

ELEMENTARY EDUCATION EC-6 CERTIFICATION

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.

- 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
 - Payment of \$35.00 application fee.
- Overall GPA of 2.80 or higher.
- Complete a writing sample and interview as a requirement for the application to the Teacher Preparation program.
- Completed hours in content area: For EC-6 certifications, 12 semester hours from the list below (**no grade below "C"**)
 - 3 semester hours from ENG prefix (not ENGL 1301 or ENGL 1302)
 - 3 semester hours from MATH prefix
 - 3 semester hours from GOVT or HIST prefix
 - 3 semester hours from BIOL, PHYS, or CHEM prefix
 - 3 semester hours from Arts or Technology
- Advising from assigned faculty advisors in the Teacher Education program.

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. from the list of approved countries generated by the Texas Education Agency.

For Admission to Field-Based Co-Teaching Semester

- A Notice of Intent for Field-Based Co-Teaching 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.
- Completion of appropriate coursework.
- Minimum of 2.80 GPA overall; no grade below "C" in upper-division courses.

For Admission to the Clinical Co-Teaching Semester

- Successfully complete all program requirements.
- Successful completion of Field-Based Co-Teaching semester as determined by Chair of Teacher Education.
- Continued placement in assigned K-12 classroom.
- 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.

Code	Title	Hours
Major Requirements		
General Education Requirements (http://catalog.tamut.edu/academic-information/university-core-curriculum/#corecurriculumtext)		42
ART 369	Principles and Elements of Fine Art	3
ENG 305	Children's Literature I	3
ENG 345	Advanced Composition for Educators	3
HIST 460	Cultural History of Texas	3
HIST 2321 or HIST 2322	World Civilization I <small>Satisfies Core Curriculum</small> World Civilization II	3
MATH 1350	Fundamentals of Mathematics I	3

MATH 1351	Fundamentals of Math II	3
MATH 326	Problem Solving for Elementary Teachers	3
RDG 350	Early Literacy Development and the Science of Teaching Reading (EL)	3
RDG 352	Comprehension and Written Expression for Upper Elementary Students ⁹	3
RDG 354	Assessment Driven Literacy Instruction ⁹	3
SPED 410	Introduction to Individual with Exceptionalities	3
Other: EC-6 Generalist		
BIOL 1308	Biology for Non-Science Majors I <small>Satisfies Core Curriculum</small>	3
BIOL 1108	Biology for Non-science Majors I Lab ⁷	1
BIOL 1309	Biology for Non-Science Majors II <small>Satisfies Core Curriculum</small>	3
BIOL 1109	Biology for Non-science Majors II Lab ⁷	1
MATH 1314	College Algebra <small>Satisfies Core Curriculum</small>	3
PHYS 1415	Physical Science I	4
ITED 315	Introduction to Instructional Technology	3
Choose 1 of the following Tracks: ECE, ESL, BE or SPED:		9
ECE Track:		
ECE 401	Early Childhood Education: History and Philosophy	
ECE 402	Teaching Practices in Early Childhood Classroom	
ED 403	Curriculum for Teaching Young Children	
ESL Track:		
ESL 400	Foundations of English as a Second Language (ESL) Education	
ESL 457	Innovative Learner - Centered Strategies for Student Success	
HISP 2375	United States Hispanic Culture and Civilization	
BE Track:		
BE 420	Spanish for Dual Language Instruction	
BE 474	Biliteracy for Bilingual and Dual Language Classrooms (EL)	
ESL 400	Foundations of English as a Second Language (ESL) Education	
SPED Track:		
SPED 415	Teaching Students with Low Incidence Disabilities	
SPED 417	Teaching Students with High-Incidence Disabilities	
SPED 418	Inclusion of Students with High Support Needs in the Content Areas	
3sch Elective		3
Prof. Development in EC-6 Generalist		
EDUC 1301	Introduction to the Teaching Profession	3
EDUC 2301	Introduction to Special Populations	3
ED 311	Teaching and Learning for Social Change (EL)	3
ED 486	Content Knowledge for EC-6 Educators	3
ED 487	Strategies for EC-6 Educators ⁹	3
ESL 472	Instruction for English Language Learners	3
Block 1:		
ED 331	Classroom and Behavior Management ¹⁰	3
ED 495	Field-Based Co-Teaching Semester ¹⁰	3
Block 2:		
ED 496	Clinical Co-Teaching Semester (EL) ¹¹	3
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

⁶ See Other Requirements

⁷ Note: Indicates 1 hour science labs.

⁸ Satisfies Core Curriculum

⁹ Requires Admission to Teacher Prep Program

¹⁰ Requires successful placement interview with a partnership public school district

11 Requires passing all TEXES exams

Minimum Grade of "C" is required in all Major, Education, RDG, SPED, Tracks and Professional Development courses

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.

Elementary Education EC-6 Certification 4 Year Plan

First Year

Code	Title	Hours
Fall		
		Semester Credit Hours
ENGL 1301	Composition I <small>requires minimum grade of 'C', Satisfies Core Curriculum</small>	3
HIST 1301	United States History I <small>Satisfies Core Curriculum</small>	3
MATH 1314	College Algebra <small>Satisfies Core Curriculum</small>	3
Creative Arts Core Curriculum Requirement (http://catalog.tamut.edu/academic-information/university-core-curriculum/#corecurriculumtext)		3
IS 1100	University Foundations <small>mandatory for FTIC students only</small>	1
Fall Total Semester Credit Hours		13
Spring		
		Semester Credit Hours
ENGL 1302 or ENGL 2311	Composition II <small>Satisfies Core Curriculum</small> Technical Writing & Communication	3
HIST 1302	United States History II <small>Satisfies Core Curriculum</small>	3
PHYS 1415	Physical Science I <small>Satisfies Core Curriculum</small>	4
Social and Behavioral Science Core Curriculum Requirement (http://catalog.tamut.edu/academic-information/university-core-curriculum/#corecurriculumtext)		3
Spring Total Semester Credit Hours		13
Total First Year Semester Credit Hours		26

Note: The following courses are included in the major GPA calculation:

Second Year

Code	Title	Hours
Fall		
		Semester Credit Hours
PSCI 2301	American Government I: Federal & Texas Constitutions <small>Satisfies Core Curriculum</small>	3
MATH 1350	Fundamentals of Mathematics I <small>requires minimum grade of 'C'</small>	3
BIOL 1308	Biology for Non-Science Majors I <small>Satisfies Core Curriculum</small>	3
BIOL 1108	Biology for Non-science Majors I Lab <small>Satisfies Core Curriculum</small>	1
COMM 1307 or SPCH 1315	Introduction to Mass Communication Public Speaking <small>Satisfies Core Curriculum</small>	3
EDUC 1301	Introduction to the Teaching Profession <small>requires minimum grade of 'C'</small>	3
Fall Total Semester Credit Hours		16
Spring		
		Semester Credit Hours
PSCI 2302	American Government II: Federal & Texas Political Behavior <small>Satisfies Core Curriculum</small>	3
MATH 1351	Fundamentals of Math II <small>requires minimum grade of 'C'</small>	3
BIOL 1309	Biology for Non-Science Majors II <small>Satisfies Core Curriculum</small>	3
BIOL 1109	Biology for Non-science Majors II Lab <small>Satisfies Core Curriculum</small>	1
EDUC 2301	Introduction to Special Populations <small>requires minimum grade of 'C'</small>	3

HIST 2321	World Civilization I	Satisfies Core Curriculum	3
or HIST 2322	World Civilization II		

Spring Total Semester Credit Hours 16

Total Second Year Semester Credit Hours 32

Note: The following courses are included in the major GPA calculation: MATH 1350, 1351, HIST 2321, EDUC 1301, 2301

Third Year

Code	Title	Hours
Fall		
ED 311	Teaching and Learning for Social Change (EL) <small>requires minimum grade of 'C'</small>	3
ENG 305	Children's Literature I <small>requires minimum grade of 'C'</small>	3
HIST 460	Cultural History of Texas <small>requires minimum grade of 'C'</small>	3
MATH 326	Problem Solving for Elementary Teachers <small>requires minimum grade of 'C'</small>	3
RDG 352	Comprehension and Written Expression for Upper Elementary Students <small>requires minimum grade of 'C'</small>	3
SPED 410	Introduction to Individual with Exceptionalities	3
Fall Total Semester Credit Hours		18
Spring		
Semester Credit Hours		
ED 486	Content Knowledge for EC-6 Educators <small>requires minimum grade of 'C'</small>	3
ED 487	Strategies for EC-6 Educators <small>requires minimum grade of 'C'</small>	3
ENG 345	Advanced Composition for Educators <small>requires minimum grade of 'C'</small>	3
ESL 472	Instruction for English Language Learners	3
RDG 350	Early Literacy Development and the Science of Teaching Reading (EL) <small>requires minimum grade of 'C'</small>	3
Select one from the specified Endorsement Area Track courses <small>Required to choose a track from: ECE, ESL, BE or SPED</small>		3
Spring Total Semester Credit Hours		18
Total Third Year Semester Credit Hours		36
Note: The following courses are included in the major GPA calculation: ED 311, 486, 487, ENG 305, 345, ESL 472, HIST 460, MATH 326, RDG 350, 352, SPED 410, Track Courses		

Fourth Year

Code	Title	Hours
Fall		
Semester Credit Hours		
ED 495	Field-Based Co-Teaching Semester <small>requires minimum grade of 'C'</small>	3
ED 331	Classroom and Behavior Management <small>requires minimum grade of 'C'</small>	3
ART 369	Principles and Elements of Fine Art <small>requires minimum grade of 'C'</small>	3
RDG 354	Assessment Driven Literacy Instruction <small>requires minimum grade of 'C'</small>	3
Elective - Upper or Lower Division as needed to meet upper division and overall requirement		3
Select one from the specified Endorsement Area track courses <small>Required to choose a track from: ECE, ESL, BE or SPED</small>		3
Fall Total Semester Credit Hours		18
Spring		
Semester Credit Hours		
ED 496	Clinical Co-Teaching Semester (EL)	3
ITED 315	Introduction to Instructional Technology	3
Select one from the specified Endorsement Area track courses <small>Required to choose a track from: ECE, ESL, BE or SPED</small>		3
Spring Total Semester Credit Hours		9
Total Fourth Year Semester Credit Hours		27

Total Semester Credit Hours Required for Degree**120****Note: The following courses are included in the major GPA calculation: ED 331, 495, 496, ART 369, RDG 354, ITED 315, Track Courses****Minimum Grade of "C" is required in all Major, Education, RDG, SPED, Tracks and Professional Development courses**

Tracks:

Code	Title	Hours
A Track is required for Elementary Education. Choose 1 of the following Tracks: ECE, ESL, BE or SPED:		
ECE Track:		
ECE 401	Early Childhood Education: History and Philosophy	
ECE 402	Teaching Practices in Early Childhood Classroom	
or SPED 410	Introduction to Individual with Exceptionalities	
ED 403	Curriculum for Teaching Young Children	
ESL Track:		
ESL 400	Foundations of English as a Second Language (ESL) Education	
ESL 457	Innovative Learner - Centered Strategies for Student Success	
HISP 2375	United States Hispanic Culture and Civilization	
BE Track:		
BE 420	Spanish for Dual Language Instruction	
BE 474	Biliteracy for Bilingual and Dual Language Classrooms (EL)	
ESL 400	Foundations of English as a Second Language (ESL) Education	3
SPED Track:		
SPED 415	Teaching Students with Low Incidence Disabilities	
SPED 417	Teaching Students with High-Incidence Disabilities	
SPED 418	Inclusion of Students with High Support Needs in the Content Areas	
Minimum Grade of "C" is required in all Major, ED, SPED, Tracks and Professional Development courses		

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.

Undergraduate Courses in Elementary Education EC-6 Teacher Certification

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.

BE 420. Spanish for Dual Language Instruction. 3 Hours.

This course is a study of the Spanish linguistics and academic Spanish. It analyzes the concepts of language, linguistics, grammar, and Spanish language variation. It reviews the sound patterns of Spanish (phonology), the form and function of words (morphology), and the structure and organization of simple and complex sentences (syntax). It emphasizes the mastery of academic Spanish required to become a Spanish or bilingual teacher in Texas public schools. The course is intended to provide students with a fundamental understanding of advanced grammatical concepts and to apply this knowledge to become competent users of Spanish for academic purposes. Additionally, the course prepares students to take the Bilingual Target Language Proficiency Test (BTLPT, TExES #190).

BE 472. Bilingual and Dual Language Methodologies. 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 ESL 472. Prerequisite: None.

BE 474. Biliteracy for Bilingual and Dual Language Classrooms (EL). 3 Hours.

This course studies the conditions for developing literacy in first language (L1) and second language (L2) and the design and implementation of instructional strategies for developing literacy and biliteracy. It focuses on the research, strategies, and material related to teaching reading comprehension in the bilingual and the ESL classroom and on the reading-writing connection. The course deals with the application of state educator certification standards in reading/language arts in grades EC-6 and the distinctive elements in the application of the standards for English and for L1 to promote bilingual students' literacy development in L1. It studies the application of the statewide language arts curriculum for Spanish LA and ESL in grades EC-6 as specified in the TEKS to promote bilingual students' L1 and L2 literacy development. This course integrates the principles of Experiential Learning (EL) and meets the criteria for field work.

BIOL 1308. Biology for Non-Science Majors I. 3 Hours.

This course introduces the student to the nature of science and the application of science to contemporary issues. Content includes the chemistry of life, the cell, genetics, and mechanisms of evolution. NOTE: Lab may be required for specific majors.

BIOL 1108. Biology for Non-science Majors I Lab. 1 Hour.

This course provides students with hands-on exploration in the biological sciences. Content includes the process of scientific inquiry, important concepts in biochemistry and genetics, and introduction to laboratory techniques. Prerequisite or Corequisite: BIOL 1308.

BIOL 1309. Biology for Non-Science Majors II. 3 Hours.

This course introduces the student to the nature of science and the application of science to contemporary issues. Content includes plant form and function, animal form and function, and ecology. NOTE: Lab may be required for specific majors. Prerequisite: BIOL 1308.

BIOL 1109. Biology for Non-science Majors II Lab. 1 Hour.

This course provides students with hands-on exploration in the biological sciences. Content includes the process of scientific inquiry, important concepts in biochemistry and genetics, and introduction to laboratory techniques. Prerequisite or Corequisite: BIOL 1309.

ECE 401. Early Childhood Education: History and Philosophy. 3 Hours.

This course is a study of the history and philosophies of early childhood education. The goal of this course is to comprehend historical movements and educational philosophy in the field of early childhood education. Areas of emphasis will include the movements and impacts of past and present early childhood educational trends and issues and projected directions of the future.

ED 311. Teaching and Learning for Social Change (EL). 3 Hours.

This foundational education course explores the breadth of educational settings for students and the role the teacher plays in disrupting structural inequities and advancing justice in the classroom. Cultural, emotional, physical, intellectual, and learning differences are studied for their impact on learning abilities and educational opportunity. The course draws upon a framework of understanding that includes the 1) introduce and prepare sections of the teacher education learning cycle and 2) the four dimensions of equity. Students will apply educational theory to practical implementation of high leverage practices and consider how such practices enhance learning for all students. Students must be considered in their junior year and will be required to participate in 10 hours of field experiences and participate in practice-based learning opportunities to complete course requirements. 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 current strategies for classroom and behavior management including classroom procedures and expectations, organization of materials, and classroom space for optimum learner benefit. An emphasis will be placed on the high-leverage instructional practice, developing meaningful relationships. University students will engage in strategies that support equity for diverse and marginalized students and large diverse classrooms. Basic federal and state laws for all teachers, including teachers of students with disabilities (dyslexia, emotional/behavior disorders, autism), English as a Second Language (ESL) and other at-risk students will also be presented. This course will require university students to learn and practice strategies and techniques through authentic and interactive field experiences. Prerequisite: Admitted to the Teacher Preparation Program.

ED 403. Curriculum for Teaching Young Children. 3 Hours.

This course is an advanced level of teaching in early childhood classroom. Based upon completion of ECE 401 and 402, this course focuses contemporary theories from the field of early childhood education. Teacher candidates are expected to conceptualize theories and ideas for enhancing their teaching practices. Using early childhood educational approaches, lesson planning and teaching will be rehearsed. Topics include strategies for understanding young children; core principles and practices in early childhood education; pedagogical strategies for facilitating children to be active learners; creating a sense of community in the classroom; and family-school-community partnerships. Prerequisite: ECE 401.

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. Field-Based Co-Teaching Semester. 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 criterion for internship. Prerequisite: Met admission requirements to undergraduate field based placement guidelines.

ED 496. Clinical Co-Teaching Semester (EL). 3 Hours.

This course provided clinical experience in a 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 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 with a grade of C or better, and ENGL 1302 or ENGL 2311 with grades 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.

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.

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.

HISP 2375. United States Hispanic Culture and Civilization. 3 Hours.

This course will explore the many facets of the Latina/o experience in the U.S. and the specific histories and cultures that mark the trajectories of individual Hispanic sub-ethnic groups and their representation including the history of the three distinct communities that constitute the greatest part of the category "Latina/o" Chicano/Mexican Americans, Puerto Ricans/Nuyoricans, and Cuban Americans. The course will also address transnational communities and Latina/o relationships to Latin America.

ITED 315. Introduction to Instructional Technology. 3 Hours.

This course is designed to develop pre-service teachers' skills to evaluate and make informed decisions for the integration of technology to support student learning. Learners will implement a lesson plan technique (GAME PLAN) for self-directed professional growth and leadership for appropriate use of classroom technology in a K-12 environment. Emphasis is placed on integrating the Google Education Suite into the learning environment.

ITED 497. Special Topics. 3 Hours.

Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

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 study of the concepts taken from algebra, number theory, geometry, probability, statistics, measurement, and logic as they relate to the elementary school math curriculum. Prerequisite: MATH 1314 and MATH 1350 and MATH 1351 with grades of C or better.

PHYS 1415. Physical Science I. 4 Hours.

Algebra-based physical science for students in pre-professional programs, biology, geology, or architecture who do not expect to do additional work in engineering or physics. Topics include elementary vector algebra, mechanics, heat, thermodynamics and sound.

RDG 350. Early Literacy Development and the Science of Teaching Reading (EL). 3 Hours.

The purpose of this course is to provide EC-6 teacher candidates with the knowledge and skills necessary to provide early literacy instruction to students in Kindergarten through 2nd grade that is aligned to the Science of Teaching Reading. Students will develop competency in the components of early literacy including letter naming fluency, oral language development, spelling, and fluency. A variety of research-based strategies will be used to create lesson plans that reflect diverse and equitable practices and differentiate by student need. Prerequisite: Must be admitted to the Teacher Preparation Program.

RDG 352. Comprehension and Written Expression for Upper Elementary Students. 3 Hours.

This course will address strategies, and materials related to literacy development in the upper elementary grades. As guided by the TEKS in grades 3-6, students will engage in rehearsals to engage with high leverage teaching practices and design unit lesson plans that incorporate research-based strategies for enhancing comprehension, vocabulary, written expression, morphemic awareness, and spelling.

RDG 354. Assessment Driven Literacy Instruction. 3 Hours.

This course provides a framework for assessing students in all components of reading instruction aligned to the Science of Teaching Reading in order to gather data regarding strengths and weaknesses in literacy development in elementary students. Students will practice effective assessment techniques, data analysis and incorporate research-based strategies for addressing deficits or enhancing strengths into intervention lesson planning to scaffold student learning. Prerequisite: Must be admitted into Teacher Preparation Program AND have already taken RDG 350. RDG 354 Students will not be successful without the background knowledge of RDG 350.

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 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 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. Inclusion of Students with High Support Needs in the Content Areas. 3 Hours.

This course presents research, issues, and trends related to the inclusion of secondary students with high-level support needs into content area classes in a manner that is equity-minded and socially just. Prerequisite: Admission to the Teacher Preparation Program.

Faculty

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