

## **College Dean: Dr. Celya Taylor (Updated August 15, 2020)**

Teachers College, Henderson includes the departments of Advanced Instructional Studies and Special Education; Educational Leadership; Counselor Education; Curriculum and Instruction; Family and Consumer Sciences; and Health, Physical Education and Recreation. Teachers College not only provides undergraduate and graduate programs that prepare P-12 educators, counselors, principals and superintendents, it also provides preparation for other professional careers. Offices and centers providing direct support for the Educator Education Program include the Office of Teacher Education Admissions and Clinical Experiences, the Office of Educator Licensure, the HSU Partners in Education (PiE), the STEM Center at HSU, and the Southwest-A Education Renewal Zone (ERZ).

As part of the Department of Curriculum and Instruction, the Office of Teacher Education Admissions and Clinical Experiences coordinates field and clinical experiences, including teacher internship, and provides administrative services for the Teacher Education Program. The Office of Educator Licensure oversees the process for the educator licensure application. The HSU Partners in Education (PiE) is a partnership among Henderson State University, educational service cooperatives, two-year colleges, and P-12 schools that promotes professional development of pre-service and in-service educators. The STEM Center provides services and resources for P-12 schools and teachers. Services and resources include curriculum mapping, alignment, and implementation; instructional support; assessment; special programs and workshops; and materials. The Southwest-A Education Renewal Zone is a broad-based collaborative effort among Henderson State University, public school districts, education service cooperatives and other support organizations which concentrates human and financial resources on improving and sustaining P-12 schools in high-need areas.

## **Teachers College, Henderson and “Bridging liberal arts with professional aspirations”**

Teachers College, Henderson fully supports Henderson State University’s vision and mission. Graduates from the College demonstrate a solid foundation of liberal arts and are confidently prepared in their professions. Professionals prepared by Teachers College, Henderson include, but are not limited to, educators, clinical mental health counselors, dietitians, recreational therapists, and sport managers. Because the programs are varied, TCH aspires to educate professionals who make a positive difference in the lives of all individuals and their communities.

## **Teachers College, Henderson Mission**

Teachers College, Henderson State University, through quality instruction, service, and research, prepares reflective teachers, school leaders, counselors and other professionals who demonstrate high expectations for individual self-realization. Moreover, the College is committed to preparing these professionals with the 21<sup>st</sup> century knowledge and skills required to become successful leaders in a highly technological and diverse world.

## **Teachers College, Henderson Educator Preparation Program Vision and Mission**

Our vision, “**Teaching and leading for learning for all,**” implies that **all** of our candidates will be prepared and qualified to teach every student. Furthermore, school leaders and other school professionals will be prepared as instructional leaders who will value and support the school community. The mission of

the Teachers College, Henderson Teacher Education Program is to develop highly effective educators and instructional leaders for P-12 schools, who know their content, command 21st Century pedagogical skills, use varied and appropriate media to communicate effectively with diverse audiences, and model high moral and ethical professional standards and dispositions.

## **The Teacher Education Program**

### **Candidate Proficiencies**

Graduates of the Teacher Education Program of Teachers College, Henderson are expected to demonstrate the knowledge, skills, and dispositions of effective educators. The Arkansas Department of Education has adopted the 2011 Model Core Teaching Standards developed by Interstate Teacher Assessment and Support Consortium (InTASC). These **Arkansas Teaching Standards** provide a framework for identifying competencies expected of all teacher education candidates. The standards are organized around four general categories: the learner and learning, content, instructional practice, and professional responsibility. Moreover, Teachers College expects its candidates to demonstrate the following dispositions that Teachers College has identified as essential for effective teaching: caring for students and their families, valuing diversity, being fair, taking responsibility for student learning, learning through reflection, and modeling professionalism.

### **Teacher Education Admission**

It is the student's responsibility to initiate the application for admission to the Teacher Education Program by the end of the sophomore year (or completion of Teacher Education Orientation), in accordance with the procedure established by the Henderson State University Teacher Education Council. The TEC approves applications for admission into teacher education (sophomore level) and advancement to internship (senior level). Students may be either fully or conditionally admitted. If conditionally admitted, students are given a specific time period during which to complete the requirements for full admission. Full admission into the Teacher Education Program requires completion of the following requirements:

1. Submission of the Application for Admission into the Teacher Education Program (TEP) by the end of the sophomore year or during Teacher Education Orientation. The application may be obtained from the Office of Teacher Education Admissions/Clinical Experiences, Education Center 213 or during EDU 2000L Teacher Education Orientation.
2. A minimum GPA of 2.7.
3. Successful completion of the following (usually in Teacher Education Orientation):
  - a. ACT (taken prior to admission to university) or PRAXIS CORE\*
  - b. Teacher Education Admission Interview
  - c. Grade of "C" or better in Freshman English A & B, College Algebra or approved equivalent, and Oral Communication.
4. Clearance on FBI, Arkansas State Police, and DHS background checks

**\*Praxis Core:** If required, the PRAXIS CORE should be taken prior to or during EDU 2000 Teacher Education Orientation. Candidates must register for the PRAXIS CORE online through the Educational Testing Service (ETS) website (See [www.ets.org/praxis](http://www.ets.org/praxis)). It is the candidate's responsibility to verify the most current Arkansas testing requirements (test codes and passing scores) on the ETS website PRIOR to registering for an exam.

**NOTE:** Admission into the Teacher Education Program is a prerequisite to enrollment in senior-level (4000) EDU, EDE, EDM, SPE, and RDG courses.

Candidates for teacher licensure must submit acceptable scores on the required basic skills exams and appropriate Praxis Subject Area Specialty test(s) prior to internship. Candidates must pass the Praxis II Principles of Learning and Teaching Test or appropriate Praxis pedagogy test prior to completion of internship. The Office of Educator Licensure will make recommendations for initial licensure to the Arkansas Department of Education for graduates who have completed a bachelor's degree, met all program requirements (including internship), passed the required Praxis assessments, completed child maltreatment reporting training and other ADE mandated training, and cleared the Arkansas State Police and FBI background checks.

**Offenses that will Disqualify Candidates from Teaching or Working in Arkansas Public Schools:**

Before entering the Teacher Education Program, candidates should be aware that certain offenses will disqualify them from licensure and employment in Arkansas public schools. For list of disqualifying offenses, please see the information on the website link:

[http://www.arkansased.org/public/userfiles/HR\\_and\\_Educator\\_Effectiveness/HR\\_PLSB\\_Docs/Disqualifying\\_Offenses.pdf](http://www.arkansased.org/public/userfiles/HR_and_Educator_Effectiveness/HR_PLSB_Docs/Disqualifying_Offenses.pdf)

**Principles of Learning and Teaching (PLT) Course Courses (29 hrs)**

All Teacher Preparation candidates must complete the 29 hours Principles of Learning and Teaching core or its equivalency. This core consists of three specified modules and internship. It is strongly recommended that students concurrently enroll in the courses designated in each module. **Modules should be taken in their designated sequence.**

Principles of Learning and Teaching Module I

EDU 2000L Teacher Education Orientation

EDU 2423 Introduction to Education

EDU 2043 Educational Technology

Principles of Learning and Teaching Module II

SPE 3013 Psychology of the Exceptional Child

EDU 3123 Educational Psychology (middle level majors take STEM course)

\*Principles of Learning and Teaching Module III

EDU 4XX2 Assessment and Educational Measurement (designated grade levels)

EDU 4XX3 Classroom Management (designated grade levels)

EDU 4890 Orientation to Internship

Internship--Professional Semester 12 hours

EDE, EDM, SPE or EDU 4XX6 Internship Content

EDE, EDM, SPE or EDU 4XX6 Internship Clinical

\*Students must be fully (not conditionally) admitted to the Teacher Education Program in order to enroll in PLT Module III courses. Music and art majors seeking teacher licensure are strongly encouraged to take the classroom management course. HPER majors take the Measurement and Evaluation course with HPE prefix rather than Assessment and Measurement.

## **Teacher Internship**

The Application for Teacher Internship should be completed one semester BEFORE the teacher internship semester. Applications must be submitted through the Tk20 assessment system. A Tk20 account is obtained during EDU 2000 Teacher Education Orientation.

Deadlines for submitting applications for internship:

**October 1**—Spring Internship/Semester

**March 1**—Fall Internship/Semester

The Teacher Education Council will review the applications and supporting confidential records. To be eligible for internship, candidates must meet the following requirements:

1. Admission to the Teacher Education Program
2. Completion of all required coursework
3. Submission of Application for Graduation signed by registrar
4. Overall 2.7 grade point average
5. Grade point average of 2.7 and no grade lower than “C” in required education courses
6. Grade point average of 2.7 and no grade lower than “C” in the teaching field(s)
7. Adequacy of health and physical condition for teaching

8. Evidence of dispositions appropriate for teaching
9. Recommendation of the student's major department and other faculty
10. Clearance on FBI, Arkansas State Police, and DHS background checks
11. Passing Praxis II content test scores

Candidates must register for the PRAXIS exams online through the Educational Testing Service (ETS) website (See [www.ets.org/praxis](http://www.ets.org/praxis)). It is the candidate's responsibility to verify the most current Arkansas testing requirements (test codes and passing scores) on the ETS website PRIOR to registering for an exam.

Candidates must meet or exceed the Arkansas required score on the Praxis II Principles of Learning and Teaching (PLT) or pedagogy test before or during internship. Candidates who do not score at or above the Arkansas required Praxis II PLT or pedagogy test will receive an "incomplete" grade for clinical internship until the required score is met. Candidates will not receive degrees until all internship requirements are completed.

Students may not be enrolled in courses, including online or correspondence courses while enrolled in internship without formal approval from the Teacher Education Council. A candidate participating in internship who vacates dormitory facilities will not be charged for housing during the off-campus period. Internship hours will be credited toward the B.S.E. (or Educator Licensure) candidates only.

All interns spend approximately five days on campus at the beginning of the semester as part of the orientation for internship. The rest of the semester consists of teacher internship public school experiences and internship assignments. Four days during the semester are spent on campus to complete requirements for professional development and exit interviews and attend the educator career fair.

Candidates for teacher licensure must submit acceptable scores on the required basic skills exams and appropriate Praxis Subject Area Specialty test(s) prior to internship. Candidates must pass the Praxis II Principles of Learning and Teaching Test or appropriate Praxis pedagogy test prior to completion of internship. The Office of Educator Licensure will recommend for initial licensure to the Arkansas Department of Education graduates who have completed a bachelor's degree, met all program requirements (including internship), passed the required Praxis assessments, completed child maltreatment reporting training and other ADE mandated training, and cleared the Arkansas State Police and FBI background checks.

**Department of Curriculum & Instruction Faculty:** Dr. Givan, Chair; Ms. Allen, Dr. Harrison, Ms. Johnson, Ms. Jones, Mr. Launius, Dr. McDowell, Dr. Quast, Dr. Sutherlin, Dr. C. Taylor, Dr. K. Taylor, Dr. Williams, Mr. Williams, Dr. Wyatt

Teacher Education Program candidates must meet licensure standards for initial licensure as mandated by the Arkansas Department of Education. Candidates should work closely with their assigned advisors to ensure that they are following the appropriate program of study expected for the teacher licenses they expect to earn. *Current degree plans should be retrieved from the second floor of the Education Center. Eight semester plans may be available on the registrar's webpage.*

## **Bachelor of Science in Education: Elementary (K-6) Education**

In addition to the university's Liberal Arts Core (see notes below) and the Principles of Learning and Teaching Core described in a later section, elementary education majors (kindergarten through grade 6) must take at least 50 hours of elementary education courses. **Elementary Education Curriculum**

### **(K-6) 50 hours**

|     |      |  |
|-----|------|--|
| PHS | 1053 | Earth Systems and the Environment  |
| EDE | 2063 | Child Development  |
| HIS | 4263 | Arkansas and the Southwest History   |
| MTH | 1053 | Number Sense and Operations  |
| MTH | 2483 | Geometry I for the Elementary & Middle Grades                                  |
| MTH | 2543 | Data Analysis, Statistics and Probability for the Elementary and Middle Grades |
| HPE | 3502 | Health & Fitness of Young Children   |
| EDE | 3242 | Arts Integration in the Classroom  |
| EDE | 3053 | Inclusive Education for Diverse Learners                                       |
| EDE | 3472 | Family & Community Relations   |
| EDE | 3113 | Literature for Elementary Students   |
| RDG | 3092 | Scientific Approaches to Reading   |
| RDG | 3103 | Emergent and Developing Literacy   |
| RDG | 3203 | Reading and Writing in the Content Area  |
| EDE | 4283 | Literacy and Language Arts in the Elementary Classroom                         |
| EDE | 4413 | Social Studies in the Elementary Classroom                                     |
| EDE | 4423 | Science/STEM in the Elementary Classroom                                       |
| EDE | 4433 | Math/STEM in the Elementary Classroom  |

LIBERAL ARTS CORE notes for elementary education majors:

1. EDU 4543 *Exploring Perspectives of Linguistically and Culturally Diverse Learners* is the required Liberal Arts Core Non-Western Culture course.
2. PHS 3154 *Physical Science for Teachers* may be used to satisfy one of the science core requirements.
3. *Astronomy* may not be used to satisfy the science core requirement.
4. A social science course other than *Psychology* must be used as the core elective.
5. *Psychology* may not be used to satisfy the core elective nor the social studies elective.

*Additional coursework may be required. Current degree plans should be retrieved from the second floor of the Education Center.*

## **Bachelor of Science in Educational Studies: (Non-Licensure) Elementary Education K-6**

Students may choose to complete an Educational Studies degree in Elementary Education. The B.S. in Educational Studies in Elementary Education provides students with the opportunity to obtain an education degree without licensure in elementary education. Students choosing this degree option will complete the Elementary Education Curriculum Courses. Students are not required to complete EDE 4283, EDE4413, EDE 4423, and EDE 4433; however, these courses may substitute for any of the courses listed below required for the program of study. Students will then complete the following courses.

### **Electives**

|     |      |   |
|-----|------|---|
| BTE | 2133 | Word Processing I   |
| BTE | 3143 | Word Processing II  |
| BTE | 4163 | Desktop Publishing  |
| EDE | 3242 | Arts Integration in the Classroom                                 |
| EDM | 4273 | STEM: Collaboration/Inquiry                                       |
| EDU | 2023 | Serious Play: Introduction to Teaching and Learning Through Games |
| EDU | 4573 | Early Childhood Curriculum  |
| EDU | 4293 | Practicum Early Childhood   |
| PSY | 3303 | Motivation  |
| PSY | 2263 | Developmental Psychology  |

SOC 3043 Sociology of Education

### **Capstone**

EDU 4483 Acquisition of English as a Second Language

EDU 4543 Exploring Perspectives of Linguistically and Culturally Diverse Learners

EDU 4533 Methods and Materials for Teaching

EDU 4603 Second Language Assessment

SPE 3513 Behavior Management

SPE 3503 Special Education Law

## **Bachelor of Science in Education: Middle Level (4-8) Education**

Middle level education majors (grades 4 through 8) may select two emphasis areas from four content areas: English, math, science, and social studies. In addition to the university's Liberal Arts Core and the Principles of Learning and Teaching Core described in a later section, middle level education majors must take 53-60 hours of specified middle level core courses and designated courses for selected specialty areas.

### **Middle Level Core Courses**

HIS 4263 Arkansas and the Southwest History

MTH 1053 Number Sense & Operations

MTH 2483 Geometry I for Elementary & Middle Grades

MTH 2543 Data Analysis Stat & Probability for Elementary and Middle Grades

PHS 1053 Earth Systems and the Environment

EDM 3143 Middle Level Philosophy and Organization

EDM 3153 Adolescent Development and Practicum

EDM 3113 Literature for Middle School Students

RDG 3103 Emergent and Developing Literacy

RDG 3203 Reading and Writing in the Content Area

EDM 4273 STEM: Collaborative Inquiry and Learning



### **Middle Level Language Arts Specialty Courses**

|     |      |  |
|-----|------|--|
| ENG | 2683 | Masters of Western Literature or ENG 2013 World Literature I |
| ENG | 2023 | World Literature II  |
| ENG | 3043 | Non-Western Literature                                       |
| ENG | 4163 | Modern Grammar   |
| ENG | 4453 | Advanced Composition   |
| EDM | 4233 | Language Arts Practicum in the Middle Grades                 |

### **Middle Level Social Studies Specialty Courses**

|     |      |   |
|-----|------|---|
| HIS | 1013 | World Civilization to 1660                            |
| HIS | 1023 | World Civilization since 1660                         |
| HIS | 2053 | U S History to 1877                                   |
| HIS | 2063 | U S History since 1877                                |
| PSC | 1013 | American National Government                          |
| GEO | 1023 | Introduction to Geography or GEO 2163 World Geography |
| ECO | 2013 | Macroeconomics  |
| EDM | 4243 | Social Studies Practicum in the Middle Grades         |

### **Middle Level Mathematics Specialty Courses**

|     |      |  |
|-----|------|--|
| MTH | 3523 | Discrete Mathematics for Middle Grades           |
| MTH | 3553 | Foundations of Calculus for Middle Grades        |
| MTH | 4563 | Math Modeling and Applications for Middle Grades |
| EDM | 4213 | Math Practicum in the Middle Grades              |

### **Middle Level Science Specialty Courses**

|     |           |  |
|-----|-----------|--|
| BIO | 1013+1021 | Biology/Lab                              |
| BIO | 2114      | General Zoology <b>or</b> other 4-hr BIO |

|     |      |  |
|-----|------|--|
| CHM | 1034 | Chemistry for Non-majors               |
| PHY | 2034 | General Physics                        |
| EDM | 4233 | Science Practicum in the Middle Grades |

LIBERAL ARTS CORE notes for middle level majors:

1. *Some courses within the specialty areas may satisfy liberal arts core requirements.*
2. *Candidates choosing the language arts specialty area must take Advanced Composition as the writing elective.*
3. *Candidates choosing the language arts specialty area must take Non-Western Literature as the nonwestern culture elective.*
4. *EDU 4543 Exploring Perspectives of Linguistically and Culturally Diverse Learners is the required Non-Western Culture course for all other middle level majors besides those choosing language arts as a specialty area.*

*Additional coursework may be required. Current degree plans and scheduling guides should be retrieved from the second floor of the Education Center.*

## **Bachelor of Science in Educational Studies: (Non-Licensure) Middle Level Education**

Students may choose to complete an Educational Studies degree in Middle Level Education. The B.S. in Educational Studies provides students with the opportunity to obtain an education degree without licensure in middle level education. Students choosing this degree option will complete the Middle Level Education Core Courses along with any combination of specialty area courses in the areas of math, science, social studies, or language arts that will total 120 hours upon completion of the following courses.

### **Electives**

|     |      |   |
|-----|------|---|
| BTE | 2133 | Word Processing I   |
| BTE | 3143 | Word Processing II  |
| BTE | 4163 | Desktop Publishing  |
| EDE | 3242 | Arts Integration in the Classroom                               |
| EDM | 4273 | STEM: Collaboration/Inquiry                                     |
| EDU | 2023 | Serious Play: Introduction to Teaching & Learning Through Games |
| EDU | 4573 | Early Childhood Curriculum                                      |

|     |      |                           |
|-----|------|---------------------------|
| EDU | 4293 | Practicum Early Childhood |
| PSY | 3303 | Motivation                |
| PSY | 2263 | Developmental Psychology  |
| SOC | 3043 | Sociology of Education    |

### **Capstone**

|     |      |  |
|-----|------|--|
| EDU | 4483 | Acquisition of English as Another Language                               |
| EDU | 4543 | Exploring Perspectives of Linguistically and Culturally Diverse Learners |
| EDU | 4533 | Methods and Materials for Teachers                                       |
| EDU | 4603 | Assessing English Language Proficiency of K-12 Learners                  |
| SPE | 3513 | Behavior Management  |
| SPE | 3503 | Special Education Law  |

## **Bachelor of Science in Education: Special (K-12) Education**

In addition to the university's Liberal Arts Core (see notes below) and the first 6 hours of the Principles of Learning and Teaching Core described in a later section, special education majors (kindergarten through grade 12) must take at least 57 hours of elementary education and special education courses.

### **Special Education Curriculum (K-12) 61 hours**

|     |      |                                     |
|-----|------|-------------------------------------|
| PHS | 1053 | Earth Systems and the Environment   |
| EDE | 2063 | Child Development                   |
| SPE | 3013 | Psychology of the Exceptional Child |
| MTH | 1053 | Number Sense and Operations         |
| HPE | 4073 | Adaptive Physical Education         |
| EDE | 3242 | Arts Integration in the Classroom   |
| EDE | 3472 | Family and Community Relationships  |
| EDE | 3113 | Literature for Elementary Students  |
| RDG | 3103 | Emergent and Developing Literacy    |

|     |        |   |
|-----|--------|---|
| RDG | 3092   | Scientific Approaches to Reading                        |
| RDG | 3203   | Reading and Writing in the Content Area                 |
| SPE | 3051-3 | Integrated Curriculum and Practicum                     |
| SPE | 3503   | Special Education Law                                   |
| SPE | 3513   | Behavior Management                                     |
| SPE | 4403   | Assessment and Programming                              |
| SPE | 3083   | Methods and Modifications of Literacy and Language Arts |
| SPE | 3073   | Methods and Modifications of Math/Science               |
| SPE | 4103   | Adv Methods Mild/Moderate Disabilities                  |
| SPE | 4393   | Adv Methods Severe/Profound Disabilities                |

LIBERAL ARTS CORE notes for special education majors:

1. *EDU 4543 Exploring Perspectives of Linguistically and Culturally Diverse Learners is the required Non-Western Culture course within the Liberal Arts Core.*
2. *PHS 3154 Physical Science for Teachers may be used to satisfy one of the science core requirements.*

*Additional coursework may be required. Current degree plans should be retrieved from the second floor of the Education Center.*

## **Bachelor of Science in Education: Computer Science & Business Technology Education (4-12)**

Computer Science and Business Technology Education are prepared to teach business technology courses as well as computer science courses. Graduates of the program will be licensed to teach in grades 4-12 in both content areas. The growing need for a specialized workforce that is skilled in professional practice and computer programming is essential in the 21st century. This program is designed to provide teacher candidates with the opportunity to both develop and teach the knowledge, skills, and dispositions necessary for that transition. In addition to completing the university's Liberal Arts Core and the Principles of Learning and Teaching Core described in a later section, a student pursuing this Bachelor of Science in Education will complete a major in Computer Science and Business Technology Education (56 credit hours).

**Computer Science and Business Curriculum 56 hrs**

|     |      |   |
|-----|------|---|
| ACC | 2013 | Principles of Accounting A                        |
| ACC | 2023 | Principles of Accounting B                        |
| FIN | 2183 | Personal Finance                                  |
| GBU | 3143 | Legal Environment of Bus                          |
| MKT | 3013 | Fundamentals of Mkt                               |
| GBU | 4213 | Intro to Entrepreneurship                         |
| BIS | 2073 | Fundamentals Information Systems                  |
| MTH | 2283 | Discrete Mathematics I                            |
| CSC | 1104 | Foundations of Computer Science I                 |
| CSC | 1114 | Foundations of Computer Science II                |
| CSC | 2203 | Data Structures                                   |
| BTE | 2133 | Word Processing I                                 |
| BTE | 3143 | Word Processing II                                |
| BTE | 4163 | Desktop Publishing                                |
| BTE | 4993 | (WI) Business and Technology Education Workshop   |
| RDG | 3103 | Emergent and Developing Literacy                  |
| RDG | 3203 | Reading & Writing in the Content Areas            |
| EDU | 4833 | Special Methods Business and Technology Education |

*LIBERAL ARTS CORE notes for computer science and business technology education majors:*

- 1. EDU 4543 Exploring Perspectives of Linguistically and Culturally Diverse Learners is the required Non-Western Culture course within the Liberal Arts Core.*
- 2. PHS 3154 Physical Science for Teachers may be used to satisfy one of the science core requirements.*
- 3. ECO 2023 Principles of Microeconomics is the required core elective.*

4. *ECO 2013 Principles of Macroeconomics is one of the required social sciences.*

*Additional coursework may be required. Current degree plans should be retrieved from the second floor of the Education Center.*

## **Bachelor of Science in Education Degree (or BA/BS with Teacher Licensure) Secondary Education 7-12 or K-12**

Students may complete an undergraduate degree in **art, English, family and consumer sciences, health and physical education, physics, math, music, or social studies** that is designed to prepare them for teaching in a public school educational setting. In addition to completing the university's Liberal Arts Core and the Principles of Learning and Teaching Core described below, students who seek a bachelor's degree in these disciplines must complete requirements for the major and, as a result, must develop a major degree plan with content-area advisors within those specific departments.

### **Principles of Learning & Teaching (PLT) Core Courses (29 hours)**

All Educator Preparation candidates must complete the 29 hours Principles of Learning and Teaching core or its equivalency. This core consists of three specified modules and internship. It is strongly recommended that students concurrently enroll in the courses designated in each module. Modules should be taken in their designated sequence.

#### **Principles of Learning and Teaching Module I**

EDU 2000L Teacher Education Orientation

EDU 2423 Introduction to Education

EDU 2043 Educational Technology

#### **Principles of Learning and Teaching Module II**

SPE 3013 Psychology of the Exceptional Child

EDU 3123 Educational Psychology (middle level majors take STEM course)

#### **\*Principles of Learning and Teaching Module III**

EDU 4XX2 Assessment and Educational Measurement (designated grade levels)

EDU 4XX3 Classroom Management (designated grade levels)

#### **Internship--Professional Semester 12 hours**

EDE, EDM, SPE or EDU 4XX6 Internship Content

EDE, EDM, SPE or EDU 4XX6 Internship Clinical

\*Students must be admitted to the Teacher Education Program in order to enroll in PLT Module III

courses. Music and art majors seeking teacher licensure are strongly encouraged to take the classroom management course. HPER majors take the Measurement and Evaluation course with HPE prefix rather than Assessment and Measurement.

## **Endorsements**

### **English to Speakers of Other Languages (ESOL) Endorsement**

All candidates pursuing teacher licensure may elect to add the ESOL endorsement to their program of study. The requirements for the ESOL endorsement include the four courses listed below and the appropriate Praxis exam (see Arkansas requirements at [www.ets.org](http://www.ets.org)).

|     |           |  |
|-----|-----------|--|
| EDU | 4543/5543 | Exploring Perspectives of Linguistically and Culturally Diverse Learners |
| EDU | 4603/5603 | Assessing English Language Proficiency of K-12 Learners                  |
| EDU | 4553/5533 | Methods and Materials of Teaching English Learners                       |
| ENG | 4483/5483 | Acquisition of English as Another Language                               |

### **Coaching Endorsement**

All candidates pursuing teacher licensure may elect to add the coaching endorsement to their program of study. Current information regarding specific coursework and Praxis exams required should be obtained from the chair of the Health, Physical Education, and Recreation (HPER).

### **Pre-K (Ages 3 and 4) Endorsement**

All candidates pursuing Elementary Education (K-6) teacher licensure may elect to add the 3 and 4 year old endorsement to their program of study. The requirements for the 3 and 4 year-old endorsement include the six courses listed below and the appropriate Praxis exam (see Arkansas requirements at [www.ets.org](http://www.ets.org)). Some courses may be completed as part of the elementary education major.

|     |      |                                     |
|-----|------|-------------------------------------|
| EDE | 2063 | Child Development                   |
| SPE | 3013 | Psychology of the Exceptional Child |
| EDE | 3472 | Family and Community Relations      |
| RDG | 3103 | (WI) Emergent & Developing Literacy |
| EDU | 4573 | Early Childhood Curriculum          |
| EDU | 4293 | Practicum Early Childhood           |

## Special Education Resource Endorsement (K-6 or 7-12)

All candidates pursuing Elementary Education (K-6), Middle Level Education (4-8), or Secondary Education Math, Science, or English may elect to add the special education endorsement to their program of study. The undergraduate requirements for the special education resource endorsement include five courses listed below. The first course is typically an existing undergraduate education requirement for all teacher education programs.

|      |      |   |
|------|------|---|
| SPE  | 3013 | Psychology of the Exceptional Child                                   |
| SPE  | 3503 | Special Education and the Law   |
| SPED | 3513 | Strategies in Behavior Management                                     |
| SPE  | 4103 | Advanced Methods of Teaching Students with Mild/Moderate Disabilities |
| SPE  | 4213 | Assessment and Programming  |

## Certificates

**Project Based Learning Certificate (14 Hours):** The Project-Based Learning Certificate engages students in learning the principles and design of project-based learning for a variety of career paths. While this certificate is embedded in the department of Curriculum and Instruction in Teachers College, its basic tenets are applicable to a wide variety of career and technical pursuits.

|     |      |                                     |
|-----|------|-------------------------------------|
| EDU | 2043 | Educational Technology              |
| EDE | 3242 | Arts Integration                    |
| EDU | 2023 | Introduction to Game-Based Learning |
| EDM | 4273 | STEM: Collaboration/Inquiry         |
| BTE | 4993 | Business Tech Ed Workshop           |

## Other Professional Programs

For information concerning the Master of Arts in Teaching degree (alternative licensure program) or *graduate* degrees in Advanced Instructional Studies—English to Speakers of Other Languages (ESOL), Early Childhood Education, Middle Childhood Education, Physical Education, Math Education, Special Education, Counselor Education, Educational Leadership, or Sport Administration, please refer to the Graduate School Catalog available online at [www.hsu.edu/graduateschool](http://www.hsu.edu/graduateschool).



## Courses in Business and Technology Education

**BTE 2133. Word Processing I.** A hands-on course designed to provide the student with a wide variety of word processing skills that may be used for personal or professional use. Business and Technology Education majors are required to develop a speed of at least 45 words a minute on five-minute timings with no more than five errors. Spring and Fall. *Prerequisite:* Keyboarding proficiency strongly recommended.

**BTE 3143. Word Processing II.** A course to develop in-depth knowledge and applications proficiency in word processing with special emphasis on advanced features. A diagnostic exam to determine keyboarding proficiency will be given at the beginning. Independent proficiency materials will be covered if needed. An exit advanced keyboarding proficiency exam will be given. Business and Technology Education majors are required to develop a speed of at least 60 words a minute on five-minute timings with no more than five errors. Non-Business and Technology Education majors are required to develop a speed of at least 50 words a minute on five-minute timings with no more than five errors. Spring only. *Prerequisite:* BTE 2133.

**BTE 4063, 5063. Business and Technology Applications.** The course will involve an investigation of materials, methods, and techniques used in teaching business and educational technology applications. Emphases will be on proficiency in the use of applications and the integration of applications. This course requires access to a computer with Internet access due to partial online requirements and coursework. Fall only. *Prerequisites:* Keyboarding, hardware and software proficiency strongly recommended.

**BTE 4153, 5153. (WI) Current Trends and Problems in Business and Technology Education.** A course for the study of current issues, program development, curriculum design, etc. in business and technology education. This course requires access to a computer with Internet access due to partial online requirements and coursework. Fall only. *Prerequisites:* ENG 3313 University Writing, advanced Business and Technology Education status, and permission of instructor.

**BTE 4163. Desktop Publishing.** A basic course in designing materials for publication including selecting and creating graphics and designing and laying out the page. The use of paper, color, and type to maximize eye appeal and readability for the user will be emphasized. The course consists of theory and practical application. Spring only. *Prerequisite:* Keyboarding proficiency strongly recommended.

**BTE 4991-3, 5991-3. (WI) Business and Technology Education Workshop.** Workshops which focus on a current topic or trend in secondary business and technology education and will include teaching methodology. This course requires access to a computer with Internet access due to partial online requirements and course work. Spring only. *Prerequisites:* Advanced Business and Technology Education status and permission of instructor.

**EDU 4833. Special Methods: Business and Technology Education.** The teacher candidates will create lesson plans and supplementary materials for teaching business and technology education and related subjects. Practice teaching sessions will include implementing successful teaching methods, techniques, and assessment. A minimum of ten hours of field experience and observation may be required during which candidates teach 7-12 grade students and assess their own teacher impact on student learning. Preparation for teacher internship will be conducted including updating the candidate's web-based portfolio. Fall only. *Prerequisites:* Advanced Business and Technology Education status.

## Courses in Education

**EDE 2063. Child Development.** This course provides preservice teachers with the basic understandings of the professional knowledge base of early childhood growth and development necessary in providing developmentally appropriate instruction to diverse students in a wide range of early childhood educational settings. Prerequisite: EDU 2423.

**EDE 3053. Inclusive Education for Diverse Learners.** A study of the historical, philosophical, legal, and social foundations of general and special elementary education based on the belief that ALL children can learn. Emphasis will be placed on national standards and state frameworks leading to the formulation of developmentally appropriate practices, curriculum, assessment and environment. Prerequisites: EDE 2063 and SPE 3013.

**EDE 3113. Literature for Elementary Students.** Students are introduced to trade books and become acquainted with the selection, evaluation and presentation of literature to children for developing lessons using the language arts standards. Five hours of field experiences are required. Prerequisite: EDE 2063.

**EDE 3122. Creative Arts in Early Childhood Education.** This course will involve students in projects concerning art, music, and literature with and for children in early childhood education programs. Its purpose is to also demonstrate various ways in which children learn through creative experiences.

**EDE 3242. Arts Integration in the Classroom.** This course supports learning through the arts to enrich experiences associated with other academic disciplines in ways that extend learning and deepen understanding. The role of arts integration in the classroom is introduced through research, hands-on experiences, field experiences, and guest artists. Assigned projects develop understanding of methods used to integrate instruction in multiple content areas. Prerequisite: EDU 2423.

**EDE 3472. Family and Community Relationships.** This course is designed to prepare education professionals who establish and maintain positive and collaborative relationships with children, families, and communities. Key components of this class are theory, research, legislation, and current events that impact education. Prerequisite: EDE 2063.

**EDE 4283. Literacy and Language Arts in the Elementary Classroom.** This course is a study of developmentally and individually appropriate curriculum content, literature and instructional practices in the continuum from readiness through proficiency in language, reading and writing. Significant field experiences will be required for this course in combination with the other content methods courses. Prerequisites: Admission to TEP, RDG 3203.

**EDE 4413. Social Studies in the Elementary Classroom.** The purpose of this course is to introduce elementary teacher education candidates to effective curriculum and instructional methods used by practicing teachers. Candidates will review the Arkansas social studies curriculum as it relates to content, instructional planning, differences in learning styles, critical thinking, problem solving, performance skills, collaboration, and active learning (based on pedagogical standards identified by the National Council for the Social Studies). Special emphasis will be placed on the value of a democratic citizenship education, cultural diversity, and constructivist theories of learning. A field experience of 50 hours is required for this course in combination with the other content methods courses. Prerequisites: Admission to TEP, RDG 3203.

**EDE 4423. Science/STEM in the Elementary Classroom.** This course will provide an interdisciplinary approach to integrating STEM into practice across the elementary disciplines. The course will involve participation in problem-based and project-based learning activities, mathematics and science inquiry learning tasks, engineering design and using technology to gain and display information. Students will practice backwards design to develop STEM units. Significant field experience of 50 hours is required for this course in combination with the other content methods courses. Prerequisites: Admission to TEP, MTH 2543, RDG 3203.

**EDE 4433. Math/STEM in the Elementary Classroom.** This course is designed to instruct students in elementary math processes and practices based on the Common Core Mathematics Standards. The course will provide experiences with inquiry learning, math manipulatives, using notebooks and literature in math lessons. Students will practice backwards design to develop mathematics units integrated with science, technology, and engineering designs. Significant field experience of 50 hours required for this course in combination with the other content methods courses. Prerequisites: Admission to TEP, MTH 2483, MTH 2542, RDG 3203.

**EDE 4556. Internship - K-6 Elementary Education Content.** A 16-week experience in grades K-6 in a public school where knowledge of content is assessed by a Teachers College, Henderson content university supervisor and an experienced teacher, licensed in the content area. An Impact on Student Learning Project is assessed based upon the content standards defined by ACEI. Together with *K-6 Elementary Education Clinical Internship*, a total of four evaluations will take place with corrective feedback shared in a post observation conference. Co-requisite: EDE 4566.

**EDE 4566. Internship - K-6 Elementary Education Clinical.** A 16-week experience in grades K-6 in a public school where knowledge and demonstration of pedagogical skills are assessed by a Teachers College, Henderson clinical university supervisor and an experienced teacher, licensed in the clinical area. A clinical assessment portfolio created through TK20 and exit presentation are required as culminating projects. Together with *K-6 Elementary Education Content Internship*, a total of four evaluations will take place with corrective feedback shared in a post-observation conference. **The appropriate Praxis PLT exam must be passed in order to receive credit for the course.** Co-requisite: EDE 4556.

**EDM 3113. Literature for Middle Level Students.** This course provides potential middle level teachers with a broad perspective of young adolescent literature. Students are introduced to trade books and become acquainted with the selection, evaluation, and presentation of literature to young adolescents for the development of standards-based lessons. Five hours of field experiences are required. Prerequisite: EDU 2423.

**EDM 3143. Middle Level Philosophy and Organization.** This course introduces teacher candidates to the major components of teaching middle school students. The course investigates the philosophy and organization of middle schools as characterized by the Association of Middle Level Education. Prerequisite: EDU 2423.

**EDM 3153. Adolescent Development and Practicum.** This course introduces teacher candidates to the developmental theories of adolescents through the application of these developmental theories to teaching and learning in the middle and high school. At least 20 hours of field experience are required. Prerequisite: EDU 2423.

**EDM 4213. Math Practicum in the Middle Grades.** This course introduces pre-service teachers to curriculum and instructional methods used by professional middle level math educators. Students will review the middle school Common Core math standards that relate to learning and development, differences in learning styles, critical thinking, problem solving and performance skills, active learning, motivation, inquiry, collaboration, supportive classroom interaction, instructional planning, assessment, reflection, professional growth, and professional leadership. Significant field experience of 50 hours is required. Prerequisites: Admission to TEP, RDG 3203.

**EDM 4223. Science Practicum in the Middle Grades.** This course introduces pre-service teachers to curriculum and instructional methods used by professional middle level science educators. Students will review the middle school science standards they relate to learning and development, differences in learning styles, critical thinking, problem solving and performance skills, active learning, motivation, inquiry, collaboration, supportive classroom interaction, instructional planning, assessment, reflection, professional growth, and professional leadership. Significant field experiences of 50 hours is required. Prerequisites: Admission to TEP, RDG 3203.

**EDM 4233. Language Arts Practicum in the Middle Grades.** This methods course will provide an interdisciplinary approach to integrating language arts into practice across the disciplines. The course will involve active participation in school settings as candidates apply their knowledge of the language arts modes to developing and implementing lesson plans and reflecting upon their teaching experiences. Significant field experience of 50 hours is required. Prerequisites: Admission to TEP, RDG 3203.

**EDM 4243. Social Studies Practicum in the Middle Grades.** This methods course will assist candidates in developing a thorough understanding and appreciation of the existing relationship between social studies and language arts. Candidates will learn how to apply one area to the other in order to enhance instruction, produce genuine learning experiences with meaningful assessments. This course requires at least 50 hours of field experiences in which candidates will have the opportunity to experiment with their newly learned skills in a practical classroom setting. Prerequisites: Admission to TEP, RDG 3203.

**EDM 4273. STEM: Collaborative Inquiry and Learning.** This course introduces pre-service teachers to the STEM curriculum and instructional methods used by professional middle level STEM educators. Students will review the middle school Common Core content standards for STEM, Science, Math, Language Arts and Social Studies. Middle level teacher candidates will engage in critical thinking, problem solving and performance skills, active learning, motivation, inquiry, and collaboration. Through collaborative efforts, they will work with grades 4-8 classroom teachers in STEM and supportive content areas to solve real-world educational problems. Field experiences required. Prerequisites: Admission to TEP.

**EDM 4296. Internship – 4-8 Middle School Content.** A 16-week experience in grades 4-8 in a public school where knowledge of content is assessed by an experienced teacher, licensed in the content area, and a Teachers College, Henderson content university supervisor. An Impact on Student Learning Project is assessed based upon the content standards defined by AMLE. Together with *Clinical Internship* a total of four evaluations will take place with corrective feedback shared in a post-observation conference. Corequisite: EDM 4306.

**EDM 4306. Internship – 4-8 Middle School Clinical.** A 16-week experience in grades 4-8 in a public school where knowledge and demonstration of pedagogical skills are assessed by an experienced teacher, licensed in the clinical area and a Teachers College, Henderson clinical university supervisor. A clinical assessment portfolio created through TK20 and exit defense presentation is required as culminating projects. Together with *Content Internship* a total of four evaluations will take place with corrective feedback shared in a post-observation conference. **The appropriate Praxis PLT exam must be passed in order to receive credit for the course.** Co-requisite: EDM 4296.

**EDU 2000L. Teacher Education Orientation.** The purpose of this online laboratory experience is to prepare students for admission into the Educator Preparation Program. This course is required of all education majors to be completed during the first term of education coursework at Henderson. The lab introduces to the student to the Educator Preparation Handbook, requirements for admission to the program, completion of admission interview, and requirements for Tk20 implementation. **Passing scores on Praxis CORE are required to receive credit (CR) for this course.** Proof of registration for the exam must be presented before the end of the course. Students enrolled in this course will be assessed a Tk20 fee. Co-requisite: EDU 2423.

**EDU 2023. Serious Play: An Introduction to Teaching and Learning Through Games.** This course explores the theory and implementation of educational games, simulations, and Internet culture for improved instructional engagement. Participants will explore the foundational, social and cultural implications of these new media. We will examine how educators can leverage students' interests in digital culture to extend their learning and keep them engaged in the course content. The course itself organized as a game that explores the theories of educational gaming, and the practical aspects of evaluating and implementing games, simulations, and virtual environments for teaching and learning.

**EDU 2043. Educational Technology.** Assists prospective teachers with understanding the role that various forms of technology play in the teaching and learning process, basic theories of technical communication and collaboration, web-page design, web-based research, and the location selection, and evaluation of webbased instructional tools. Addresses the use of computer software and hardware to develop instructional materials is addressed. Emphasis is placed on beginning the development of a digital portfolio.

**EDU 2423. Introduction to Education.** The purpose of the course is to provide prospective teachers a fundamental background of the teaching profession, including historical developments, educational infrastructure, career opportunities, and an understanding of students and the educational community. This course requires 30 hours of field experiences. Co-requisite: EDU 2000L.

**EDU 3123. Educational Psychology.** A course which examines current learning theory and theorists for applied use in classroom situations. Behavioral, cognitivist, constructivist and social views are included. Broad concepts such as intelligence, development, creativity and motivation and their implications for teaching are emphasized. This course helps to prepare educator preparation candidates for principles of learning and teaching associated with Praxis PLT exam. Prerequisite: EDU 2423.

**EDU 4083 Classroom Management K-6.** The purpose of this course is to provide undergraduate students with a fundamental background in the various skills and techniques needed in the teaching profession. These skills and techniques will be closely meshed with classroom management and control, organization and discipline. Danielson's four domains are presented. 30 hours field component required. Prerequisites: Admission to TEP, EDU 2423, EDU 2043, SPE 3013.

**EDU 4101-3. Independent Study.** A course designed for individuals wishing to work one-on-one with a faculty member to complete a project that is not necessarily research based. For example, the study of a topic that is of particular interest to a student but that might not currently be offered in the major curriculum. Permission of the department chair required.

**EDU 4113. Classroom Management (7-12).** This course provides information related to the implementation of rules and procedures, use of lesson plans as management tools, practical application of discipline models, and skills needed for effective communication. Content includes analysis and discussion of cases and research of current resources. The four domains of Danielson are presented. 30 hours field component required. Prerequisites: Admission to TEP, EDU 2423, EDU 2043, SPE 3013.

**EDU 4216. Secondary Teaching Internship Content.** A 16-week experience in grades 7-12 in a public school where knowledge of content is assessed by an experienced teacher, licensed in the content area and a Teachers College, Henderson content university supervisor. An Impact on Student Learning Project is assessed based upon the content standards defined by the appropriate specialized professional association. Together with *Clinical Internship* a total of four evaluations will take place with corrective feedback shared in a post-observation conference. Co-requisite: EDU 4256.

**EDU 4241-3. Independent Research.** A course designed for individuals wishing to work one-on-one with a faculty member to complete a project in a specific area of interest. Permission of the instructor is required.

**EDU 4256. Secondary Teaching Internship Clinical.** A 16-week experience in grades 7-12 in a public school where knowledge and demonstration of pedagogical skills are assessed by an experienced teacher, licensed in the clinical area and a Teachers College, Henderson clinical university supervisor. A clinical assessment portfolio created through TK20 and exit presentation is required as culminating projects. Together with *Content Internship* a total of four evaluations will take place with corrective feedback shared in a post-observation conference. **The appropriate Praxis PLT or pedagogy exam must be passed in order to receive credit for the course.** Co-requisite: EDU 4216.

**EDU 4293. Practicum Early Childhood.** Formal and informal assessment strategies, instructional practices and practicum experiences for early childhood education. Over 40 hours of significant field experiences required in Davis-Baker Preschool. Prerequisites: Admission to TEP, EDE 3053, EDE 3242.

**EDU 4302. Assessment and Educational Measurement 4-8.** The purpose of this course is to prepare prospective 4-8 teachers with practical knowledge and skills to plan and teach lessons, as well as to evaluate and analyze test results as they will be expected to do throughout their teaching careers. Admission to EPP required for enrollment. Prerequisites: EDU 2423, EDU 2043, SPE 3013.

**EDU 4333, 4336. Practicum in Elementary Physical Education.** Field Experience for Elementary Physical Education under the direct supervision of a qualified teacher while completing teacher internship, with guidance from the HPER departmental staff.

**EDU 4402. Assessment and Educational Measurement (7-12).** A study of modern techniques of measurement and evaluation, both formative and summative. Attention is given to making and analyzing classroom tests. Computer assistance is also discussed. Prerequisites: Admission to TEP, EDU 2043, SPE 3013, EDU 3123.

**EDU 4433. Classroom Management 4-8.** The purpose of this course is to provide undergraduate students with a fundamental background in the various skills and techniques needed in the teaching profession. These skills and techniques will be closely meshed with classroom management and control, organization and discipline. Danielson's four domains are presented. 30 hours field component required. Prerequisites: Admission to TEP, EDU 2423, EDU 2043, SPE 3013.

**EDU 4483/5483 Acquisition of English as Another Language.** A study of factors influencing language acquisition and literacy development, including the foundations of linguistics, the social and academic functions of language, English syntax, the conventions of written English, rhetorical patterns and ranges of genres in written English, and pragmatics and sociolinguistics. An introduction to the International Phonetic Alphabet (IPA). Field assignments required. May be taken concurrently with EDU 4543/5543

**EDU 4533/5583 Methods and Materials for Teaching English Learners.** Planning, creating, or selecting materials appropriate for K-12 English learners; implementing effective instructional strategies for all ELLs at any English Language Proficiency Level based on valid and reliable formative and summative assessment data. Aligning learning objectives with state and national standards and using backward design to differentiate learning activities and assessments. Ten hours of clinical experience required. May be taken currently with EDU 4503/5603 Assessment of English Language Proficiency. **Prerequisites: EDU 4543/5543 Learners and EDU 4483/5483 or permission of instructor.**

**EDU 4543, 5543. Exploring Perspectives of Linguistically and Culturally Diverse Learners.** A study of the relationship between language and culture, including the impact of cultural experiences on language development, disposition, and learning. Understanding acculturation and assimilation and their influence on people's perception of immigrants. Emphasis on continual professional development and research in ESOL and the importance of the educator as a professional resource and advocate for English learners and their families. Attendance at two multicultural events required.

**EDU 4603/5603 Assessing English Language Proficiency of K-12 Learners.** A study of federal laws and policies impacting English learners in K-12 public education; identification, placement, and exit of English language programs; formative and summative assessments of language proficiency and content knowledge; validity, reliability, and culture and language bias in assessments; norm referenced and criterion referenced assessments. Two hours of field experience required. **Prerequisites: EDU 4543/5543 and EDU 4483/5483**

**EDU 4833. Special Methods: Business and Technology Education.** The teacher candidates will create lesson plans and supplementary materials for teaching business and technology education and related subjects. Practice teaching sessions will include implementing successful teaching methods, techniques, and assessment. A minimum of ten hours of field experience and observation may be required during which candidates teach 7-12 grade students and assess their impact on student learning. Preparation for teacher internship will be conducted including updating candidate's web-based portfolio. Fall only. Prerequisite: Admission to EPP required.

**EDU 4854. Special Methods: Family and Consumer Sciences.** Special methods in the teaching of family and consumer sciences. A minimum of ten hours of field experience and observation may be required during which candidates teach 7-12 grade students and assess their impact on student learning. Not offered every year; please see advisor.

**EDU 4890. Orientation to Internship.** The purpose of this laboratory experience is to prepare students for admission to the Professional Internship semester.

## **Undergraduate Courses in Reading**

**RDG 0043. Academic Reading.** Students will improve their comprehensive and critical thinking skills first by intensive, analytical practice with short reading passages followed by the application of these skills to longer and increasingly difficult essays and articles. (Non-degree credit)

**RDG 3092. Scientific Approaches to Reading.** This course is to allow candidates to demonstrate knowledge of the theoretical models of reading and the five essential components of a comprehensive reading program with an emphasis on evidence-based practices. The course content will include phonology, word analysis skills, vocabulary, fluency, and comprehension.

**RDG 3103. (WI) Emergent and Developing Literacy.** This course is designed to cover the basis of reading instruction, process, and terminology as related to the elementary and middle level classroom curriculum. Prerequisite: EDU 2423.

**RDG 3203. Reading and Writing in the Content Area.** A study of materials and techniques used in teaching reading strategies to middle level and secondary students to enhance their learning in the content areas. Special emphasis is placed on diagnosis and provision for meeting individual needs within the content area courses. Prerequisite: RDG 3103.

## **Undergraduate Courses in Special Education**

**SPE 3013. Psychology of the Exceptional Child.** A course designed to introduce the student to a study of those children who deviate from the normal pattern of development. The course includes a review of the causes of individual differences and a survey of materials and methods used in the field of special education. 30 hours of field experience required. Prerequisite: EDU 2423.

**SPE 3051-3. Integrated Curriculum and Practicum.** Integrated Curriculum and Practicum is designed to provide students a supervised experience that allows them to develop, sharpen and demonstrate their skills as future special education teachers. The Practicum is a repeatable course that is a one hour, two hour, and three hour requirement for candidates in the Special Education program.

**SPE3073. Methods and Modifications of Math and Science.** This course is designed to acquaint the pre-service special education teacher with materials, strategies, techniques, methods and modifications for teaching mathematics and science in k-12 special education and inclusive classrooms. Significant field experiences will be required for this course. Special Education teacher candidates will identify appropriate modifications for developmentally appropriate practices based on individual student needs (below basic, proficient, advanced).

**SPE3083. Methods and Modifications for Literacy.** This course is a study of developmentally and individually appropriate curriculum content, literature, and instructional practices in the continuum from readiness through proficiency in language, reading, and writing. Significant field experiences will be required for this course. Special Education teacher candidates will identify appropriate modifications for developmentally appropriate practices based on individual student needs (below basic, proficient, advanced).



**SPE 3503. Special Education and the Law.** This course is designed to provide an introductory overview of the federal and state laws concerning provision of services to students with exceptionalities in the public schools. The course emphasizes the rights and responsibilities contained in the Individuals with Disabilities Education Act (IDEA) and a review of the political, legal, and social history leading to its passage. The Rehabilitation Act of 1973: Section 504 and the American Disabilities Act (ADA) are also discussed. Selective court cases, legal readings and educational law and policies for the State of Arkansas are included. Prerequisite: SPE 3013.

**SPE 3513. Behavior Management.** This course provides an introduction to the strategies, principles, and techniques of behavior management. The course also provides a basic understanding of the social, cultural, emotional, motivational and environmental factors and issues which influence student behavior and development. Strategies, techniques and principles to promote self-esteem, autonomy and self-regulation will be discussed and reviewed through assignments based on school field experiences and current research based readings. Candidates will be required to spend at least ten hours in school classrooms. Prerequisite: SPE 3013.

**SPE 4103/5103. Advanced Methods of Instructing Students with Mild/Moderate Disabilities.** This course provides a series of experiences in which the candidate designs, implements, and evaluates appropriate individualized instructional programs for individuals with mild to moderate disabilities. Significant field experiences are required. Prerequisites: SPE 3503, SPE 3513, EDE 4433, EDE 4423, EDE 4413, EDE 4283.

**SPE 4116. Special Education (K-12) Internship Content.** A 16-week special education experience in a K-12 public school setting, during which candidates are exposed to a full range of disabilities and grade levels. Knowledge of content is assessed by a special education university supervisor and an experienced special education teacher. An Impact on Student Learning Project is assessed based upon the content standards defined by the Council for Exceptional Children (CEC). Together with *Clinical Internship* a total of four assessments will take place with corrective feedback shared in a post-observation conference. Corequisite: SPE 4126.

**SPE 4126. Special Education (K-12) Internship Clinical.** A 16-week experience in a K-12 public school setting. Knowledge and demonstration of pedagogical skills are assessed by an experienced teacher, licensed in the clinical area and a Teachers College, Henderson clinical university supervisor. A clinical assessment portfolio created through TK20 and exit presentation is required as culminating projects. Together with *Content Internship* a total of four assessments will take place with corrective feedback shared in a post-observation conference. **The appropriate Praxis PLT must be passed in order to receive credit for the course.** Co-requisite: SPE 4116.

**SPE 4213/5213. Introduction to Autism Spectrum Disorder.** The course is an examination of the psychological, physiological, social, and educational characteristics of individuals who have been identified as having Autism Spectrum Disorder (ASD). By the end of this course, candidates will demonstrate knowledge and skills related to planning intervention options for individuals who are considered in need of special education services.

**SPE 4393/5393. Advanced Methods of Instructing Students with Severe to Profound**

**Disabilities.** This course is designed to provide an intensive study in the curriculum, methods, techniques and materials that have been developed specifically for those students with moderate, severe and profound disabilities. This study will focus on a functional and age appropriate curriculum base and community based instruction (CBI) as well as methods and approaches for successful inclusion within the general education program. Alternate assessment will also be addressed. Field experiences are required.

Prerequisites: SPE 3503, SPE 3513, EDE 4433, EDE 4423, EDE 4413, EDE 4283.

**SPE 4403/5403. Assessment and Programming.** The purpose of the course is to provide students with the basic understanding of the legal and ethical issues that impact assessment, eligibility and placement of students with disabilities, measurement theory, practices and devices required for appropriate services. The focus will be to gain an understanding and to demonstrate educational responsibility for knowing assessment devices and procedures. Field experiences are required. Prerequisites: SPE 3503, SPE 3513, EDE 4433, EDE 4423, EDE 4413, EDE 4283.