



CATALOG YEAR 2006-2007
(Please use separate form for each add/change)

COLLEGE/SCHOOL : College of Education

Current Catalog Page(s) Affected p. 161

Course: Add: _____ Delete: _____ Change: Number _____ Title _____
(check all that apply) SCH _____ Description _____ Prerequisite _____

If new, provide Course Prefix, Number, Title, SCH Value, Description, prerequisite, and lecture/lab hours if applicable. If in current catalog, provide change and attach page with changes in red and provide a brief justification.

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To be eligible to enroll in EDCI [4993](#) Teaching Internship, (**internship**) the student must fulfill the following:

- meet all the criteria for admission to educator (**educator**) preparation;
- have a cumulative overall GPA of 2.7 and a cumulative GPA of 2.7 in the teaching field;
- complete all Professional Development courses with a grade of "C" or better;
- submit an application for Internship in the office of the Director.

Students will be required to interview before a committee of public school personnel and College of Education Supervising faculty. In the event that a student is denied admission to EDCI [4993](#), he or she may appeal to the Dean of the College of Education.

INSTRUCTIONAL COURSEWORK

Once students are admitted into the College of Education, they may enroll in instructional blocks consisting of the Professional Development Education courses required for teacher certification at the level they are preparing to teach. There are three instructional blocks which students must complete. These are described below for each certification level.

EARLY CHILDHOOD-4TH-GRADE AND ALL LEVEL CERTIFICATION

Instructional Block I

EDCI	3301	Theory and Practice for Public School Teaching
EDCI	3302	Language Acquisition and Development (missing online and in catalog)

Instructional Block II

EDCI	3304	Methods, Management, and Discipline for the Early Grades
EDDP	4324	Teaching Diverse Student Populations

Instructional Block III

EDCI	4993	Teaching Internship (Internship)
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MIDDLE SCHOOL (4th-8th) AND SECONDARY (8th-12th)

Instructional Block I

EDCI [3301](#) Theory and Practice for Public School Teaching
EDCI [3302](#) Language Acquisition and Development (missing online and on catalog)

Instructional Block II

EDCI [3305](#) Middle/Secondary School Methods, Management, and Discipline. (remove period)
EDDP [4324](#) Teaching Diverse Student Populations

Instructional Block III

EDCI [4993](#) Teaching Internship (Internship)

ALL LEVEL CERTIFICATION

Instructional Block I

EDCI [3301](#) Theory and Practice for Public School Teaching
EDCI [3302](#) Language Acquisition and Development(missing online and on catalog)

Program: Add: _____ Change: _____ Attach new/changed Program of Study description and 4-year plan. If in current catalog, provide change and attach page with changes in red.

Minor: Add: _____ Delete: _____ Change: _____ Attach new/changed minor. If in current catalog, provide change and attach page with changes in red.

Faculty: Add: _____ Delete: _____ Change: _____ Attach new/changed faculty entry. If in current catalog, provide change and attach page with changes in red.

College Introductory Pages: Add information: _____ Change information: _____ Attach new/changed information. If in current catalog, provide change and attach page with changes in red.

Approvals:	Signature	Date
Chair Department Curriculum Committee	_____	_____
Chair Department	_____	_____
Chair College Curriculum Committee	_____	_____
Dean	_____	_____

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Instructional Block II

EDCI [3304](#) Methods, Management, and Discipline for the Early Grades **OR**

EDCI [3305](#) Middle/Secondary School Methods, Management, and Discipline. (remove period)

EDDP [4324](#) Teaching Diverse Student Populations

Instructional Block III

EDCI [4993](#) Teaching Internship (missing the letter “n” online)

STANDARD CERTIFICATES

The Standard Early Childhood Certificate (PreK - 4th Grades) Students seeking a standard certificate to teach in grades PreK-4 in Texas must complete: (1) bachelor's degree; (2) eighteen to twenty-four (18-24) semester credit hours in the delivery system to develop a teaching specialization; (3) twenty-four to thirty-six semester credit hours in the combination of subjects taught in prekindergarten through grade 4; and (4) twenty-one semester credit hours of education course work, including EDCI [4993](#).

The Standard Early Childhood Bilingual Certificate (PreK -4thGrades) Students pursuing Early Childhood Certification may choose to specialize in Bilingual Education. Students choosing this certification will complete the requirements outlined for the Early Childhood Certificate.

The Standard Middle School Certificate (4th-8th Grades)

The following statement is missing online:

Students working toward certification to teach grades 4-8, may select from the following teaching specializations:

- Bilingual Generalist

- English Language Arts and Reading
- English Language Arts and Reading/Social Studies (social is misspelled)
- Mathematics
- Science
- Social Studies

Students will complete twenty-one (21) semester credit hours of coursework in Professional Development Education courses. Courses for the teaching specialization will be defined by the respective college. For further information, students may contact the Dean of the College of Arts and Sciences or the University Registrar.

The Standard Secondary School Certificate (8th-12th Grades) Students working toward secondary teacher certification (grades 8-12) will specialize in a teaching field, following an Option I degree plan. Option I requires the completion of a minimum of thirty-six (36) semester credit hours in one academic field and twelve (12) semester credit hours of coursework in a supporting field. Students specializing in a Composite Teaching Field will follow an Option IV degree plan. Option IV consists of a minimum of forty-

eight (48) semester credit hours in a composite teaching field. All students working toward secondary teacher certification will complete twenty-one (21) semester credit hours of Professional Development Education coursework. Courses for the teaching specialization are defined by the respective college. Students should consult with an advisor in the appropriate college to determine the options and requirements for their academic field.

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ADMISSION TO THE EDUCATOR PREPARATION PROGRAM A student seeking admission to the University may declare his /her intention to prepare to teach and initiate a general academic program in preparation for teacher certification. Upon declaring his/her intention to pursue teacher certification, the student must apply for admission to the program in the Certification Office. Admission to the Educator Preparation Program requires screening in the areas of reading, oral and written communication, critical thinking, and mathematics. To be admitted to the Educator Preparation Program, candidates must:

- successfully complete the THEA with minimum scores of 260 in Reading, 250 in Mathematics, and 240 in Writing; OR successfully complete the Scholastic Aptitude Test (SAT) with a minimum combined score of 1070, with no lower than a 500 on mathematics and verbal section each; OR score minimum composite of 23 on the ACT with no less than 19 on mathematics and 19 on English; Minimum scores on the Compass Test of 44 in Algebra, 64 English, 91 in Reading, 6 in Writing; OR obtain a minimum total score of 700 (verbal+ quantitative) on the Graduate Records Exam (GRE), with a minimum score of 350 on verbal and 350 on quantitative sections. Test scores obtained more than five years before applying for admission to the College of Education will not be accepted.
- demonstrate proficiency in oral communication in English by successfully completing the SPEAK test; and
- must have a cumulative grade point average of 2.7 on a 4.0 scale.
- complete all freshman and sophomore level coursework
- NOTE: Education coursework completed more than five years before applying (this word needs to be together- online) for admission to the College of Education will not be counted toward (space between these two words online) certification requirements.

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Students seeking admission into the Program (the word “Program” is capitalized in some areas but not in others) must submit an Application for Admission with the College of Education Certification Office. Students must provide complete and official transcripts of all college work at the time of application and pay a fee of \$10.00. A student who withdraws from either a baccalaureate or post-baccalaureate program leading to certification forfeits his/her admission status to certification. Should he /she decide to re-enter a certification program at a later time, he/she will be required to satisfy the admission criteria stated in the Catalog for the year of re-entry into the Program. This applies in the case when a deficiency or certificate plan has expired, three years after it is first issued.

Additional Information on the Educator Preparation Based Program and Certification

1. *Grades Required:* To be eligible for certification, a student must have a minimum grade point average of 2.7 overall (based on a scale of 4.0), and in the work taken at Texas A&M International University. Additionally, secondary education majors must have a 2.7 average in their teaching field(s). Elementary majors must have at least a 2.7 in their specialization.

2. *Health Examinations:* The student is responsible for satisfying the health examination(s) required of teachers in the school system. The health certificate should be presented at the time of registration for the semester in which the field experiences will be completed.

3. *Background Check:* All students enrolled in Blocks will be required to obtain (word is misspelled) a State background check from the appropriate law enforcement agency. This information is required by the school districts participating in the Learner-Centered Field Based Program. **The following two sentences are missing from the hardcopy catalog** Students not providing the necessary documentation to the Director of the Learner-Centered Field Base Program will not be permitted to do the field work required by the program. In such cases, students may be asked to drop the field-based courses.

4. *Additional Teaching Fields:* House Bill 2185 provides that a teacher who possesses a valid classroom teacher certificate and a bachelor's degree may qualify for certification in an additional teaching field(s), or may be eligible to become certified to teach another level by passing the appropriate ExCET(s) **(should omit ExCET and replace with the following statement) "Texas Examinations of Educator Standards**

(TExES) and subsequently completing a one-year internship **(word misspelled online)** program under the supervision of an experienced certified teacher who is teaching at the level and in the teaching field.

5. *House Bill 1130 (formerly Senate Bill 218)* allows individuals seeking teacher certification while serving as instructional aides in public schools to substitute course **(misspelled)** work for the teaching internship **(misspelled)**. Additional information may be obtained from the Certification Officer.

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EDCD 3321

Anatomy and Physiology of the Speech Mechanism

Three semester hours.

This course focuses on (o is missing letter n, should read "on") the major anatomical structures and physiological systems that support speech production. Specific emphasis is placed on the unique neuromuscular adaptations and species-specific behaviors associated with speech production. Prerequisite: Admission to the College of Education and 2.7 overall grade point average.

EDCI 3301

Theory and Practice for Public School Teaching

Three semester hours. (FL/SP)

This is a study of basic theories and principles of pedagogy with an emphasis on developmentally appropriate practices and instructional materials and strategies based on current research and the Learner-Centered Proficiencies. A variety of authentic assessment techniques in specific (misspelled should read specific) content areas as specified by TEKS for children PK-12 will also be emphasized. Technology applications such as WebCT, PowerPoint, word processing, scanning, and hyper-linking will be used to help students develop an e-portfolio and complete other assigned tasks. Field-based activities will enable students to link theory to practices through a variety of projects in age and developmentally appropriate school settings. A grade of "C" or better must be earned to successfully complete the course. Prerequisite: Admission to the College of Education and 2.7 overall grade point average. Course fee: \$75.00.

EDCI 3304

Methods, Management and Discipline for the Early Grades

Three semester hours. (FL/SP)

The objectives of the course are to assist preservice teachers insert word "to" develop a sound understanding of ECE-4 Learner-Centered Proficiencies; ethical/legal aspects of teaching as mandated by TAC rule 230. 191; developmentally appropriate practices; and TEKS implementation. Pre-service teachers will expand their knowledge and ability to use technology resources by incorporating various multimedia resources into their instructional activities to enrich teaching-learning experiences for students. This field based course will be taken as part of Block II component and will require activities that will be completed at a partner school. A grade of "C" or better must be

earned to successfully complete the course. Prerequisite: Admission to the College of Education, completion of Block I and 2.7 overall grade point average. Course fee: \$75.00.