

# ***HUSTON-TILLOTSON UNIVERSITY***

## **Educator Preparation Program**



**Policy Handbook  
2012-2013**

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The Huston-Tillotson University Educator Preparation Program (HT EPP) is accredited by the Texas Education Agency State Board of Educator Certification.

This Handbook has been prepared for the use of Huston-Tillotson University students who are seeking Texas teacher certification. Carefully study the information and documents within this manual and make it a part of your professional library.

Portions of this Handbook adapted with permission from the Policy Handbooks of the University of Texas at El Paso, Stephen F. Austin University, and Tarleton State University.

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## **Mission**

The Huston-Tillotson University Educator Preparation Program prepares candidates for meaningful careers in the field of education. Building upon a solid liberal arts foundation, the Educator Preparation Program assists candidates in developing knowledge, skills, and dispositions necessary to become effective and caring teachers in an ever-changing society. Candidates are prepared to become reflective, lifelong learners.

## **Goals of the Educator Preparation Program**

This mission is realized for all candidates through the attainment of eleven common goals that are aligned with Texas Education Agency Standards for Teachers, InTASC, and NCATE program standards. The Educator Preparation Program has established programs in Early Childhood through 6<sup>th</sup> Grade Education, Special Education, and secondary content educator certification to assist candidates to:

- develop an understanding of subject matter areas and to create meaningful learning experiences based on this knowledge;
- develop an understanding of students' cognitive, social, physical, and emotional development and to create learning opportunities that support student academic development;
- recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity;
- develop instructional plans based on students' needs, curricular goals and models, subject matter, and community;
- develop pedagogical knowledge and skills and to use this expertise to encourage each student to develop critical-thinking and problem-solving skills;
- create a classroom environment that facilitates learning and a climate that
- encourages fairness, positive social interactions, active learning, and self-motivation;
- develop effective verbal, nonverbal, written, technological, and media communication skills to support and enhance student learning;
- understand the role of assessment and the use of formal and informal assessment strategies to evaluate student learning;
- develop skills necessary for self-reflection and to use this knowledge to analyze past experiences and to pursue professional development opportunities;
- collaborate with students, candidates, parents, community members, and professional colleagues in order to support student learning and development; and
- demonstrate a sense of caring.

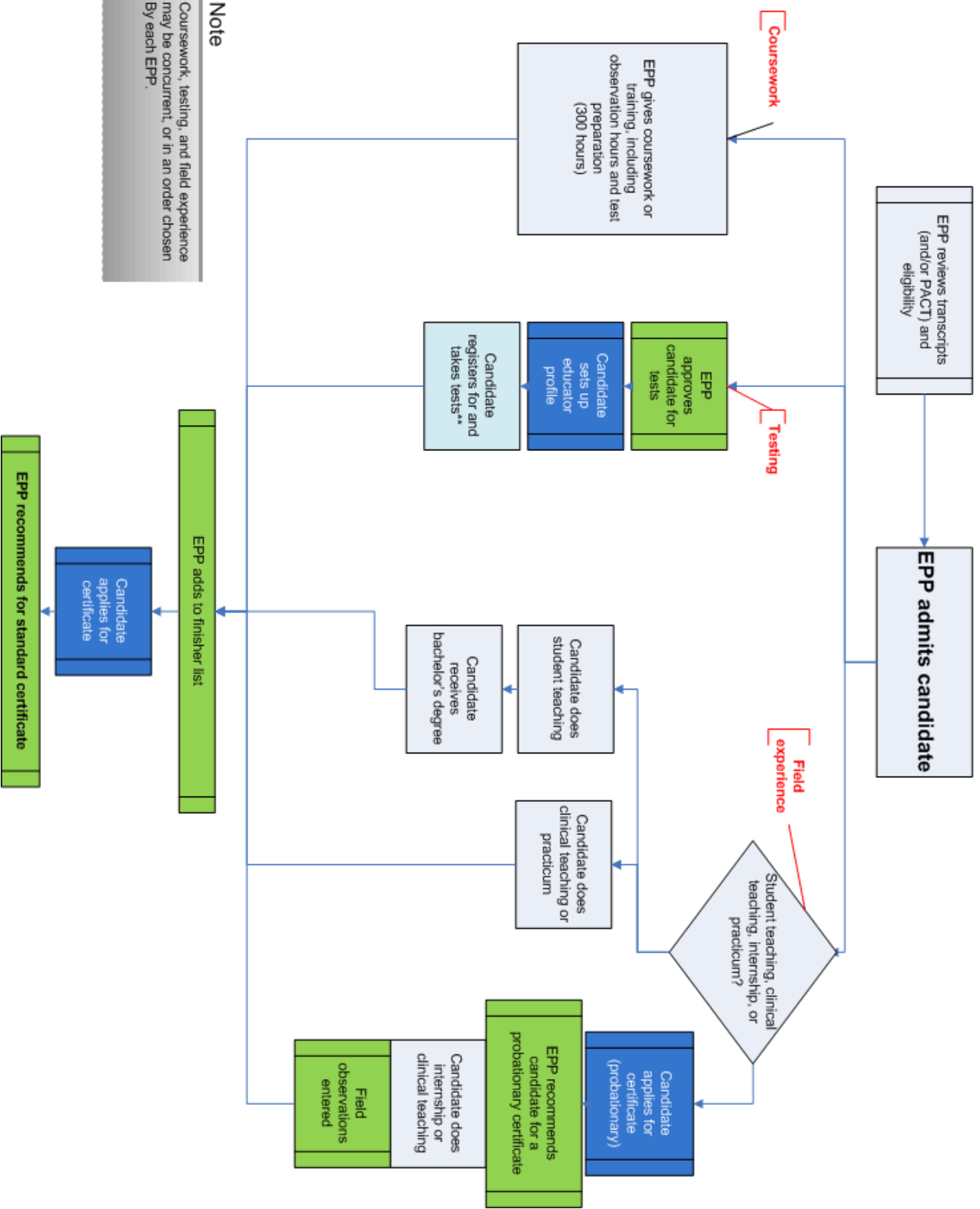
## **Background**

Huston-Tillotson University is a historically black university affiliated with The United Methodist Church and the United Church of Christ. The mission of the University is to provide its increasingly diverse student body with an exemplary education that is grounded in the liberal arts and sciences, balanced with professional development, and directed to public service and leadership. The University prepares students with the integrity and civility to thrive in a diverse society, fosters spiritual development, preserves and promotes interest in the accomplishments and experiences of the University's historic constituents and evolving populations, and creates and sustains supportive relationships which advance the Huston-Tillotson University community.

Huston-Tillotson University is the oldest institution of higher education in Austin. Tillotson Collegiate and Normal Institute opened on January 17, 1881 and Samuel Huston College opened in the fall of 1900. Huston-Tillotson College was formed when Tillotson College and Samuel Huston College merged in 1952. Huston-Tillotson University awards undergraduate four year degrees in business, education, the humanities, natural sciences, social sciences, science, and technology. A multi-cultural, multi-ethnic, and multi-faith institution, the University welcomes students of all ages, races, and religions.

## **Huston-Tillotson University Policies**

All policies contained in the *Huston-Tillotson University Bulletin, 2012-2013* apply to all candidates, student teachers, faculty, and staff of the HT EPP. The *Huston-Tillotson University Bulletin, 2012-2013* is available online at <http://htu.edu/academics/university-bulletin>.



**Note**

Coursework, testing, and field experience may be concurrent, or in an order chosen by each EPP.

## The Road to Certification in a Nutshell

1. Candidate registers for EDUC 1301
2. Candidate has earned 60 hours
3. Candidate applies for admission to EPP (including interview)
4. Candidate is admitted to EPP
5. Candidate meets with advisor regularly to ensure all required courses are completed with a C or better
6. Candidate completes at least 30 hours of field experiences and submits written reflections to instructors
7. Candidate enters demographic information on TEA website with user name and password (to apply for certifications)
8. Candidate sets up account on ETS with user name and password (to register for exams)
9. Candidate receives at least 6 hours of test preparation
10. Candidate scores at least 80% correct on practice exam
11. EPP approves candidate to register for TExES exam(s)
12. Candidate registers for TExES exam(s)
13. Candidate takes and passes the content TExES exam(s) and PPR
14. Candidate completes all requirements and coursework and maintains 2.5 GPA
15. Candidate applies for student teaching
16. Candidate is assigned to a school campus and a cooperating teacher by HT coordinator of student teaching and campus principal
17. Field supervisor and cooperating teacher observe student teacher at least three (3) times per semester and provide support and written feedback
18. Cooperating Teacher and Field Supervisor each complete a midterm and final evaluation
19. Candidate completes the 12-week full-time, unpaid student teaching field experience successfully with satisfactory recommendation from the field supervisor and the cooperating teacher
20. Student teacher applies for Standard Certificate on TEA website
21. Department chair recommends student teacher for Standard Certificate
22. TEA approves Standard Certificate
23. Celebrate!

## General Information

Graduates from this program receive a degree in Education with an interdisciplinary focus or a specific academic concentration (e.g. Math, History, Kinesiology, Music, etc.). Every educator candidate must complete a bachelor's degree in education or an 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. Huston-Tillotson University has approval from the Texas Education Agency State Board for Educator Certification to prepare candidates for teacher certification in the following areas:

## Degrees and Certificates Offered

Academic Major	Degree	Educator Certificate	Grade Level
Education	BA	EC-6 Generalist	EC-6
		4-8 Generalist	4-8
		Special Education	EC-12
		Technology Applications	8-12
Mathematics	BA	Mathematics	4-8
		Mathematics	8-12
Biology	BA	Life Science	8-12
Chemistry	BS	Physical Sciences	8-12
Biology/Chemistry	BA	Science	4-8
		Science	8-12
English	BA	English, Language Arts, & Reading	4-8
		English, Language Arts, & Reading	8-12
History/Political Science	BA	History	8-12
		Social Studies	4-8
		Social Studies	8-12
Kinesiology	BA	Physical Education	EC-12
Music	BA	Music	EC-12
Computer Science	BA	Computer Science	8-12

## General Program Requirements

Students seeking admission to the Educator Preparation Program are encouraged to inform their advisors of the intent to become a certified teacher. 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 is not equivalent to admission into the Educator Preparation Program.** Prospective candidates must follow the admission and certification process.



## **Class Expectations**

HT EPP maintains high standards of conduct during instruction and expects candidates to demonstrate professional behavior during classes and while on the university campus. Participation and cooperation at all class sessions (face-to-face and/or online) is required for successful completion of the program. Documentation of attendance, mastery of teacher competencies, lesson plans, and participation at each class session will be on file in the HT EPP office. The curriculum is aligned to educator standards, and instruction is designed to provide candidates with experiences and information needed for the first year of teaching. Teaching strategies presented and modeled are appropriate for teachers of all grade levels and instructional arrangements. Candidates may dress comfortably for classes; however, tank tops, bare midriffs, spaghetti straps, tube tops, and halter tops are not permitted for men or women on the HT campus. Hats are prohibited in the classrooms.

## **Professionalism**

Professionalism is an important part of a career in teaching. As teachers work with students, colleagues, administrators, parents, and community members, conducting oneself in a professional manner is essential. When an applicant becomes a member of HT EPP, professionalism will be modeled and taught. Each student is subject to the rules and regulations of Huston-Tillotson University. No student may obstruct, hamper, disrupt, or otherwise interfere with the institution's fulfillment of its mission. Any occurrence of these infractions may be cause for dismissal from the program. Successful completion is contingent upon meeting all course and attendance requirements, demonstration of interpersonal skills deemed necessary for teaching in a team environment, satisfactory performance on assessments, and professional conduct in all class sessions. Candidates are expected to maintain a professional demeanor and exercise sound judgment at all times while representing my HT, HT EPP, and campuses and districts where I am observing or student teaching. Professionalism includes being on time for all classes, participating in class discussions, treating colleagues, fellow candidates, faculty, and staff with respect, as well as other relevant practices and procedures. School districts want to hire and maintain faculty who are models for their students and their community. Professionalism is a vital part of the HT EPP instructional program. Failure to adhere to these provisions can be grounds for immediate dismissal from the program.

## **Code of Ethics and Standard Practices for Teacher Educators**

All HT EPP candidates will sign a written agreement to comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community. The TEA Code of Ethics can be found in the Appendix.

## Absences

A total of at least 300 hours of training must be completed and documented in order to qualify for the standard certificate. These hours do not include conferences with cooperating teachers and/or field supervisors.

In case of an emergency, a candidate may find it necessary to miss instruction.

Consequently, the candidate must notify the HT instructor of the absence by email and phone. The HT EPP allows a maximum of **two** absences throughout the entire time in the program. Any absences must be made up with instruction similar to that missed and must be approved by EPP in advance of attending the make-up session.

If a candidate misses more than two class sessions, EPP will meet with the student to discuss the absences and determine whether or not the candidate will continue in the program. Options include the following:

1. probationary status with an individual intervention plan,
2. denial of eligibility to take TExES exams, or
3. dismissal from the program.

If an extension is necessary due to absences, it will be handled in the same way and with the same fees as extensions due to performance failure. **If a person is dismissed from the program due to absences, no fees will be refunded.**

## Punctuality

Punctuality Includes being in your seat and ready to learn when the class begins.

Candidates will expect this behavior of their own students and EPP expects it of candidates. Attendance for the entire class session is required. A “tardy” is defined as “late to class, late returning from a break, or leaving prior to class dismissal.” Tardy minutes will accumulate throughout the class session. The program reserves the right to meet with candidates to discuss chronic tardiness.

## Application for Admission to the Educator Preparation Program

Students seeking teacher certification must

1. Submit an *Educator Preparation Application for Admission* (see Application Checklist)
  - a. during the 2nd semester of the sophomore year or;
  - b. during enrollment in EDUC 1301 (Orientation to the Teaching Profession).
2. The deadlines are **November 15** for spring admission and **March 15** for fall admission.
3. Following review of the application, qualified students will be contacted for an interview,
4. Students will interview with members of the HT Educator Preparation Program Committee (EPPC).
5. Students will take the LASSI in the EPP office.
6. Students and the academic department advisor will receive written notification of the decision of the admission committee.

## Requirements for Admission

	√	Item			
1		2.5 cumulative GPA in the semester prior to application			
2		Enrollment in or completion of EDUC1301 with a grade of at least C			
		Semester taken	Grade		
3		Completed EPP application <b>Due Nov 15 for spring admission or March 15 for fall admission</b>			
4		Demonstrated competency in reading, writing, and math. You can print from MYHTU Academic History.			
		COMPASS	R 81	M 39	W 59
		THEA	R 230	M 230	W 220
		ACCUPLACER	R 78	M 63	W 80
		ASSET	R 41	M 38	W 40
		ACT within last 5 years	Comp 23	E 19 or	M 19
		SAT within last 5 years	V & M 1070	V 500 or	M 500
5		Unofficial HT Transcript			
6		60 college credit hours with a grade of at least C in the following courses:			
7		12 hours subject-specific content/academic major area			
8	b.	College algebra			
9	c.	English I <b>and</b> II			
10	d.	US History I <b>or</b> II <b>or</b> US <b>or</b> Texas government			
11	e.	Biology 1408 <b>or</b> Biology 2406 <b>or</b> Physics 1415			
12		Interview (scheduled by EPP staff when application complete)			
13		Professional Recommendation (1)			
14		Professional Recommendation (2)			
15		Professional Recommendation (3)			
16		Proof of membership in professional education organization (ATPE, TSTA, TCTA, etc.)			
17		<b>For Applicants with Foreign Transcripts Only:</b> TOEFL-iBT with a minimum score of 26 on the Speaking section			
18		<b>For Applicants with Foreign Transcripts Only:</b> THEA scores not more than 5 years old: 230 Reading, 220 Writing, 230 Math			

## Required Courses

Course	Professional Development Course	Credit Hrs	Field Experience 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 & Exam Prep	3	25
EDUC 4306	Assessment and Instructional Management	3	25
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	
EDUC 4307	Student Teaching Seminar	3	
EDUC 4907	Student Teaching (12 weeks)	9	

### Field Experience

Field experiences during regular K-12 school hours are required for the professional development sequence. Therefore, students are subject to a criminal background check and must provide proof of educational liability insurance.

### Criminal Background Check

The school districts are required to conduct a criminal background check on all persons on their campuses. This must be completed prior to engaging in any field experiences. Most districts have an online application for student observers. Check with the coordinator of student teaching for details.

### Updating Contact Information and Name Changes

It is the responsibility of each candidate or student teacher to keep his/her contact information data current. Candidates or student teachers should inform HT EPP in a timely manner when they move to a new mailing address, change an email address, or change phone numbers. TEA requires proof of any changes in name due to divorce, marriage, or other circumstances. It is critical for the candidate or student teacher to expedite these changes on the TEA web site as soon as possible. Failure to do so may cause you to be barred from a TExES exam or for your probationary or standard teaching certificate to be denied.

## Teacher Certification Exams

The teacher certification examinations are referred to as the **Texas Examination for Educator Standards (TExES)**. You must be fully admitted to HT EPP before you will be approved to register for a TExES exam. All required TExES exams must be passed as a part of the certification. Candidates are required to pass the ***content*** and ***PPR*** TExES exams prior to student teaching. **In order to determine your readiness to test**, you must score at least 80% correct on the full-length written practice tests given at Evans Hall 104. HT EPP will pay for your first exam. The current cost per exam is \$120. Participants are required to attend preparation sessions, unless otherwise notified. Persons who do not attend the scheduled sessions will have to assume the financial responsibility for their preparation. These additional resources are available for exam preparation:

1. HT EPP library of TExES preparation manuals available for check out
2. TExES preparation software available in the computer labs located in Evans Hall
3. CertifyTeacher web-based subscription (no cost to students)
4. State-adopted textbooks for various grade levels and subjects for check out from the HT Main Library
5. EC-12 PPR, EC-6 Generalist, math 8-12 & 4-8, science 8-12 & 4-8, EC-12 Special Education, & RSL Supplemental from T-Cert at <http://pact.tarleton.edu/tcert/>
6. Special Education: Project IDEAL at <http://www.projectidealonline.org/index.php>
7. Special Education: IRIS Center at <http://iris.peabody.vanderbilt.edu/>

## Student Teaching Placement

Acceptance into the HT EPP does not guarantee a student teaching assignment. The semester prior to student teaching placement, the candidate must submit the *Student Teaching Request and Checklist* to the coordinator of student teaching with documentation of:

1. Cumulative 2.50 GPA
2. A grade of "C" or better in all required EDUC, RDNG, SEDL courses
3. A grade of "C" or better in all required major courses, as designated on degree plan
4. Complete Professional Development sequence of courses
5. No remaining Semester Credit Hours (SCH) except student teaching and seminar
6. Portfolio reflecting learning, accomplishments, reflections, etc. from the professional block of classes
7. Passing scores on the TExES content and PPR exams
8. Membership in a professional educational organization (i.e., TCTE, ATPE, TMEA, etc.)

### **Student Teaching Request & Checklist Deadlines:**

**Fall assignment March 1**

**Spring assignment October 1**

## Post Admission Benchmarks

1. Maintain a minimum 2.50 cumulative GPA each semester
2. Complete all major and Professional Development sequence of courses with a grade of at least C in each course
3. Present professional portfolio for assessment during EDUC3303, EDUC 3365, and EDUC4306 (see Appendix for portfolio requirements)
4. Submit *Student Teaching Request and Checklist* the semester before expected placement by March 1 for fall placement or October 1 for spring placement
5. Pass Pedagogy and Professional Responsibilities TExES and applicable content area TExES prior to student teaching
6. Complete student teaching successfully
7. Complete EPP exit surveys.

## Application for Teacher Certification

During the last few weeks of student teaching, the candidate will apply to the Texas Education Agency for Standard Texas Teacher Certification. In order for HT EPP to recommend the candidate for certification, the following conditions must be met:

1. Cumulative HT grade point average (GPA) of 2.5 or higher
2. Successful completion of student teaching as evidence by observations and evaluations from the cooperating teacher and the HT field supervisor
3. Bachelor's degree conferred from Huston-Tillotson University

## Cause for Probation and/or Dismissal from Educator Preparation Program

Teacher candidates of the HT EPP are expected to demonstrate the knowledge, skills, and dispositions essential to a professional educator. If a student falls below minimum standards of performance after being admitted to the program, the student may be placed on an intervention plan and/or dismissed from the program. Completion of the intervention plan does not guarantee continued eligibility for EPP candidacy. Serious violations of the *Code of Ethics and Standard Practices for Texas Educators*, Huston-Tillotson's *Code of Student Behavior*, or EPP policies will result in immediate dismissal without an intervention plan. The intervention plan can be administered by any full-time EPP faculty member, with documentation submitted to the department chair of EPP. Dismissal from and/or reinstatement to the EPP requires a recommendation from a full-time EPP faculty member and a majority vote from all members of the EPP faculty. 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. The following can result in an intervention plan and/or dismissal from the program:

1. Failure to adhere to HT *Student Code of Conduct*
2. Insubordination to EPP and/or district personnel
3. Unacceptable behavior identified in the *Code of Ethics and Standard Practices for Texas Educators*
4. Failure to comply with rules or policies of the host campus/district on or off campus
5. Failure to comply with cooperating teacher's rules, standards, expectations on or off campus

6. Classroom incompetence based on appraisals, walk-throughs, and/or other documentation by campus administrator, cooperating teacher, and/or HT EPP field supervisor or other EPP faculty
7. Failure to pay fees in a timely manner
8. Excessive absences or tardiness
9. Falsification of information or documents
10. Failure to accept and act on reasonable criticism
11. Failure to separate personal and professional issues

## **Intervention Plans**

In the event that a candidate is not meeting program expectations, s/he may be placed on an intervention plan and could ultimately be removed from the program. If a candidate or intern is experiencing difficulty in a specific area, including participation in instructional sessions, attendance, completion of assignments, performance in field experience, or performance during student teaching, the HT EPP department chair will meet with the student to determine the course of action which may include an intervention plan. Timelines for meeting the expectations of the intervention plan will be established. Those involved in the development of the intervention plan will meet regularly to evaluate progress. Copies of the intervention plan will be provided to the candidate, cooperating teacher, field supervisor, and principal (if during student teaching). A copy will also be placed in the student's file. Completion of an intervention plan does not guarantee continued eligibility in the program.

## **DEGREE REQUIREMENTS**

### **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
  - Three hours of approved electives
  - Professional Development Courses (Grade of "C" or better): EDUC 1301, 2302, 3303, 3365, 4306, 4307, 4907, SEDL 2301, RDNG 3312 or 3321

## **EC-12 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, 2302, 3303, 3365, 4306, 4307, 4907, SEDL 2301, RDNG 3312 or 3321

For suggested course sequence and individual course descriptions, please refer to the *Huston-Tillotson University Bulletin*.



**HUSTON-TILLOTSON UNIVERSITY**  
**EDUCATION PROGRAM GENERALIST EC-6 CERTIFICATION DEGREE PLAN**

CORE CURRICULUM REQUIREMENTS		PR	Course	Hrs	Subst	Sem	Grade
<b>Freshman Orientation</b> (UNIV1201 or RAMS1201)				2			
<b>Intro to College Composition</b> (W)		*	ENGL 1301	3			
<b>College Rhetoric &amp; Composition</b> (W)		*	ENGL 1302	3			
<b>Health &amp; Wellness or Concepts of Fitness</b>			KINE 1304 or 1338	3			
<b>Physical Education</b> (1 credit hour activity course)			KINE	1			
<b>Fine Arts</b> (ENGL 1315 , MUSI 1301, 1302, 1303, MUEN 1141 (x3))				3			
<b>Public Speaking</b>			COMM 1315	3			
<b>Literature</b> (ENGL 2304, 2326, 2331, 2341) recommend 2304 to satisfy African American Diversity requirement		*	ENGL	3			
<b>Behavioral Science</b>			EDUC 2303	0	Met by Major Rqmts		
<b>U.S. History</b> (W) (HIST 1301, 1302)		*	HIST	3			
<b>Philosophy &amp; Ethics</b> (W) (RELI 2302, 3303, PHIL 2301)		*		3			
<b>American Government</b> (PSCI 1301, 1302)			PSCI	3			
<b>Mathematics</b> (MATH 1314 or Higher)		*	MATH 1314	3			
<b>Computer Science</b> (COSC 1300 or Approved Sub)			COSC	3			
<b>Natural Sciences</b> (BIOL 1408 or 2406) PHYS 1415			BIOL	4			
			PHYS1415	4			
<b>Foreign Languages</b> (FREN 1311 and 1312, CHIN 1301 and 1302, SPAN 1311 and 1312)				3			
		*		3			
INSTITUTIONAL REQUIREMENTS							
<b>Diversity-General</b>			SEDL 2301	0	Met by Major Rqmts		
<b>Diversity-African American Studies</b> (rec ENGL 2304)				0	Met in Core		
EC-6 MAJOR REQUIREMENTS							
Biology (BIOL 1408 or BIOL 2406 or BIOL 2401) (must choose course not counted in core)			BIOL	4			
Science Knowledge and Skills in Elementary Schools		*	BIOL 3301	3			
Literature for Children and Adolescents		*	ENGL 2306	3			
Fundamental Concepts of Math for Elementary Educ I		*	MATH 1350	3			
Fundamental Concepts of Math for Elementary Educ II		*	MATH 1351	3			
Educational Psychology			EDUC 2303	3			
Creative Arts, Music and Movement			EDUC 3311	3			
Social Studies for Teachers Grades K-8			EDUC 3363	3			
Fundamentals of Literacy Instruction EC-6			RDNG 3311	3			
Diagnostic and Corrective Reading		*	RDNG 4322	3			
Approved Elective				3			
EDUCATOR PREPARATION PROFESSIONAL DEVELOPMENT							
Introduction to the Teaching Profession			EDUC 1301	3			
Technology Applications in Education		*	EDUC 2302	3			
Survey of Exceptional Learners			SEDL 2301	3			
Teaching Learners of Diverse Cultures			EDUC 2305	3			
Reading (RDNG 3312, 3321)			RDNG	3			
Teacher and Student in a Multicultural Society (W)		*	EDUC 3303	3			
K-12 TEKS Curriculum and Exam Preparation		*	EDUC 3365	3			
Assessment and Instructional Management		*	EDUC 4306	3			
Student Teaching Seminar		*	EDUC 4307	3			
Student Teaching Field Experience		*	EDUC 4907	9			

**TOTAL Hours To Graduate = 120**

15 hours must have a substantial writing component (W). The last 30 hours earned must be taken at HT.

**PRE-REQUISITES FOR EC-6 DEGREE PLAN**

Course	Pre-Requisite
ENGL 1301	Entrance Exam Placement
ENGL 1302	ENGL 1301 "C" or better
ENGL 2304	ENGL 1302 "C" or better
HIST 1301	ENGL 1301
HIST 1302	ENGL 1301
RELI 2302	ENGL 1301
RELI 3303	ENGL 1301
PHIL 2301	ENGL 1301
MATH 1314	Entrance Exam Placement or "C" or better in MATH 0330 or MATH 0330Q
BIOL 2408	BIOL 2407
FREN 1312	FREN 1311
CHIN 1302	CHIN 1301
SPAN 1312	SPAN 1311

BIOL 3301	BIOL 1406 or BIOL 1407 or PHYS 1415
ENGL 2306	ENGL 1302 "C" or better
MATH 1350	MATH 1314
MATH 1351	MATH 1350, Field Experience
RDNG 4322	RDNG 3311 "C" or better

EDUC 2302	COSC 1300
EDUC 3303	EDUC 1301, 60 SCH, GPA 2.5, and admission to EPP
EDUC 3365	Admission into EPP Co-requisite: EDUC 3303
EDUC 4306	Admission into EPP Co-requisite: EDUC 3365
EDUC 4307	Admission into EPP Co-requisite: EDUC 4907
EDUC 4907	EDUC 4306 and admission into EPP Co-requisite: EDUC 4307

# HUSTON-TILLOTSON UNIVERSITY

REVISED JAN 2013

## EDUCATION PROGRAM **Special Education EC-12** CERTIFICATION DEGREE PLAN

Name: _____	HT ID#: _____
Phone 1: _____	Phone 2: _____
E-mail 1: _____	E-mail 2: _____

CORE CURRICULUM REQUIREMENTS	PR	Course	Hrs	Subst	Sem	Grade
<b>Freshman Orientation</b> (UNIV1201 or RAMS1201)			2			
<b>Intro to College Composition</b> (W)	*	ENGL 1301	3			
<b>College Rhetoric &amp; Composition</b> (W)	*	ENGL 1302	3			
<b>Health &amp; Well or Conc of Fitness</b> KINE 1304 or 1338		KINE	3			
<b>Physical Education</b> (1 credit hour activity course)		KINE	1			
<b>Fine Arts</b> (ENGL 1315 , MUSI 1301, 1302, 1303, MUEN 1141 (x3))			3			
<b>Public Speaking</b>		COMM 1315	3			
<b>Literature</b> (ENGL 2304, 2326, 2331, 2341) recommend 2304 to satisfy African American Diversity requirement	*	ENGL	3			
<b>Behavioral Science</b>		EDUC 2303	0	Met by Major Rqmts		
<b>U.S. History</b> (W) (HIST 1301, 1302)	*	HIST	3			
<b>Philosophy &amp; Ethics</b> (W) (RELI 2302, 3303, PHIL 2301)	*		3			
<b>American Government</b> (PSCI 1301, 1302)		PSCI	3			
<b>Mathematics</b> (MATH 1314 or Higher)	*	MATH 1314	3			
<b>Computer Science</b> (COSC 1300 or Approved Sub)		COSC	3			
<b>Natural Sciences</b> (BIOL 1408 or 2406) PHYS 1415		BIOL	4			
		PHYS1415	4			
<b>Foreign Languages</b> (FREN 1311 and 1312, CHIN 1301 and 1302, SPAN 1311 and 1312)			3			
	*		3			
INSTITUTIONAL REQUIREMENTS						
<b>Diversity-General</b>		SEDL 2301	0	Met by Major Rqmts		
<b>Diversity-African American Studies</b> (rec ENGL 2304)			0	Met in Core		
SPECIAL EDUCATION MAJOR REQUIREMENTS						
Physical Activities for Exceptional Learners		SEDL 3312 KINE 4301	3			
Observations in Special Education	*	SEDL 3304	3			
Behavior Management of Exceptional Learners	*	SEDL 3314	3			
Assessment & Programming of Exceptional Learners	*	SEDL 3322	3			
Curriculum for Exceptional Learners	*	SEDL 3323	3			
Fundamental Concepts of Math for Elementary Educ I	*	MATH 1350	3			
Fundamental Concepts of Math for Elementary Educ II	*	MATH 1351	3			
Educational Psychology		EDUC 2303	3			
Creative Arts, Music and Movement		EDUC 3311	3			
Fundamentals of Literacy Instruction EC-6		RDNG 3311	3			
Diagnostic and Corrective Reading (RDNG/SEDL4322)	*	4322	3			
Approved Elective			3			
EDUCATOR PREPARATION PROFESSIONAL DEVELOPMENT						
Introduction to the Teaching Profession		EDUC 1301	3			
Technology Applications in Education	*	EDUC 2302	3			
Survey of Exceptional Learners		SEDL 2301	3			
Teaching Learners of Diverse Cultures		EDUC 2305	3			
Reading (RDNG 3312, 3321)		RDNG	3			
Teacher and Student in a Multicultural Society (W)	*	EDUC 3303	3			
K-12 TEKS Curriculum and Exam Preparation	*	EDUC 3365	3			
Assessment and Instructional Management	*	EDUC 4306	3			
Student Teaching Seminar	*	EDUC 4307	3			
Student Teaching Field Experience	*	EDUC 4907	9			

**TOTAL Hours To Graduate = 120**

15 hours must have a substantial writing component (W). The last 30 hours earned must be taken at HT.

**PRE-REQUISITES FOR SPECIAL EDUCATION DEGREE PLAN**

Course	Pre-Requisite
ENGL 1301	Entrance Exam Placement
ENGL 1302	ENGL 1301
ENGL 2304 ENGL 2326 ENGL 2331 ENGL 2341	ENGL 1302
HIST 1301 HIST 1302	ENGL 1302
RELI 2302 RELI 3303 PHIL 2301	ENGL1301
MATH 1314	Entrance Exam Placement
BIOL 2408	BIOL 2407
CHEM 1411	MATH 1314 or higher
FREN 1312	FREN 1311
CHIN 1302	CHIN 1301
SPAN 1312	SPAN 1311

SEDL 3304	Instructor Approval
SEDL 3314	SEDL 2301
SEDL 3322	SEDL 2301
SEDL 3323	SEDL 2301
MATH 1350	MATH 1314
MATH 1351	MATH 1350, Field Experience
BIOL 3301	BIOL 1410 or BIOL 1411 or PHYS 1415
RDNG 4322 SEDL 4322	RDNG 3311

EDUC 2302	COSC 1300
EDUC 3303	EDUC 1301, 60 SCH, GPA 2.5, and admission to Educator Preparation program
EDUC 3365	Admission into Educator Preparation program Co-requisite: EDUC 3303
EDUC 4306	Admission into Educator Preparation program Co-requisite: EDUC 3365
EDUC 4307	Admission into Educator Preparation program Co-requisite: EDUC 4907
EDUC 4907	EDUC 4306 and admission into Educator Preparation program Co-requisite: EDUC 4307

## ***Code of Ethics and Standard Practices for Texas Educators***

All Texas educators are responsible for knowing the [Texas Administrative Code](#) that defines the Educators' Code of Ethics rules.

### **ENFORCEABLE STANDARDS**

Modified 6/23/2011

#### **I. Professional Ethical Conduct, Practices and Performance.**

Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2. The educator shall not knowingly misappropriate, divert or use monies, personnel, property or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses or pay.

Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students or other persons or organizations in recognition or appreciation of service.

Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7. The educator shall comply with state regulations, written local school board policies and other state and federal laws.

Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students or parents of students.

Standard 1.10. The educator shall be of good moral character and demonstrate that he or she is worthy to instruct or supervise the youth of this state.

Standard 1.11. The educator shall not intentionally or knowingly misrepresent the circumstances of his or her prior employment, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

## **II. Ethical Conduct Toward Professional Colleagues.**

Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2. The educator shall not harm others by knowingly or recklessly making false statements about a colleague or the school system.

Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional or citizenship rights and responsibilities.

Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

## **III. Ethical Conduct Toward Students.**

Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2. The educator shall not intentionally, knowingly, recklessly, or negligently treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health or safety of the student or minor.

Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7. The educator shall not furnish alcohol or illegal / unauthorized drugs to any person under 21 years of age or knowingly allow any person under 21 years of age to consume alcohol or illegal / unauthorized drugs in the presence of the educator.

Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) The nature, purpose, timing, and amount of the communication;
- (ii) The subject matter of the communication;
- (iii) Whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) Whether the communication was sexually explicit; and
- (vi) Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Please see the [Texas Education Agency](#) website if you have any questions.

### ***TEGES Exam Themes***

**The central themes that emerged during the development for this test were:**

**Learner-centeredness.** The teacher is a leader of a learner-centered community in which an atmosphere of trust and openness produces a stimulating exchange of ideas. Although the teacher has a vision for the destination of learning, learners are encouraged to take responsibility for their own learning.

**Active learning.** The teacher designs learning experiences that engage interest in learning. The teacher encourages learners to shape their own learning through active engagement.

**Teaching for meaningful outcomes.** The teacher selects and organizes topics so that learners make clear connections between what is taught in the classroom and what they experience outside the classroom. The teacher helps learners link ideas in a content area to familiar ideas, prior experiences, and relevant problems.

**Diversity.** The teacher models and encourages appreciation of the diversity of learners' cultural heritage, unique endowments, learning styles, interest, and needs. The teacher designs learning experiences that show consideration of diversity.

**Communication.** The teacher uses verbal, nonverbal, and media techniques so that students explore ideas collaboratively, pose questions, and support one another in their learning. The teacher designs learning experiences that provide students with the opportunity to listen, speak, read, and write in a variety of contexts.

**Higher-order thinking.** The teacher is a critical thinker and problem solver who plays a variety of roles when teaching. The teacher observes, evaluates, and changes directions and strategies whenever necessary.

**Intra- and interdisciplinary connections.** As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the central themes of various disciplines. The teacher integrates other disciplines and learners' interests so that learners consider the central themes of the subject matter from as many different cultural and intellectual viewpoints as possible.

**Use of technology.** The teacher stays abreast of current knowledge about technology and integrates technological resources into instructional practices. The teacher selects technological resources that are developmentally appropriate and engage interest in learning. The teacher uses technology as a resource for building communication skills.

**Developmental appropriateness.** The teacher designs learning experiences that are developmentally appropriate, integrating learning experiences and various forms of assessment that take into consideration the unique characteristics of the learner community.

**Assessment as part of instruction.** Assessment is used to guide the learner community. The teacher responds to the needs of all learners by using assessment as an integral part of instruction.

**The teacher as part of a larger learning community.** The teacher communicates effectively as an advocate for each learner. With colleagues, the teacher works to create an environment in which taking risks, sharing new idea, and solving problems in an innovative way are supported and encouraged. With citizens, the teacher works to establish strong and positive ties between the school and the community.

**Lifetime learning, including self-assessment.** Because the teacher encourages learners to shape their own learning and guides learners to develop personally meaningful forms of self-assessment, learners develop an appreciation of learning as a lifelong process.

The competency statements are organized into four domains of content, as follows:

1. Designing Instruction and Assessment to Promote Student Learning
2. Creating a Positive, Productive Classroom Environment
3. Implementing Effective, Responsive Instruction and Assessment
4. Fulfilling Professional Roles and Responsibilities



## **TEXES EC-12 PPR Domains**

**Domain I - *Designing Instruction and Assessment to Promote Student Learning*** (four competencies, approximately 31% of the test)

This domain focuses on what teachers need to know in order to design effective instruction appropriate for all students and that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

**Domain II – *Creating a Positive, Productive Classroom Environment*** (two competencies, approximately 15% of the test)

This domain focuses on what teachers need to know in order to create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

**Domain III – *Implementing Effective, Responsive Instruction and Assessment*** (four competencies, approximately 31% of the test)

This domain focuses on what teachers need to know in order to promote student learning, including providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. This domain also emphasizes the importance of teachers using technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications. Teachers also need to know how to identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information. Use of assessment as an integral part of instruction is also included in this domain along with the need for teachers to know how to plan, organize, deliver, and evaluate instruction.

**Domain IV – *Fulfilling Professional Roles and Responsibilities*** (approximately 23% of the test)

This domain focuses on what teachers need to know in order to fulfill professional roles and responsibilities and adhere to legal and ethical requirements of the profession.

# Appendix

## **Professional Portfolio... *a work in progress...***

This Professional Portfolio notebook is a “snapshot” of your accomplishments during your teaching career. The purpose of this portfolio is to show what you are doing in your classroom. It is a reflection of you. It will “show” your professionalism so look your BEST!

### **Format**

The outside plastic cover of the notebook will have the title “Professional Portfolio” and your name typed and centered in the middle of the page.

## **Professional Portfolio**

Your Name

There are **six sections**. Each one will have a divider and plastic tab with the title of the section typed on the tab.

Each section will begin with a title page, which is typed and centered. Each page will be housed in a “plastic sleeve paper protector.”

Items to be placed in each section:

### **Section 1: Personal Information**

- autobiography
- philosophy of education
- resume
- recommendation letters
- awards
- HT letters
- community work certificates
- awards
- newspaper clippings of your work
- positive notes from administrators or colleagues
- letters/notes from parents and students

## **Section 2: Lesson Plans**

- 5-6 lesson plans. (Select ones that had really strong lesson outcomes. Include ones from the education classes as well as ones from your student teaching classroom.)
- The last page in the section is a brief paragraph explaining each lesson and how it was effective.

## **Section 3: Technology**

- technology products you have developed
- power point presentations
- copy of your web page
- electronic grade book page example you designed (no grades listed)
- electronic HT product
- anything else that shows your technology acumen

## **Section 4: Communication Models**

- letters to parents
- newsletters
- letters to students
- letters to team members, administrators
- other communication items

## **Section 5: Professional Development**

- professional development certificates
- PDAS evaluation document
- “walk-thru” written observations

## **Section 6: PDAS Professional Development Appraisal Domains\***

- 8 title pages, one for each Domain with number and title of the domain
- photographs of the students working on particular assignments with your description of what the activity shows for that domain
- student work samples
- your behavior management plan
- copies of tests and/or other assessments

\*If your LEA does not use the PDAS, follow the same format using its assessment areas.

**Huston-Tillotson University  
Educator Preparation Program  
Receipt of Handbook**

**Mark all that apply.**

- EPP Policy
  
- Cooperating Teach Handbook
  
- Field Supervisor Handbook
  
- Student Teacher Handbook

I have received the handbook(s) marked above. I understand that I am responsible for reading the handbook(s) and following the policies, rules, requirements, and timelines they contain. If I have questions, I will contact a member of the HT EPP faculty.

---

Printed Name

---

Signature

---

Position

---

Date

---

Witness Printed Name

---

Witness Signature

---

Witness Position

---

Date