

Education Program

Faculty/Staff

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Mission

The Southwestern Adventist University Education Department is committed to shaping minds, cultivating hearts, and promoting service preparing students for a profession in which they can affect the lives of others in a Christian paradigm.

Education Program Information

Students' Learning Outcomes for Education Preparation Program

- 1) Students demonstrate an understanding of Seventh-day Adventist beliefs, as they seek the integration of faith and learning in the classroom.
- 2) Students acquire critical content and concepts of the curriculum in their field of study, and practice their craft in and outside the classroom.
- 3) Students use a variety of pedagogical approaches for instruction to assist all students in the mastery of the concepts in their field of study with the goal of creating life-long learners.
- 4) Students demonstrate skillful teaching dispositions based on current research, including the pedagogical knowledge necessary in the teaching and learning process, in their area of specialization.
- 5) Students work with others to create a positive climate that supports individual and collaborative learning that encourages positive social interaction, and active engagement in learning.
- 6) Students understand and use multiple forms of assessment to engage learners to take responsibility for their own learning, and to guide the teachers and learners in the decision making process.
- 7) Students recognize and demonstrate respect for diversity by employing effective strategies in a multicultural setting.
- 8) Students show a commitment to professional development, making connections between theory and practice in order to become reflective practitioners.
- 9) Students demonstrate a commitment to service as they participate in outreach activities organized by department.

The Education Preparation Program

The Education Preparation Program at Southwestern Adventist University provides teacher training in elementary education, intermediate school, and secondary level. Through the School of Graduate Studies one can obtain a master's degree in Education.

The Education program is designed to prepare students for certification with the State of Texas, and thus be qualified to teach in either the public or private sector. This preparation is accomplished through a combination of campus and field-based delivery systems.

Degrees are awarded by Southwestern Adventist University, while certification is awarded by the State of Texas. Therefore, a student may seek certification upon completion of any degree, the completion of a state-approved teacher certification program, and the receipt of a satisfactory score on the TExES examinations. To be recommended for certification by Southwestern Adventist University, a minimum of 12 successful semester hours in residence is required.

The State Board of Educator Certification (SBEC) establishes the teacher certification standards. Any change in these standards must be reflected in Southwestern Adventist University's certification requirements; therefore, any modification in the state law affecting our certification requirements takes precedence over statements in the Bulletin.

Seventh-day Adventist teacher certification may be acquired simultaneously by meeting the requirements as outlined in the North American Division Office of Education, "Certification Requirements, K-12", as revised in 2016.

Admission to the Education Preparation Program (EPP)

Admission to the University and admission to the Education Preparation Program (EPP) are two separate entities.

Requirements:

1. Take and pass the Texas Higher Education Assessment (THEA) exam. This exam is offered multiple times during the academic year at the University testing center.
2. Required THEA scores: reading 230, math 230 and writing 220 (exemption from THEA is 550 in math and verbal on SAT or ACT and composite of 21 with at least 19 in math and language).
3. Complete a minimum of 60 semester hours, or enrolled in the semester that will complete 60.
4. Have a grade point average (GPA) of 3.0 or higher.
5. Have a C or higher in Applied Math, College Algebra, Freshman Composition, and Research Writing.
6. Secondary majors must have a minimum GPA of 2.75 or higher.

Application Process

Students are responsible for initiating the application to the EPP which is available in the Office of Education. All applicants must complete the following:

1. Pay for and submit to a criminal background check. Students may request a preliminary criminal history evaluation letter from the Texas Education Agency (TEA) regarding the potential ineligibility for certification due to a previous conviction, deferred adjudication or misdemeanor offense. Previous convictions prevent eligibility to receive a Texas certification.
2. Submit a one-page typed essay describing reasons for pursuing the teaching profession.
3. Submit two letters of recommendation (no relatives or department faculty).
4. Interview with the department faculty before full acceptance into the EPP. See Technical Standard in the Pre-Service Teacher Candidate Handbook. **All documents must be provided to the department secretary before students are eligible to interview.**

Education Continuation and Progression Policies Degree Plan

After admission, develop a degree plan with the advisor. Secondary candidates will be assigned an advisor in the department to coordinate with their major advisor. A matrix designed for elementary and secondary is available at the front desk in the department.

Retention in the EPP

To remain in the program students must:

1. Maintain a cumulative GPA of 3.0
2. Secondary candidates must maintain a cumulative GPA of 2.75.
3. Continue to develop in coursework and field experience.
4. Demonstrate professional ethics as outlined in the TEA Code of Ethics.
5. Complete all education courses within a six-year timeframe.
6. Complete all TExES review components in EDUC495/496 as outlined in the matrices.
7. In order to support student success, education graduates are required to complete TEA state testing within 12 months of graduation. Graduates who fail to meet this deadline must complete an approved remediation program prior to testing approval. Remediation costs are the responsibility of the graduate.

At the end of the junior year, the teacher education faculty will review each student's progress and advise each according to the findings. A student found in violation of any of the above criteria will be placed on probation for the preceding semester. Each semester thereafter, progress will be evaluated for continuance in the program.

Student Teaching

Student teaching is a privilege granted to the student through the courtesy of the school and/ or district to which the student

teacher is assigned. Prompt and regular attendance is required. Students are advised to become familiar with the Student Teaching Handbook prior to student teaching.

TEA dictates that substitute teaching, and paraprofessional work cannot be used towards completing the internship requirement. You must consult with the Student Internship/Field Supervision Coordinator to get additional information to complete your student teaching experience. See the eligibility requirements noted below for further instruction for appropriate placement.

Student teaching normally will be taken during the last semester. Student teaching requires full days in the schools for a minimum of 14 consecutive weeks in accordance with the calendar of the school district. Students may not take classes at the university during the hours they are scheduled to student teach, and are limited to 12 credit hours.

Students who do not graduate within six months of student teaching can lose credit for the course and may need to repeat student teaching. The Teacher Education Committee, prior to consideration for an additional student teaching assignment, must review candidates who withdraw or are withdrawn from a student teaching assignment.

Application to Offer Out-of-State/U. S. Territory Field-Based Experiences, Internship, Student Teaching, Clinical Teaching

Texas Administrative Code §228.35 (d) (4)

Subject to all the requirements of this section, the TEA may approve a school that is not a public school accredited by the TEA as a site for field-based experience, internship, student teaching, clinical teaching, and/or practicum. (A) All Department of Defense Education Activity (Dude) schools, wherever located, and all schools accredited by the Texas Private School Accreditation Commission (TEPSAC) are approved by the TEA for purposes of field-based experience, internship, student teaching, clinical teaching and/or practicum. (B) An educator preparation program may file an application with the TEA for approval subject, to periodic review, of a public school, a private school or a school system located within any state or territory of the United States, as a site for field-based experience, or for video or other technology-based depiction of a school setting. The application shall be in a form developed by the TEA staff and shall include, at a minimum, evidence showing that the instructional standards of the school or school system align with those of the applicable Texas Essential Knowledge and Skills (TEKS) and State Board for Educator Certification (SBEC) certification standards. To prevent unnecessary duplication of such applications, the TEA shall maintain a list of the schools, school systems, videos, and other technology-based transmissions that have been approved by the TEA for field-based experience. (C) An educator preparation program may file an application with the TEA for approval, subject to periodic review, of a public or private school located within any state or territory of the United States, as a site for an internship, student teaching, clinical teaching, and/or practicum required by this chapter. The application shall be in a form developed by the TEA staff and shall include at a minimum: (i) the accreditation(s) held by the school; (ii) a crosswalk comparison of the alignment of the instructional standards of the school with those of the applicable TEKS and SBEC certification standards; (iii) the certification, credentials, and training of the field supervisor(s) who will supervise candidates in the school; and (iv) the measure that will be taken by the educator preparation program to ensure that the candidate's experience will be equivalent to that of a candidate in a Texas public school accredited by the TEA. (D) An undergraduate university educator preparation program may file an application with the TEA for approval, subject to periodic review, of a public or private school located outside the United States, as a site for student teaching required by this chapter. The application shall be in a form developed by the TEA staff and shall include at a minimum, the same elements required in subparagraph (C) of this paragraph for schools located within any state or territory of the United States.

Admission to Student Teaching

To be eligible for student teaching, students must:

1. Be unconditionally admitted to the Education Preparation Program and approved for student teaching status by the Education Preparation Program Committee.
2. Maintain a grade of C or better in courses in the teaching field(s), or academic specialization area, with an overall grade point average of not less than 3.0.
3. Secondary Education certification candidates must have a minimum cumulative GPA of 2.75 in their major courses.
4. Complete a minimum of 45 clock hours in field experience prior to student teaching.
5. Have senior status.
6. Complete all required methods courses.
7. Have a commitment to high moral and ethical standards, as defined by the Bulletin and TEA Educators' Code of Ethics.
8. Students planning for Seventh-day Adventist certification from the North American Division of Office of Education

(NADOE) must complete at least one module in a combination teaching setting.

9. File an application for student teaching two semesters prior to directed teaching. A valid graduation contract from the Registrar's Office must be in the student's file prior to student teaching placement.

The Education Department will review all applications to determine eligibility for student teaching. Admission to the EPP does not necessarily ensure acceptance into Student Teaching. Appeals to any decision must be made in writing to the Department of Education and Psychology, and if needed, to the Vice President for Academic Administration.

Dismissal from the EPP

It is never anticipated that a student will be asked to leave the education program. There are several levels of support provided for students in order to assist them through the process of teacher certification. Please seek assistance from these resources when necessary. It is much easier to deal proactively with a potential situation than to handle it re-actively. Failure to adhere to the TEA Educators' code of Ethics is cause for immediate removal from the program with no appeals allowed.

If a student finds it necessary to withdraw from the EPP, written notification is required. It is also important to speak with the advisor for the student to be aware of potential implications of leaving the program. If necessary, a student may be placed on a growth plan, targeting areas of deficiencies, and support to address and remediate these deficiencies.

A committee will meet comprised of members familiar with the student's situation and construct a plan including goals and a specific timeline. Failure to meet the goals in the growth plan will result in dismissal from the EPP.

Appeals:

Appeals must be submitted in writing to the Department Chair and the student's advisor. If appealing an admission or dismissal decision, the request must be provided to the department no more than 5 days after decision is rendered.

Recommendation to the State Board for Educator Certification

To be recommended to the State Board for Educator Certification (SBEC) for teacher certification, a student must have successfully met the following criteria:

- All specified course work must be completed on the degree plan or certification plan in which certification is sought.
- Students must complete EDUC 495 and EDUC 496 and score a minimum of 80% on the post tests to receive approval to take the TExES certification exams.
- Candidates seeking Texas certification must pass all appropriate state exams (limit of four retests) and apply for appropriate state certification(s) with the State Board for Educator Certification/Texas Education Agency within six months of the completion of their student/ clinical teaching or practicum program. If a candidate allows the six-month period to go by without passing all state exams and applying for certification, additional coursework and/or state exams may be required for recommendation for certification. Additional coursework will be determined by the appropriate Program Coordinator in consultation with faculty.
- In accordance with Article 6252-13c, Texas Civil Statutes, the Texas Commissioner of Education may suspend or revoke a teaching certificate, or refuse to issue a teaching certificate, for a person who has been convicted of a felony or misdemeanor for a crime which directly relates to the duties and responsibilities of the teaching profession. All applicants for Texas certificates will be screened for a record of felony or misdemeanor conviction through the Texas Department of Public Safety. Students must make application through the SBEC website and enclose the appropriate fee required for the certificate sought. The Teacher Certification Officer will make recommendations based upon satisfactory completion of all requirements pertaining to certification.

State Certification

Early Childhood Education (EC6)

Core Subjects EC-6

Secondary 7-12

English

History

Life Science
Mathematics
Physical Science
Social Studies

All Level

Physical Education (PE)
Music

SDA Teaching Certification

North American Division of Seventh-day Adventists: Elementary Endorsement for Grades 1-8, Specialty Endorsement in Kindergarten, and Secondary Content Area Endorsement for Grades 7 - 12. Content areas available for Grades 7-12 are Business, English, History, Journalism, Life Science, Mathematics, Music, Physical Education, and Social Studies. Students must earn a grade of C or higher for credit in all religion courses required for NAD certification.

Federal Title II Rating

Southwestern Adventist University is currently ranked in the second quartile nationally for its Title II rating. This reflects a 90% pass rate by students taking the state certification exams.

Educator Certification Examination Retake

Beginning September 1, 2015 candidates will be limited to four attempts to retake any educator certification examination. The Texas Education Agency (TEA) is implementing this change to Texas Education Code §21.048 in response to HB 2205, 84th Texas Legislature, 2015

Education Degrees and Certificates

Academic Foundations

Required for EC-GR8-12, All Level PE or Music K-12 should meet general education requirements in the Core Curriculum section of this Bulletin.

General Education Curricula Minimum Requirements (Students who qualify for honors classes may substitute where appropriate).

Program:

Education

English

Communication competency will be done in EDUC 275, 310, 326, 418, 475, and KINT 244

Item #	Title	Credits
ENGL 121	Freshman Composition	3
ENGL 220	Research Writing	3
	ENGL 231 or ENGL 232	3
	Sub-Total Credits	9

History & Social Sciences

Item #	Title	Credits
HIST 111	United States History to 1865	3
HIST 112	United States History from 1865	3
HIST 242	Historical and Political Geography	3
POLS 211	National and Texas Constitutions	3
Sub-Total Credits		12

Math/Natural and Computer Science

MATH 131 Applied Math and any other College level Math (100 or above) - 6 hours

Two classes of lab Science - One Semester of physical science is required - 8 hours

CSIS Computer Science competency will be done in EDUC 350

Item #	Title	Credits
MATH 131	Applied Mathematics	3
	Life and Physical Science General Education Requirement	8
Sub-Total Credits		14

Health & Physical Education

Item #	Title	Credits
UNIV 111	Wellness for Life	2
	Kinesiology General Education Requirement	2
Sub-Total Credits		4

Religion

These specific classes are required for SDA certification only. For those seeking only state certification, it is strongly recommended that students enroll for a minimum of one course each school year. Applied religion is not to exceed 3 credits; 3 of the religion credits must be upper division. Transfer students from non-SDA schools must have 3 hours of religion credit per 30 credits taken in residence at Southwestern, with a minimum of 6 hours. Religion classes taken prior to enrollment at Southwestern will be considered for transfer, at least 3 hours must be from an SDA school, and non-SDA religion classes taken after enrolling at SWAU will not be transferred

Item #	Title	Credits
RELT 101	Christian Beliefs	3
RELT 201	Bible Study Methods	3
RELH 230	History of the Seventh-day Adventist Church	3
	RELB upper division (see advisor)	3
Sub-Total Credits		12

Total credits for degree: 51

B.S. Elementary Education

Program:

Education

Type:

B.S.

Professional Development

Required for Elementary Education Majors and for Secondary Education Certification

EDUC 154 not required for Physical Education majors.

Item #	Title	Credits
EDUC 254	Introduction to the Teaching Profession	3
EDUC 312	Educational Psychology	3
EDUC 326	Exceptional Children	3
EDUC 350	Educational Technology	3
EDUC 385	Philosophy of Education	3
EDUC 418	Legal Foundations of Education	3
EDUC 434	Classroom Assessment	3
EDUC 436	Classroom Management	3
	EDUC 475 or EDUC 485	6
EDUC 496	TExES Prep #2 - Pedagogy and Professionalism Responsibilities EC-12	0
PSYC 220	Human Growth and Development	3
	Sub-Total Credits	33

Secondary Education Certification also requires:

Item #	Title	Credits
EDUC 322	Adolescent Psychology	3
EDUC 450	Teaching in the Secondary School	3

Elementary Education Majors Early Childhood - Grade 6

Item #	Title	Credits
ARTS 223	Arts/Crafts/Drama	3
EDUC 275	Multicultural Perspective	3

EDUC 310	Second Language Instruction and Assessment	3
EDUC 364	Kindergarten Materials and Methods	3
EDUC 375	Children's Literature and the Teaching of Reading	3
EDUC 382	Reading and Language Arts in the Elementary School	3
EDUC 386	Mathematics in the Elementary School	3
EDUC 414	Science and Health in the Elementary School	3
EDUC 419	Social Studies in the Elementary School	3
EDUC 424	Language Arts Essential Skills in the Elementary School	3
EDUC 460	Differentiated Instruction for the Elementary Classroom	3
EDUC 495	TEXES Prep #1 - Core Subjects EC-6	0
KINT 244	Physical Education in the Elementary School	3
MUED 253	Music in the School	3
Sub-Total Credits		39
Total credits for degree:		72

Education Classes

EDUC 254: Introduction to the Teaching Profession

This course provides students with the opportunity to explore the field of teaching and reflect on their interest in education. Students will also examine current and historical roles, expectations, stereotypes, and characterizations that define teaching as a profession. Pre-service teachers will also engage in activities designed to sharpen critical thinking as well as acquaint themselves with current trends in the discipline of teaching. Pre-service teachers will begin the process of developing their e-portfolio. Includes field experience.

Credits: 3

Prerequisites: ENGL 121

Program: Education

Semester Offered: Spring

EDUC 275: Multicultural Perspective

A study of racial and ethnic groups in American society featuring an examination of their history, cultural heritage, contribution, struggles, and hopes for the future. Emphasis will be placed on a strength-based analysis of diverse groups. Focus will also address working with families in a classroom and counseling setting to best serve a multicultural society. Course content will guide students to be better informed and proactive in a multicultural society. (Also taught as PSYC 275)

Credits: 3

Program: Education

Semester Offered: Fall

EDUC 298: Individual Study Topics

A study in an area of interest under the direction of a staff member. This study may involve research, laboratory, or library work. Content and method of study must be arranged prior to registration. May be repeated for a total of 3 credits.

Credits: 1 - 2

Program: Education

Semester Offered: Fall, Spring

EDUC 299: Directed Group Study Topics

Provides academic departments an opportunity to offer courses in specialized or experimental areas, either lower or upper division, not listed in the undergraduate *Bulletin*. May be repeated for a total of 3 credits.

Credits: 1 - 3

Program: Education

EDUC 310: Second Language Instruction and Assessment

This course will address theoretical and practical aspects of second language instruction. A variety of teaching strategies will be presented, along with ways to incorporate national and state standards into lesson planning and classroom activities. Socio-cultural issues of language and language acquisition will be covered. Formal and informal assessment procedures will be introduced and reviewed. Current trends and issues will be discussed as they related to second language learners.

Credits: 3

Prerequisites: Admission to Education Preparation Program

Program: Education

Semester Offered: Fall

EDUC 312: Educational Psychology

A study of psychology as it relates to the learning processes and teaching methods. Principles and theories of learning are reviewed and individual differences and psychological concepts examined. Attention is given to exceptional learners. Includes field experience.

Credits: 3

Program: Education

Semester Offered: Fall

EDUC 322: Adolescent Psychology

An overview of the physical, mental and emotional phases of human development during the adolescent years. A study of the environmental and educational problems of the teenager. (Also taught as PSYC 322.)

Credits: 3

Program: Education

Semester Offered: Spring

EDUC 326: Exceptional Children

Provides pre-service teachers skills to include children of all abilities through appropriate arrangement of the environment. Study will include the characteristics, assessment, admission, review, and dismissal processes for special students requiring individualized or specialized programs. (Also taught as PSYC 326.) Also, included in this course is content reading strategies for secondary students including the 6 hours of Dyslexia training as required by Texas Administrative Code (TAC). (TAC RULE §228.35 (4))

Credits: 3

Program: Education

Semester Offered: Spring

EDUC 350: Educational Technology

The focus of this course is examining and exploring technology integration strategies within K-12 networked computing environments. Content will include an examination of technology using web-based applications for integrating the emerging technologies into specific content areas. This course meets the computer science requirement for education majors only.

Credits: 3

Program: Education

Semester Offered: Spring

EDUC 364: Kindergarten Materials and Methods

A course designed to acquaint the pre-service teachers with developmentally appropriate kindergarten curriculum, with emphasis on addressing each child's individual needs, abilities, interests, and cultural diversity. Includes topics such as language and literacy, puppets, dramatic play, art, sensory centers, music and movement, math, science, and social studies.

Includes field experience. Implementation of developmentally appropriate practices.

Credits: 3

Prerequisites: Admission to education preparation program

Program: [Education](#)

Semester Offered: Fall

EDUC 375: Children's Literature and the Teaching of Reading

A course designed to acquaint the pre-service teachers with the many ways children benefit from literature at different times in their lives and appreciate what happens when a child is engaged by a book; to acquaint the student with the wealth of children's books that are available today and to enable them to make critical judgments about them; and to equip the student with a range of proven strategies to bring children together with books productively and pleasurably.

Credits: 3

Prerequisites: Admission to education preparation program

Program: [Education](#)

Semester Offered: Fall

EDUC 382: Reading and Language Arts in the Elementary School

A course designed to acquaint the pre-service teachers with the strategies to help ALL children become better readers through systematic, multimethod, multilevel instruction. The focus will be on essential components of a balanced literacy program (Guided Reading, Self-Selected Reading, and Working With Words), steps for implementation and management, and a variety of classroom activities. Includes field experience.

Credits: 3

Prerequisites: Admission to education preparation program

Program: [Education](#)

Semester Offered: Fall

EDUC 385: Philosophy of Education

This course is to prepare students as they gain a better understanding of their personal philosophy of education while preparing them to enter the classroom. Students will become acquainted with the history of Adventist education as they develop a critical and analytical approach to teaching including describing, analyzing and evaluating the influence of their philosophy in the Seventh-day Adventist classroom.

Credits: 3

Prerequisites: Admission to the education preparation program

Program: [Education](#)

EDUC 386: Mathematics in the Elementary School

A course designed to acquaint the pre-service teacher with concepts, methods, and available materials for effective mathematics instruction in the elementary school. Creative development of materials and lesson plans are emphasized. (This course does not apply to mathematics requirements.) Includes field experience.

Credits: 3

Prerequisites: Admission to education preparation program

Program: [Education](#)

Semester Offered: Fall

EDUC 414: Science and Health in the Elementary School

Pre-service candidates study how to design, implement, and evaluate standards-based science lessons including integrating content from the Texas TEKS for science and health into the science curriculum in meaningful ways. SDA ByDesign science curriculum will be addressed in the areas of healthy lifestyle choices and disease prevention. Students will have opportunities to develop teaching lessons and instruct local area elementary students in a laboratory setting. (This course does not apply to General Education science requirements.) Includes field experience.

Credits: 3

Prerequisites: Admission to Education Preparation Program

Program: [Education](#)

Semester Offered: Spring

EDUC 418: Legal Foundations of Education

A study of the legal aspects of education, with emphasis on the responsibilities, duties, and existing constitutional statutory rights of agencies and individuals, including the handicapped, and those from minority groups.

Credits: 3

Prerequisites: Admission to education preparation program

Program: [Education](#)

Semester Offered: Fall

EDUC 419: Social Studies in the Elementary School

An overview of the multicultural elementary school social studies program which incorporates proven teaching strategies such as models of teaching, cooperative learning, learning styles, and dimensions of learning. Students will have opportunity to develop thematic lesson plans in an active-learning environment. (This course does not apply to social studies requirements.) Includes field experience.

Credits: 3

Prerequisites: Admission to education preparation program

Program: [Education](#)

Semester Offered: Spring

EDUC 424: Language Arts Essential Skills in the Elementary School

Designed to acquaint the pre-service teacher with the principles that underlie the writing workshop and the major components that make it work.

Credits: 3

Prerequisites: Admission to education preparation program and EDUC 382 A course

Program: [Education](#)

Semester Offered: Spring

EDUC 434: Classroom Assessment

This class prepares pre-service teacher to have a better understanding of classroom learning and assessment. Attention will be given to test construction and evaluation of test results.

Credits: 3

Prerequisites: Admission to education preparation program and senior class status

Program: [Education](#)

Semester Offered: Spring

EDUC 435: Classroom Management for the Secondary School

The purpose of this course is to help pre-service teachers develop systematic strategies and techniques for organizing and managing classroom activities and students. Research and practitioner-based models for classroom management will be reviewed and explored. Emphasis will be based upon real-world solutions that prepare pre-service teachers to be effective managers of their classrooms so that student learning is maximized.

Credits: 2

Prerequisites: Admission to education preparation program and senior class status

Program: [Education](#)

Semester Offered: Spring

EDUC 436: Classroom Management

The purpose of this course is to help teachers develop systematic strategies and techniques for organizing and managing classroom activities and students. Research and practitioner-based models for classroom management will be reviewed and explored. Emphasis will be based upon real-world solutions that prepare teachers to be effective managers of their classrooms so that student learning is maximized. Note: This is a senior class and is to be taken concurrently with student teaching.

Credits: 3

Prerequisites: Admission to teacher education preparation program and senior class status

Program: [Education](#)

Semester Offered: Spring

EDUC 450: Teaching in the Secondary School

A study of the teacher's role, teaching techniques, classroom management and evaluation of learning experiences in the secondary school as these affect all students, including the those with special needs and minorities. This course also addresses reading in the content area. Includes field experience. Also, included in this course is content reading strategies for secondary students including the 6 hours of Dyslexia training as required by Texas Administrative Code (TAC). (TAC RULE §228.35 (4))

Credits: 3

Prerequisites: Admission to student teaching

Program: [Education](#)

Semester Offered: Fall

EDUC 460: Differentiated Instruction for the Elementary Classroom

This course focuses on preparing pre-service teachers for the inclusive classroom setting. Emphasis is placed on understanding how to better meet the needs of the many different learners in classrooms and schools. It provides opportunities to examine the characteristics of a differentiated classroom; how to frame instruction around concepts; and some techniques for differentiating content, process, and product. Special emphasis is given to collaboration, inclusion, exceptionality (including gifted and talented), multi-grade classrooms, individual education, transition plans, effective assessment and instructional procedures and student diversity.

Credits: 3

Prerequisites: Admission to the Education Preparation Program.

Program: [Education](#)

Semester Offered: Spring

EDUC 475: Directed Teaching in Elementary School

This course is open only to pre-service teachers seeking certification in Elementary Education. It requires full-day observations and student teaching in an approved elementary school for fourteen weeks under the direction of supervising teachers. Pass/no pass course. *Depends on certification emphasis.

Credits: 3 - 6

Prerequisites: Two-thirds of the professional education classes, academic specialization(s) and academic foundations, senior standing, and admission to student teaching

Program: [Education](#)

Semester Offered: Fall, Spring

EDUC 485: Directed Teaching in Secondary School

This course is open only to pre-service teachers seeking certification in Secondary Education. It requires full-day observations and student teaching in an approved secondary school for fourteen weeks under the direction of supervising teachers. Pass/no pass course.

Credits: 6

Prerequisites: Two-thirds of the professional education classes, academic specialization(s) and academic foundations, senior standing, and admission to student teaching.

Program: [Education](#)

Semester Offered: Fall, Spring

EDUC 495: TExES Prep #1 - Core Subjects EC-6

This course assists students in understanding the state and federal standards for their chosen certification areas. Students complete intensive reviews for their Pedagogy and Professionalism (PPR) certification exams. They must attend review classes and successfully complete PPR EC-12 practice exams with an 80% or higher as a prerequisite for permission to register with ETS to take the state exam.

Credits: 0

Program: [Education](#)

Semester Offered: Spring

EDUC 496: TExES Prep #2 - Pedagogy and Professionalism Responsibilities EC-12

This course assists students in understanding the state and federal standards for their chosen certification areas. Students complete intensive reviews for Core Content EC-6 certification exams. Students must attend review classes and successfully complete Core Content EC-6 practice exams with an 80% or higher as a prerequisite for permission to register with ETS to take the state exam.

Credits: 0

Program: [Education](#)

Semester Offered: Fall

EDUC 498: Individual Study Topics

A study in an area of interest under the direction of a staff member. This study may involve research, laboratory, or library work. Content and method of study must be arranged prior to registration. May be repeated for a total of 3 credits.

Credits: 1 - 2

Prerequisites: Admission to education preparation program, and approval of department chair

Program: [Education](#)

Semester Offered: Fall, Spring

EDUC 499: Directed Group Study

A study in an area of student interest under the direction of a staff member. This study may involve research, laboratory, or library work. Content and method of study must be arranged prior to registration. May be repeated for a total of 3 credits.

Credits: 2 - 3

Prerequisites: Admission to Education Preparation Program, and approval of department chair

Program: [Education](#)

Semester Offered: Fall, Spring