted to the Department Chair of Educator Preparation. Dismissal and re-admittance to the program requires a recommendation from a full-time educator preparation faculty member and a majority vote from all members of the Educator Preparation Committee. Dismissal from the program can result from repeated or egregious violations of the program’s standards of performance. Listed below are the minimum standards of performance expected of every educator preparation candidate.

- A. Maintain a minimum 2.50 cumulative grade point average (GPA).
- B. Adhere to the Texas Education Agency’s Code of Ethics (TAC Title 19, Part 7, Chapter 247)
- C. Adhere to HT Student Code of Conduct

Educator Preparation Professional Development Benchmarks

- A. Maintain a minimum 2.50 cumulative GPA
- B. Complete pre-admission assessments (EDUC 1301)
- C. Submit *Educator Preparation Candidate Application for Admission* during the second semester of the sophomore year
- D. Complete Professional Development sequence of courses
- E. Finalize professional portfolio
- F. Submit *Educator Preparation Candidate Application for Final Admission*
- G. Submit *Student Teaching Assignment Request* the semester before expected placement

- Fall assignment March 1
Spring assignment September 15
- H. Complete student teaching
 - I. Pass Pedagogy and Professional Responsibilities TExES and applicable certification area TExES
 - J. Seek/obtain a teaching position
 - K. Complete Educator Preparation Exit Interview with advisor.

DEGREE REQUIREMENTS

Educator Preparation Major – EC-6 Certification

Degree course requirements:

- Satisfy science I core requirement with BIOL 1408 or 2406
- Satisfy science II core requirement with PHYS 1415
- Satisfy behavioral science core requirement with EDUC 2303
- Earn a “Grade of “C” or better in all of the following courses.
 - ENGL 2306 Literature for Children and Adolescents
 - EDUC 3311 Creative Arts, Music, and Movement
 - EDUC 2305 Teaching Learners of Diverse Cultures
 - EDUC 3363 Social Studies for Teachers, Grades K-8
 - MATH 1350 Fundamental Concepts of Math for Elementary Education I
 - MATH 1351 Fundamental Concepts of Math for Elementary Education II
 - BIOL 3301 Science Knowledge and Skills in Elementary Schools
 - Additional four credit hours of biology from BIOL 1408 or BIOL 2406 or BIOL 2431
 - RDNG 3311 Fundamentals of Literacy Instruction, EC-6
 - RDNG 4322 Diagnostic and Corrective Reading
 - Six hours of electives chosen from: KINE 1331, RDNG, SEDL, BIOL, HIST, Upper Division Math, Upper Division English
- Professional Development Courses (Grade of “C” or better): EDUC 1301, 2301, 2302, 3303, 3365, 4306, 4307, 4907, SEDL 2301, RDNG 3312 or 3321

Educator Preparation Major – Special Education Certification

Degree course requirements:

- Satisfy behavioral science core requirement with EDUC 2303
- Earn a Grade of “C” or better in all of the following courses.
 - SEDL 2301 Survey of Exceptional Learners
 - SEDL 3312 Physical Activities for Learners with Special Needs
 - SEDL 3322 Assessment and Programming of Exceptional Learners
 - SEDL 3323 Curriculum for Exceptional Learners
 - SEDL 3314 Behavior Management of Exceptional Learners
 - SEDL 3304 Observation in Special Education
 - SEDL 4322 Diagnostic and Corrective Reading
 - EDUC 2305 Teaching Learners of Diverse Cultures
 - EDUC 3311 Creative Arts, Music, and Movement

- RDNG 3311 Fundamentals of Literacy Instruction, EC-6
- MATH 1350 Fundamental Concepts of Math for Elementary Education I
- MATH 1351 Fundamental Concepts of Math for Elementary Education II
- Professional Development Courses (grade of “C” or better): EDUC 1301, 2301, 2302, 3303, 3365, 4306, 4307, 4907, SEDL 2301, RDNG 3312 or 3321

Educator Preparation Major – Technology Applications Certification

Degree course requirements:

- Earn a grade of “C” or better in all of the following courses:
 - COSC 1300 Introduction to Computers
 - COSC 1312 Programming Foundations I
 - COSC 1324 Website Design and Maintenance
 - COSC 1327 Advanced Applications
 - COSC 2365 Introduction to Multimedia
 - COSC 4366 Computer Graphics
 - EDUC 3324 Video Foundations
 - COMM 3322 Visual Storytelling
 - ENGL 3393 Introduction to Technical Writing
- Additional 12 upper division credit hours selected from ENGL/COSC
- Professional Development Courses (grade of “C” or better): EDUC 1301, 2302, 3303, 2301, 3365, 4306, 4307, 4907, SEDL 2301, RDNG 3312 or 3321

Educator Preparation Major – Learning Specialist (Non-completer)

Degree requirements:

- 120 total SCH
 - 30 credit hours from EDUC, RDNG, and SEDL courses
 At least 21 of the 30 SCH must be upper division.

Learning Specialist majors may not enroll in EDUC 4907 Student Teaching; does not meet program completer requirements; and is not eligible for recommendation for certification.

NOTE: *This degree designation applies to students whose Academic Major is Interdisciplinary Studies (EC-6, Special Education EC-12, or Technology Applications 8-12) and have been admitted to the Educator Preparation Program but subsequently elect not to complete student teaching. Students seeking certification in academic subjects (Math, History, Music, etc.) should consult advisors in the respective academic areas to determine graduation requirements.*

SUGGESTED COURSE SEQUENCE
EDUCATOR PREPARATION MAJOR TOTAL HOURS – 120
COURSE SEQUENCE LEADS TO AN EC-6
GENERALIST CERTIFICATE

YEAR 1							
FALL				SPRING			
UNIV	1201 or	Freshman Seminar	2	COMM	1315	Public Speaking	3
RAMS	1201			HIST	1301	US History I or II	3
COSC	1300	Introduction to Computers	3		or 1302		
MATH	1314	College Algebra	3	EDUC	1301	Introduction to Teaching Profession	3
ENGL	1301	Introduction to College Composition	3	ENGL	1302	College Rhetoric and Composition	3
KINE		Physical Education	1	PSCI	1301/	American Government: Federal or	3
KINE	1304	Health and Wellness	3		1302	State	
Total Hours			15	Total Hours			15
YEAR 2							
FALL				SPRING			
		Language I	3			Language II	3
BIOL	Science I (BIOL 1408 or 2406)		4	PHYS	1415	Science II (Physical Science)	4
ENGL	2331	World Literature	3	EDUC	2302	Technology Application in Education	3
RELI	2302	Ethics or Religion Core	3	EDUC	2303	Education Psychology and Human Growth	3
		Fine Arts Core	3	EDUC	2305	Teaching Learners of Diverse Cultures	3
Total Hours			16	Total Hours			16
YEAR 3							
FALL				SPRING			
SEDL	2301	Survey of Exceptional Learners	3	EDUC	3303	Teacher and Student in a Multicultural Society	3
EDUC	3311	Creative Arts, Music, and Movement	3	EDUC	3363	Social Studies for Teachers	3
RDNG	3311	Fundamentals of Literacy Instruction	3	RDNG		RDNG 3312 OR RDNG 3321	3
MATH	1350	Fundamental Concepts of Math for Elementary Education I	3	MATH	1315	Fundamental Concepts of Math for Elementary Education II	3
BIOL	1408 or 2406 or 2431		4	BIOL	3301	Science Knowledge and Skills in Elementary Schools	3
Total Hours			16	Total Hours			15
YEAR 4							
FALL				SPRING			
EDUC	3365	K-12 TEKS Curriculum Exam Preparation	3	EDUC	4907	Student Teaching – Field	9
EDUC	4306	Assessment and Instructional Management	3	EDUC	4307	Student Teaching – Seminar	3
ENGL	2306	Literature for Children and Adolescents	3				
RDNG	4322	Diagnostic and Corrective Reading	3				
		Approved Elective	3				
Total Hours			15	Total Hours			12

SUGGESTED COURSE SEQUENCE
EDUCATOR PREPARATION MAJOR TOTAL HOURS – 122
COURSE SEQUENCE LEADS TO AN EC-12 SPECIAL EDUCATION
CERTIFICATE
Special Education Degree Plan

YEAR 1							
FALL				SPRING			
UNIV	1201 or	Freshman Seminar	2	ENGL	2331	World Literature	3
RAMS	1201			ENGL	1302	College Rhetoric and Composition	3
KINE	1304	Health and Wellness	3	COMM	1315	Public Speaking	3
COSC	1300	Introduction to Computers	3	EDUC	1301	Introduction to the Teaching Profession	3
MATH	1314	Algebra	3	PSCI	1301	American Government: Federal or State	3
ENGL	1301	Introduction to College Composition	3				
KINE		Physical Education	1		or 1302		
Total Hours			15	Total Hours			15
YEAR 2							
FALL				SPRING			
HIST	1301/1302	US History I or II	3	RELI	2302	Ethics or Religion Core	3
		Language I	3	PHIL	or 2301		
		Science I	4			Language II	3
EDUC	2302	Technology Application in Education	3			Science II	4
SEDL	2301	Survey of Exceptional Learners	3	EDUC	2303	Educational Psychology and Human Development	3
						Elective	Fine Arts
Total Hours			16	Total Hours			16
YEAR 3							
FALL				SPRING			
SEDL	3314	Behavior Management of Exceptional Learners	3	EDUC	3303	Teacher and Student in a Multicultural Society	3
EDUC	2305	Teaching Learners of Diverse Cultures	3	SEDL	3323	Curriculum for Except Learner	3
RDNG	3311	Fundamentals of Literacy Instruction	3	SEDL	3312	Physical Activities for Learners with Special Needs	3
MATH	1350	Fundamental Concepts of Math for Elementary Education I	3	RDNG	3312	Reading in the Content Area	3
EDUC	3311	Creative Arts, Music, and Movement	3	MATH	1351	Fundamental Concepts of Math for Elementary Education II	3
Total Hours			15	Total Hours			15
YEAR 4							
FALL				SPRING			
EDUC	3365	K-12 TEKS Curriculum Exam Preparation	3	EDUC	4907	Student Teaching – Field	9
EDUC	4306	Assessment and Instructional Management	3	EDUC	4307	Student Teaching – Seminar	3
SEDL	3304	Observation in Special Education	3	SEDL	3322	Assessment and Programming for the Exceptional Learner	3
SEDL	4322	Diagnostic and Corrective Reading	3				
Elective			3				
Total Hours			15	Total Hours			15

BACHELOR OF ARTS
EDUCATOR PREPARATION MAJOR TOTAL HOURS – 122
COURSE SEQUENCE LEADS TO AN 8-12 TECHNOLOGY
APPLICATIONS CERTIFICATE

YEAR 1							
FALL				SPRING			
UNIV	1201/	Freshman Seminar	2	EDUC	1301	Introduction to the Teaching Profession	3
RAMS	1201						
KINE	1304	Health and Wellness	3	COMM	1315	Public Speaking	3
COSC	1300	Introduction to Computers	3	ENGL	1302	College Rhetoric and Composition	3
ENGL	1301	Introduction to College	3				
MATH	1314	Algebra	3	Elective		Fine Arts	3
		Composition		PSCI	1301	American Government: Federal or State	3
Elective		Physical Education	1		or 1302		
Total Hours			15	Total Hours			15
YEAR 2							
FALL				SPRING			
HIST	1301/	US History I or II	3	RELI	2302 or	Ethics or Religion Core	3
	1302			PHIL	2301		
Language I			3	Language II			3
Science I			4	Science II			4
ENGL	2331	World Literature	3	Behavioral Science			3
COSC	1324	Website Design and Maintenance	3	COSC	1300	Programming Found I	3
Total Hours			16	Total Hours			16
YEAR 3							
FALL				SPRING			
EDUC	2302	Technology Application in Education	3	EDUC	3324	Video Foundations	3
SEDL	2301	Survey of Exceptional Learners	3	EDUC	3303	Teacher and Student in a Multicultural Society	3
RDNG	3312	Reading in the Content Area	3	COSC	1327	Advanced Applications	3
COSC	2365	Introduction to Multimedia	3	COMM	3322	Visual Storytelling	3
Elective	upper division ENGL/COSC		3	ENGL	3393	Introduction to Technical Writing	3
Total Hours			15	Total Hours			15
YEAR 4							
FALL				SPRING			
COSC	4366	Computer Graphics	3	EDUC	4907	Student Teaching – Field	9
EDUC	3365	K-12 TEKS Curriculum Exam Preparation	3	EDUC	4307	Student Teaching – Seminar	3
EDUC	4306	Assessment and Instructional Management	3	Elective		Upper Division	3
Elective	upper division ENGL/COSC		3				
Elective	upper division ENGL/COSC		3				
Total Hours			15	Total Hours			15

COURSES IN EDUCATOR PREPARATION (EDUC)

EDUC 1301 Introduction into the Teaching Profession **3 credit hours**
 Designed specifically for students seeking admission into the Educator Preparation program, this introductory course offers an overview of the teacher certification process, roles and responsibilities

of Texas educators, and the structure of state educational systems. Student's academic preparation is evaluated via diagnostic instruments, a demonstration of oral and written proficiency, and initiate development of the required pre-service electronic Professional Portfolio. 16 hours of required field based experience allows students to explore different educational levels in at least two school settings.

Prerequisite: None

Offered: Fall/Spring

EDUC 2302 Technology Applications in Education

3 credit hours

Technology Applications in Education is a required course for all educator preparation candidates. The course focuses on the identification, use, and evaluation of research based technological applications that support appropriate instructional strategies to positively impact the learning process. Students begin development of their Educator Preparation digital portfolio to document technology integration strategies. This projects-based course employs the use of common office applications, academic, audio/video/ image editing software, and dual computing platforms. This course requires 5 hours of Field Based experience.

Prerequisite: COSC 1300

Offered: Fall/Spring

EDUC 2303 Educational Psychology and Human Development

3 credit hours

This course focuses on the study of human growth and development – physical, social-emotional, moral, and intellectual – from birth to young adulthood through the exploration of major historical and contemporary theories in educational psychology. It includes the application of scientific knowledge about individual differences and the process of teaching and learning. The course examines the measurement and evaluation of student achievement using standardized and informal assessment procedures.

Prerequisite: None

Offered: Fall/Spring

EDUC 2305 Teaching Learners of Diverse Cultures

3 credit hours

A course open to majors and non-majors designed to help prepare teachers and other professionals to function within a culture of diverse perspective. Activities involve community research and interviews, attending cultural events in the community, field trips, research, role playing, extensive readings, and reflective activities. Emphasis is placed on understanding the needs of a diverse school population including second language learners and bilingual students as well as the ethics and execution of state and national laws.

Prerequisite: 30 cumulative credit hours

Offered: Fall/Spring

EDUC 3303 Teacher and the Student in a Multicultural Society

3 credit hours

This course optimizes opportunities for teacher candidates to use a variety of media-technology as teaching tools. Prospective teachers will demonstrate an understanding of the code of ethics and standard practices for Texas educators, discuss controversial issues in education, develop curriculum and lessons to honor multicultural perspectives, prepare a parent involvement plan, apply concepts of child development and differentiated instruction, and acquire knowledge of principles of classroom discipline and management through effective delivery systems. Required 25 hours of field based experience. *Substantial writing component.*

Prerequisite: EDUC 1301 and 60 cumulative credit hours and a GPA of 2.5 and admission into educator preparation program

Offered: Fall/Spring

EDUC 3311 Creative Arts, Music, and Movement

3 credit hours

This course is a methods course which utilizes learning styles and brain research to increase student engagement through the use of active learning with hands-on experiences in incorporating the arts and movement in teaching and learning. Practical applications in the integration of art, music and movement activities for the elementary classroom explored and practiced.

Prerequisite: None

Offered: Fall

EDUC 3324 Video Foundations **3 credit hours**

This project based course, investigates story development and project organization concepts common to single camera field productions, techniques in camera operation, lighting, digital editing, and digital audio.

Prerequisite: COSC 1312

Offered: Spring

EDUC 3363 Social Studies for Teachers, Grades K- 8 **3 credit hours**

Designed specifically for teachers of young and middle school children, this course focuses on planning, organizing, and effectively delivering instruction based upon the Social Studies Texas Essential Knowledge and Skills (TEKS). Social studies content areas emphasized are history, geography, economics, government, citizenship, and culture. Discussions include the social and environmental consequences of scientific discovery and technological innovations.

Prerequisite: None

Offered: Spring

EDUC 3365 K-12 TEKS Curriculum and Exam Preparation **3 credit hours**

A laboratory course designed to acquaint prospective teachers with the scope and sequence of Texas Essential Knowledge and Skills (TEKS) curriculum in their respective specialization subject areas. Students correlate TEKS to TAKS (Texas Assessment of Knowledge and Skills) and to competencies in the state subject certification tests. Students compare, contrast, and apply motivation and learning theories to practical teaching situations. Students plan lessons, prepare materials, demonstrate methods, determine assessment techniques, and strategize modifications that support and enrich state mandated curriculum. Requires time-intensive projects as well as 25 hours of field based experience.

Co-requisite: EDUC 3303

Offered: Fall/Spring

Prerequisite: Admission into educator preparation program

EDUC 4306 Assessment and Instructional Management **3 credit hours**

This course investigates laws and legalities in Texas schools, cooperative learning activities, inquiry and problem-solving strategies, formal and informal assessments for instruction and diagnosing learning needs, holistic grading and rubric formats, and the P.D.A.S. (Professional Development Appraisal System). Each teacher candidate will design a classroom management system and instructional strategies that support a positive learning environment. Requires time-intensive projects as well as 25 hours of field based experience and 6 hours of TExES certification test preparation.

Co-requisite: EDUC 3365

Offered: Fall/Spring

Prerequisite: Admission into educator preparation program

EDUC 4307 Student Teaching Seminar **3 credit hours**

This course meets on the HT campus once a week and must be taken concurrently with the student teaching field experience course. Students discuss strategies for success and issues of concern related to the field experience. Professional development activities include instructional seminars, guest speakers, and visits to off-campus sites.

Co-requisite: EDUC 4907

Offered: Fall and Spring

Prerequisite: Admission into educator preparation program

EDUC 4907 Student Teaching Field Experience **9 credit hours**

In this capstone course, the teacher candidate will practice instructional competency under the supervision of a classroom teacher five days per week, all day, for 12 weeks in a Texas Education Agency accredited school setting. As a professional practitioner, the candidate will demonstrate effective assessment, planning, implementation, and critical reflection. In addition, the candidate will participate in a weekly one-hour seminar.

Co-requisite: EDUC 4307

Offered: Fall/Spring

Prerequisite: EDUC 4306 and admission into educator preparation program

COURSES IN READING (RDNG)

RDNG 3311 Fundamentals of Literacy Instruction, EC-6 **3 credit hours**

This course provides primary teachers with foundation knowledge and strategies for understanding and promoting literacy development in young children in prekindergarten through grade 4. Emphasis is on beginning reading instruction, diagnosis and assessment, the Reading Standards for primary level, and the Language Arts TEKS (Texas Essential Knowledge and Skills). Teacher candidates will acquire appropriate methods to assess and teach phonological awareness, the alphabetic principle, decoding, word analysis, fluency, and reading comprehension. Materials will be created to reinforce literacy development.

Prerequisite: None

Offered: Fall

RDNG 3312 Reading in the Content Area, Grades 4-12 **3 credit hours**

A course designed to prepare teachers of students in grades 4-12 an understanding of the reading process. Emphasis is on instructional strategies to assess and teach the Reading Language Arts TEKS including vocabulary, structural analysis, fluency, reading comprehension, and written communication skills across curriculum areas. By examining the social characteristics of pre-teen and adolescent learners, teacher candidates will also focus on the promotion of speaking and listening skills, inquiry skills, and the integration of technology for the advancement of student achievement.

Prerequisite: None

Offered: Spring

RDNG 3321 Language Arts Across the Curriculum **3 credit hours**

This course prepares the pre K-12th grade teacher with understandings of the spiraling objectives in the Language Arts TEKS and how these skills and concepts can be interwoven to reinforce instruction and learning in all subject areas. Emphasis is placed on strategies to nurture research explorations, creative expression and critical thinking through writing, reading, speaking, and listening experiences.

Prerequisite: None

Offered: Fall/Spring

RDNG/SEDL 4322 Diagnostic and Corrective Reading **3 credit hours**

Required for special education, ECE-4th and 4-8th grade teacher candidates, students learn to administer both formal and informal diagnostic reading assessments. Using data, students design, implement, and monitor instruction focused on individual children's needs. Interventions include direct instruction and use of games, manipulatives, and technology supported instruction. Students explore commercial materials and compare a variety of reading programs.

Prerequisite: RDNG 3311

Offered: Spring

COURSES IN SPECIAL EDUCATION (SEDL)

SEDL 2301 Survey of Exceptional Learners **3 credit hours**

This course investigates terminology, historical perspectives, characteristics, and etiology of exceptional students, including physical, mental, and emotional aspects. Field based experiences involving a minimum of 5 hours of field based experience in a variety of educational settings serving exceptional students is required. *Required activities involve substantial internet research and writing components.* Open to majors and non-majors.

Prerequisite: None

Offered: Fall

SEDL 3304 Observations in Special Education **3 credit hours**

Supervised teaching and clinical experience with individuals with a variety of educational disabilities, application of learned competencies to characteristics of exceptional individuals, assessment procedures, educational programming, specific teaching approaches, and evaluation of instructional strategies are included in this course.

Prerequisite: Instructor approval

Offered: Fall/Spring

SEDL 3312 Physical Activities for Learners with Special Needs **3 credit hours**

This course focuses on strategies designed to accommodate, modify and engage students with various disabilities as defined in IDEA in physical activities. The course also provides the opportunity for the student to learn how to write individual education plans as they relate to physical activities for the child with special needs.

Prerequisite: None

Offered: Fall/Spring

SEDL 3314 Behavior Management of Exceptional Learners **3 credit hours**

Behavior management strategies and techniques to prevent, alter, improve, and maintain social, emotional, and academic behaviors of exceptional learners; special emphasis on environmental engineering, positive behavior supports, functional behavioral analysis, behavior modification techniques, and appropriate referral services.

Prerequisite: SEDL

2301 Offered: Fall

SEDL 3322 Assessment and Programming of Exceptional Learners **3 credit hours**

This course focuses on various assessment and evaluation tools used to determine the strengths and weaknesses in students with disabilities. The course demonstrates how to use the information gathered for educational programming and instructional modifications.

Prerequisite: SEDL 2301

Offered: Spring

SEDL 3323 Curriculum for Exceptional Learners **3 credit hours**

Special emphasis for this course is on teaching in an inclusive environment and specific teaching approaches appropriate for the individual different characteristics of exceptional learners. The course explores the roles and collaboration between special education teachers and general education teachers.

Prerequisite: SEDL 2301

Offered: Spring

Number	Course Name
EDUC 1301	Orientation to the Teaching Profession
EDUC 2302	Technology Applications in Education
EDUC 2303	Educational Psychology and Human Development
EDUC 3311	Creative Arts, Music and Movement
EDUC 3363	Social Studies for Teachers, Grades K-8
EDUC 3303	Teacher and the Student in a Multicultural Society
EDUC 3324	Video Foundations
EDUC 2305	Teaching Learners of Diverse Cultures
EDUC 3365	K-12 TEKS Curriculum and Exam Prep
EDUC 4306	Assessment and Instructional Management
EDUC 4307	Student Teaching Seminar
EDUC 4907	Student Teaching Field Experience
RDNG 3311	Fundamentals of Literacy Instruction EC-6
RDNG 3312	Reading in the Content Area, Grades 4-12
RDNG 3321	Language Arts Across the Curriculum
RDNG 4322	Diagnostic and Corrective Reading
SEDL 4322	Diagnostic and Corrective Reading
SEDL 2301	Survey of Exceptional Learners
SEDL 3322	Assessment and Programming of Exceptional Learners
SEDL 3323	Curriculum for Exceptional Learners
SEDL 3314	Behavior Management of Exceptional Learners
SEDL 3304	Observations in Special Education
SEDL 3312	Physical Activities for Learners with Special Needs