BACHELOR OF SCIENCE IN INTERDISCIPLINARY STUDIES: EC-6 CORE SUBJECTS

2019-2020 Admission Requirements

Traditional Undergraduate Teacher Preparation Program

Applications for admission to the Teacher Preparation Program are accepted in September for the following spring semester and in February for the following fall semester.

1. Application to program submitted through TK20 (https://tamut.tk20.com/campustoolshighered/start.do), to include the following:
   - Disposition Survey
   - Code of Ethics Reflection Statement
   - Completed FERPA form
2. Overall GPA of 2.80 or higher
3. Completion an Oral-Language Assessment, and a Writing Sample at required TPP Orientation
4. Completed hours in content area:<br>   - For grades 4-8 or 7-12 Science or Math content area certifications, candidates must have 15 semester hours from content area with no grade below "C". All other 4-8/7-12 certification candidates must have completed 12 semester hours in content area with no grade below "C". For EC-6 certifications, 12 semester hours from the list below (no grade below "C"
5. 3 semester hours from ENG prefix (not ENGL 1301 or ENGL 1302)
6. 3 semester hours from MATH prefix
7. 3 semester hours from GOVT or HIST prefix
8. 3 semester hours from BIOL, PHYS, or CHEM prefix
9. 3 semester hours from Arts or Technology
10. Advisement
11. Payment of Texas Education Agency mandated $55.00 technology fee

Out-of-Country Applicants

Out-of-country applicants to the teacher preparation program must meet ONE of the following:

- Verification of satisfactory score on the Test of English as a Foreign Language- Internet Based Test (TOEFL-IBT). The acceptable passing scores are: Speaking 24, Listening 22, Reading 22, Writing 21.
- Completion of an undergraduate or graduate degree in the U.S.
- Completion of an undergraduate or graduate degree outside of the U.S. where English was the primary language of instruction
- Verification of three creditable years of teaching experience in an educational setting in the U.S.

For Admission to Block #1 Semester

1. A Notice of Intent for Block #1 semester submitted in TK20 (https://tamut.tk20.com/campustoolshighered/start.do) in September for the following spring semester and in February for the following fall semester.
2. Completion of the appropriate coursework
3. Minimum of 2.80 GPA overall; no grade below "C" in upper-division courses
4. Essay submitted and Criminal History background cleared
5. Positive school district interview

For Admission to the Block #2 Co-Teaching Semester

1. Successful completion of all program requirements
2. Successful completion of Block #1 semester as determined by Director of Teacher Preparation Program
3. Continued acceptance in the public school placement
4. Maintain 2.80 cumulative GPA; no grade below "C" in upper-division courses

Degree Requirements

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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<tr>
<th>Code</th>
<th>Title</th>
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<td>General Education Requirements</td>
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<tr>
<td>Course Code</td>
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<td>Credits</td>
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<td>ART 369</td>
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<tr>
<td>ENG 305</td>
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<td>HIST 460</td>
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<td>World Civilization I ~ MATH 1350 prerequisite</td>
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<td>MATH 1350</td>
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<td>PHYS 1415</td>
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<td>EDUC 2301</td>
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<td>ED 311</td>
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<td>Strategies for EC-6 Educators</td>
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Electives (As needed to satisfy minimum degree requirements and 54 semester credit hours of Upper Division Coursework)
Minimum Grade of "C" required in all Major, Ed, SPED and Professional Development Courses

Minimum Hours for Degree 120

See Other Requirements
Note: Indicates 1 hour science labs.
Satisfies Core Curriculum
Requires Admission to Teacher Prep Program
Requires successful placement interview with a partnership public school district
Requires passing all TExES exams

Note: A minimum of 54 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.

Courses in EC-6 Core Subjects

ART 369. Principles and Elements of Fine Art. 3 Hours.
This course focuses on knowledge teachers need to effectively teach EC-6 arts standards using visual art, music, and drama. The course instructs the student as to the basic materials, tools, and skills needed to appropriately facilitate student creative expression and performance.

ED 311. Growth and Development for EC to Grade 12 (EL). 3 Hours.
This is an introductory education course which presents theories of children’s growth and development along with their relationship to learning and teaching. Cultural, emotional, physical, intellectual, and learning differences are studied for their impact on learning and educational opportunity. Students must be considered in their junior year and will be required to participate in 8 hours of field experience. This course integrates the principles of Experiential Learning and meets the criteria of field work.

This course provides students seeking certification in grades 4-8 and 7-12 skills for designing instruction and assessment that promote a growth mindset and create a positive, productive classroom environment. Students will apply skills and knowledge in lesson and unit planning as well as content pedagogy specific to area of certification. Traditional as well as innovative technologies will be addressed. State of Texas Assessments of Academic Readiness (STAAR) and End of Course Exams (EOC) effective content pedagogy will be emphasized in this course. This course integrates the principles of Experiential Learning and meets the criteria for field work.

ED 331. Classroom and Behavior Management. 3 Hours.
This course presents best practices in classroom and behavior management including management of time, materials, and space. Additionally, the course examines strategies for managing individual and large-group student behaviors, transitions, lab activities, and other arrangements for classrooms in general and special education. Prerequisite: Admitted to the Teacher Preparation Program.

ED 403. Curriculum for Teaching Young Children. 3 Hours.
In this course, students will study research-based program models and curricula appropriate for both early childhood and developmentally delayed children.

ED 486. Content Knowledge for EC-6 Educators. 3 Hours.
This course provides students seeking EC-6 certification with a greater understanding of English, Language Arts and Reading (ELAR), Math, Science, Social Studies, Fine Arts, Health and Physical Education content knowledge as outlined by the EC-6 educator competencies.

ED 487. Strategies for EC-6 Educators. 3 Hours.
This course provides students seeking EC-6 certification instruction in research based instructional teaching strategies utilize in educating the diverse populations of students in public schools.

ED 495. Block 1 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours.
This course provided clinical experience in the public school setting as part of the field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend six hours per week for 12 weeks in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 1 is the first semester of the co-teaching assignment (2 semesters) in which the Teacher Candidate and Cooperating Teacher are considered co-teachers for the class. Course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principles of experiential learning and meets the criteria for internship. Prerequisite: Met admission requirements to undergraduate field based placement guidelines.

ED 496. Block 2 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours.
This course provided clinical experience in the public school setting as part of field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend 72 complete instructional days in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 2 is the second semester of the co-teaching assignment (2 semesters) in which Teacher Candidate and Cooperating Teacher are co-teachers for the public school class. Course graded on Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principals of experiential learning and meets the criterion for internship. Prerequisite: successful completion of ED 495, continued acceptance in the public school classroom, and completion of program requirements.
EDUC 1301. Introduction to the Teaching Profession. 3 Hours.
This course introduces the student to teaching as a career choice. This course examines student diversity within American public schools and changes in American society that influence classrooms. Foundations in education and the complexities in the teaching profession will be explored. The field experience component will include 16 hours of structured observations and participation in public schools.

EDUC 2301. Introduction to Special Populations. 3 Hours.
This course introduces the student to the foundations of multicultural education. This course explores education in a changing society as well as historical and theoretical perspectives on multicultural education. It focuses upon diversity in the classroom including culturally and linguistically diverse learners, students who are at-risk for failure, and exceptional learners. The field experience component will include 16 hours of structured observations and participation in the schools to examine multicultural teaching in action. This course applies to EC-12 majors with special populations.

ENG 305. Children's Literature I. 3 Hours.
This course provides a survey of the history of children's books, books for very young children, picture books and illustrators, short fiction, folk tales, fables, myths and epics, historical fiction and biography.

ENG 320. Understanding Grammar. 3 Hours.
This course engenders improved application and understanding of English grammar by using traditional sentence diagramming to review fundamental principles of grammar and mechanics.

ENG 345. Advanced Composition for Educators. 3 Hours.
This course provides future educators opportunities to grow as writers, personally and professionally, through interaction with the conventions of writing, literature, and writing across the curriculum, all within a writing community focused on education of self and others. Prerequisite: ENGL 1301 and ENGL 1302 with a grade of C or better.

ESL 400. Foundations of English as a Second Language (ESL) Education. 3 Hours.
The course is a study of the conceptual, linguistic, sociological, historical, political, and legal foundations of English as a Second Language (ESL) education. Course is designed for students who are interested in broadening their knowledge on the historical and legislative foundations of ESL education. It presents an overview of the types of ESL and bilingual programs and the principles of effective ESL education for English Language Learners, including theory and research in ESL education, and effective strategies. In correlation with ESL 472 Instruction for English Language Learners, the course prepares students to pass the TExES 154 ESL Supplemental. This course is cross listed with BE 400.

ESL 472. Instruction for English Language Learners. 3 Hours.
This course studies the conditions for developing biliteracy and the acquisition of English as a Second Language (ESL) and effective teaching strategies for the ESL classroom. It reviews the English system and the processes of first language (L1) and second language (L2) acquisition, including the factors that affect L2 development. It studies implications and teaching strategies for developing communicative competence (listening and speaking), and reading and writing skills and assessment of biliteracy. The course prepares students to pass the TExES 164 Bilingual Supplemental. This course is cross listed with BE 472.

HIST 2321. World Civilization I. 3 Hours.
This course surveys world civilizations from the appearance of settled agricultural societies to the sixteenth century.

HIST 2322. World Civilization II. 3 Hours.
This course surveys the major political, cultural, economic, social, and intellectual developments from 1500 to the present.

HIST 460. Cultural History of Texas. 3 Hours.
This course is a study of the historical, political, and economic forces that have shaped the cultural identity of Texas from Native American prehistory through the Spanish conquest, republic independence, statehood, confederacy, and reconstruction to a major role in the emergence of the New South and the new economy.

ITED 350. Technology and Digital Literacy. 3 Hours.
This course is designed to assist students with developing skills for using web applications and mobile computing. The activities in the course assist students with promoting critical thinking and problem-solving skills by engaging them with digital tools being used in daily life. Topics covered include: technology in society, computers and digital components, the internet- how it works and making the most of web resources, applications for work and play, and systems software- operating systems, utilities and file management, information technology ethics, understanding and assessing hardware, digital devices and media and protection, information technology careers, software programming, databases and information systems, networking and security. There is an emphasis on using the Microsoft Office Suite of Products in this course including Word, Excel, PowerPoint, and Access.

MATH 1314. College Algebra. 3 Hours.
This course provides a rigorous study of the concepts and applications of linear, quadratic, higher-order polynomial, rational, radical, exponential and logarithmic functions, and solving systems of equations using various methods. Additional topics such as sequences, series, probability, and conics may be included. This course is designed to prepare STEM majors for success in calculus. Appropriate computer software and hand held technologies will be utilized. Prerequisite: Must have satisfied the math portion of TSI. Placement will also be determined by the Math Placement Exam score.

MATH 1350. Fundamentals of Mathematics I. 3 Hours.
This course provides a rigorous study of the concepts and applications of sets, functions, numeration systems, number theory, and properties of the natural numbers, integers, rational, and real number systems with an emphasis on problem solving and critical thinking. This course is designed for students seeking EC-6 teacher certification. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 1314 with a C or better.
MATH 1351. Fundamentals of Math II. 3 Hours.
This course provides a rigorous study of the concepts and applications of geometry, probability, statistics, and measurement with an emphasis on problem solving and critical thinking. This course is designed for students seeking EC-6 teacher certification. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 1350 and MATH 1314 with a C or better.

MATH 326. Problem Solving for Elementary Teachers. 3 Hours.
This course provides a rigorous study of the concepts of effective problem solving strategies. Strategies will be applied to various problems taken from critical areas of algebra, number concepts, geometry, probability, statistics, measurement, and logic. The scope and sequence will be formative in nature and use a discovery approach to allow students to scaffold their critical thinking skills into a mathematical problem solving rubric. Logical reasoning will be emphasized in all strategies to distinguish the importance of the process of problem solving rather than just finding the answer. Appropriate computer software and hand held technologies will be utilized. With pre-service elementary teachers in mind, this course will also integrate the pedagogy of modeling these skills to elementary mathematics students. Prerequisite: MATH 1314 and MATH 1350 and MATH 1351 with a C or better.

RDG 350. Emergent Literacy Development. 3 Hours.
This course addresses the foundations and pedagogy of reading instruction to provide the pre-service EC-6 teacher with knowledge and skills necessary to promote early literacy development. Students will develop competency in the components of the science of teaching reading, including oral language development, phonological and phonemic awareness, the alphabetic principle, high frequency vocabulary development, decoding and spelling strategies, fluency development and comprehension. A variety of techniques will be examined to enable the pre-service teacher to design a multidimensional word recognition program. The targeted grade levels for this course are Early Childhood through grade two.

RDG 352. Literacy Development in the Upper Grades. 3 Hours.
This course addresses the foundations and pedagogy of reading instruction to provide the EC-6 pre-service teacher with knowledge and skills necessary to promote literacy in the upper grades. Students will develop competency in the components of disciplinary literacy, research and inquiry, written communication, and viewing and visually representing as related to the construction of meaning. A variety of techniques will be examined to enable the pre-service teacher to design a multidimensional content literacy program. This course is targeted for grades three through six.

RDG 354. Assessment Driven Literacy Instruction. 3 Hours.
The purpose of this course is to provide EC-6 pre-service teachers with strategies for assessment and interpretation of data regarding student literacy development. A comprehensive framework will be provided for examining difficulties and developing strengths within the classroom. Students will gain competency in using authentic, diagnostic assessment data to drive literacy instruction.

SPED 415. Teaching Students with Low Incidence Disabilities. 3 Hours.
This course will introduce learners to the intellectual functioning and characteristics of students with low incidence disabilities from early childhood through graduation. The course will address assessment of intellectual functioning and adaptive behavior. Learners will apply course concepts to the instruction and care of students with low incidence disabilities. Transition of students from IDEA to other service providers will also be addressed.

SPED 410. Introduction to Individual with Exceptionalities. 3 Hours.
This course develops students' foundational knowledge of historical perspectives, educational principles, laws, and professional ethics and roles in the fields of special education and English Language Learners (ELL). It focuses on the learning and behavioral characteristics of diverse learners, including students with exceptionalities (which includes disabilities, Attention Deficit Hyperactivity Disorders, Dyslexia, and Gifted/Talented) students who are ELL and students who are Culturally and Linguistically Diverse Exceptional (CLDE) learners. Additionally, this course introduces instructional strategies, appropriate curriculum, accommodations, modifications, and assistive technology to ensure the success of all learners.

SPED 417. Teaching Students with High-Incidence Disabilities. 3 Hours.
This course will introduce learners to the intellectual functioning and characteristics of students with high incidence disabilities. The course will cover the assessment of intellectual functioning characteristics of students with high incidence disabilities. Additionally, the student will apply knowledge learned in this class to the instruction of students with high incidence disabilities.

SPED 418. Research, Trends, and Issues in Education. 3 Hours.
This course presents current research, issues, and trends in education, specifically emphasizing the teaching-learning process to meet specific student learning needs. Emphasis is placed on teacher candidates integrating best practices in the teaching-learning process including: 1) Strength-based strategies, 2) Understanding by Design, 3) Differentiation, 4) Differentiation for Neurodiversity, 5) State Accountability Testing, and 6) Teacher Evaluation. Prerequisite: Admission to the Teacher Preparation Program.

Faculty
Dr. Eun Ji Cho
Assistant Professor
Email:

Dr. Rebeca Cooper
Assistant Professor
Email:

Laura Currey
Instructor
Email: laura.currey@tamut.edu

**Melba Foster**
Instructor
Email: mfoster@tamut.edu

**Dr. Teri Fowler**
Associate Professor
Email: teri.fowler@tamut.edu

**Kathryn Hartshorn**
Instructor
Email: khartshorn@tamut.edu

**Dr. Sara Lawrence**
Associate Professor
Email: sara.lawrence@tamut.edu

**Debora Shidemantle**
Instructor
Email: debora.shidemantle@tamut.edu

**Dr. Abbie Strunc**
Assistant Professor
Email: astrunc@tamut.edu

**Dr. Frank Mullins**
Associate Professor
Email: frank.mullins@tamut.edu

**Dr. Janis Murdock**
Assistant Professor
Email: jmurdock@tamut.edu