

TEACHERS COLLEGE, HENDERSON

Dr. Celya Taylor, Dean

Teachers College, Henderson includes the departments of Advanced Instructional Studies and Educational Leadership; Counselor Education; Curriculum and Instruction; Family and Consumer Sciences; and Health, Physical Education, Recreation and Athletic Training. Teachers College not only provides undergraduate and graduate programs that prepare P-12 educators and other school professionals, it also provides preparation for other professional careers. Other offices and centers providing support for the Educator Education Program include the Office of Educator Preparation Admissions and Clinical Experiences, the Office of Educator Licensure, the HSU Partners in Education (PiE), the M. H. Russell Center for Economic Education, 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 Educator Preparation Admissions and Clinical Experiences coordinates all Educator Preparation field and clinical experiences, including teacher internship, and provides administrative services for the Educator Preparation 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 M. H. Russell Center for Economic Education coordinates programs and resources with Economics Arkansas that are designed to encourage an economic way of the thinking and problem solving on the part of educators who can encourage their students to use that understanding in their everyday lives. 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 athletic trainers. Although the programs are varied, TCH aspires to educate professionals who make a positive difference in the lives of 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 21st 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 Educator Preparation 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 EDUCATOR PREPARATION PROGRAM CANDIDATE PROFICIENCIES

Graduates of the Educator Preparation 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 Educator Preparation 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, through reflection, and modeling professionalism.

ADMISSION INTO THE EDUCATOR PREPARATION PROGRAM

It is the student's responsibility to initiate the application for admission to the Educator Preparation 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 Educator Preparation Council (Teacher Education Council). Successful admission into the Educator Preparation Program includes completion of the following requirements:

1. **Submission of the Application for Admission into the Educator Preparation Program (EPP)** by the end of the sophomore year or during Teacher Education Orientation. The application may be obtained from the Office of Educator Preparation Admissions/Clinical Experiences, Education Center 213 or during EDU 2000L Teacher Education Orientation.
2. A minimum 2.7.
3. Successful completion of the following (usually in Teacher Education Orientation):
 - a. PRAXIS CORE*
 - b. Educator Preparation Interview
 - c. Grade of "C" or better in Freshman English A & B, College Algebra or approved equivalent, and Oral Communication.

***PRAXIS CORE:** The PRAXIS CORE must 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). 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 Educator Preparation Program is a prerequisite to enrollment in senior-level (4000) EDU, EDE, EDM, SPE, and RDG courses.

OFFENSES THAT WILL DISQUALIFY CANDIDATES FROM TEACHING OR WORKING IN ARKANSAS PUBLIC SCHOOLS:

Before entering the Educator Preparation Program, candidates must know that certain offenses will disqualify them from licensure and employment in Arkansas public schools.

For a list of disqualifying offenses (including expunged or pardoned records), go to http://www.arkansased.org/public/userfiles/HR_and_Educator_Effectiveness/HR_PLSB_Docs/Disqualifying_Offenses.pdf.

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 Director of Educator Preparation Admissions and Clinical Experiences will review the application and supporting confidential records. To be eligible for internship, candidates must meet the following requirements:

1. Admission to the Educator Preparation 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

Students may not be enrolled in courses, including online or correspondence courses while enrolled in internship without formal approval from the Educator Preparation Council (Teacher Education Council).

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.

Candidates must register for the PRAXIS exams online through the Educational Testing Service (ETS) website (See 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.

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 Praxis CORE in reading, writing, and mathematics 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 AND INSTRUCTION

Dr. M. Sutherlin, Chair; Dr. Benton,, Dr. Givan, Dr. Harrison, Ms. Holsclaw, Dr. McDowell, Dr. Monroe, Dr. Shuff, Dr. C. Taylor, Dr. K. Taylor, Dr. Wright, Dr. Williams, Dr. Wyatt

Educator Preparation 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.***

ELEMENTARY (K-6) EDUCATION **Bachelor of Science in 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

ART	1022	Public School Art OR MUS 2402 School Music
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	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 Teaching People of Other Cultures is the required 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.

ELEMENTARY EDUCATION

Bachelor of Science in Educational Studies (Non-Licensure)

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.

PSY	2263	Developmental Psychology
SOC	3043	Sociology of Education
EDU	4483	Acquisition of English as a Second Language
EDU	4543	Teaching People of Other Cultures
PSY	3303	Motivation
EDU	4533	Methods and Materials for Teaching
EDU	4603	Second Language Assessment
SPE	3513	Behavior Management
SPE	3503	Special Education Law

MIDDLE LEVEL (4-8) EDUCATION

Bachelor of Science in 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 or 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 non-western culture elective.***
- 4. EDU 4543 Teaching People of Other Cultures 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.

MIDDLE LEVEL EDUCATION

Bachelor of Science in Educational Studies (Non-Licensure)

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.

PSY	2263	Developmental Psychology
SOC	3043	Sociology of Education
EDU	4483	Acquisition of English as a Second Language
EDU	4543	Teaching People of Other Cultures
PSY	3303	Motivation
EDU	4533	Methods and Materials for Teaching
EDU	4603	Second Language Assessment
SPE	3513	Behavior Management
SPE	3503	Special Education Law

SPECIAL (K-12) EDUCATION **Bachelor of Science in Education**

In addition to the university's Liberal Arts Core (see notes below) and the first nine (9) 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 61 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
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	4072	Adaptive Physical Education
EDE	3242	Arts Integration in the Classroom
EDE	3113	Literature for Elementary Students
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
SPE	3503	Special Education Law
SPE	3513	Behavior Management
SPE	4403	Assessment and Programming
SPE	4103	Adv Mthds Mild/Moderate Disabilities
SPE	4393	Adv Mthds Severe/Profound Disabilities
SPE	4213	Intro to Autism Spectrum Disorders

LIBERAL ARTS CORE notes for special education majors:

- 1. EDU 4543 Teaching People of Other Cultures is the required 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.

COMPUTER SCIENCE AND BUSINESS TECHNOLOGY EDUCATION (4-12) **Bachelor of Science in Education**

Computer Science and Business Technology Education are prepared to teach business and computer science.

Graduates of the program will be licensed to teach in grades 4-12. 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 Teaching People of Other Cultures is the required Non-Western Culture course.***
- 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.

Business Administration Minor (18 hrs. for BTE majors)

See the requirements for a minor in the business administration elsewhere in this catalog.

ACC	2013	Principles of Accounting A
ACC	2023	Principles of Accounting B
ECO	2023	Principles of Microeconomics (may be used in LAC)
MGM	3113	Management & Organizational Behavior
MKT	3013	Fundamentals of Marketing
GBU	3143	Legal Environment of Business

Minor in Business and Technology Education (18 hours)

The Department of Curriculum and Instruction offers a minor in Business and Technology Education. Students wishing to complete the coursework for a minor in BTE should seek advisor approval before pursuing this minor. These requirements fulfill graduation requirements only, not licensure requirements for teaching business education.

ACC	2013	Principles of Accounting
BTE	2133	Word Processing I
BTE	4063	Business and Technology Applications
BTE	4163	Desktop Publishing

Electives Choose 6 hours from the following:

BTE	4153	Current Trends in Business and Technology
ECO	2013	Principles of Macro or

ECO	2023	Microeconomics
GBU	3143	Legal Environment of Business
MGM	3013	Management Communications
MGM	3113	Management & Organizational Behavior
MKT	3013	Fundamentals of Marketing

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

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 in a later section, 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 AND TEACHING (PLT) CORE COURSES (29 hrs)

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 Educator Preparation 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 as a Second Language (ESL) Endorsement: All candidates pursuing teacher licensure may elect to add the ESL endorsement to their program of study. The requirements for the ESL endorsement include the four course listed below and the appropriate Praxis exam (see Arkansas requirements at www.ets.org).

EDU	4543/5543	Teaching People of Other Cultures
EDU	4603/5603	Second Language Assessment
EDU	4553/5533	Methods and Materials of Teaching Limited English Proficient Students
ENG	4483/5483	Acquisition of English as a Second Language

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

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). 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 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 requirements for the special education endorsement include four courses listed below.

Special education survey course is existing undergraduate education requirement

SPE	3503	Special Education and the Law
SPE	3513	Strategies in Behavior Management
SPED	101	Academy competencies addressed in required courses below:
SPE	4103	Advanced Methods of Teaching Students with Mild/Moderate Disabilities
SPE	4213	Assessment and Programming

OTHER PROFESSIONAL PROGRAMS

For information concerning the Master of Arts in Teaching degree (alternative licensure program) or *graduate* degrees in Advanced Instructional Studies—English as a Second Language (ESL), Early Childhood Education, Middle Childhood Education, Physical Education, Math Education, Special Education, Counselor Education, Educational Leadership, or Sports Administration, please refer to the Graduate School Catalog available online at www.hsu.edu/graduate-school.

COURSE DESCRIPTIONS

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 is comprised 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 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 4273.Methods and Modifications for Math/Science. This course is a study of developmentally and individually appropriate strategies, methods, and techniques of teaching math and science in P-4 classrooms. Arkansas frameworks and curriculum standards are emphasized. Field experiences are required. Prerequisites: Admission to EPP, MTH 2483, MTH 2543, PHS 3154.

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 EPP, 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. Significant field experiences required for this course in combination with the other content methods courses. Prerequisites: Admission to EPP, 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 the participation in problem-based and project-based learning activities, mathematics and science inquiries learning tasks, engineering design and using technology to gain and display information. Students will practice backwards design to develop STEM units. Significant field experiences required for this course in combination with the other content methods courses. Prerequisites: Admission to EPP, 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 experiences required for this course in combination with the other content methods courses. Prerequisites: Admission to EPP, 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 experiences required. Prerequisites: Admission to EPP, 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 required. Prerequisites: Admission to EPP, 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 experiences required. Prerequisites: Admission to EPP, 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 5-10 consecutive days 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 EPP, 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 EPP.

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. Co-requisite: 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 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 web-based 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 15 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 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. 15 hours field component required. Prerequisites: Admission to EPP, 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 experience 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 EPP, 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 EPP, 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. 15 hours field component required. Prerequisites: Admission to EPP, EDU 2423, EDU 2043, SPE 3013.

EDU 4533, 5533. Methods and Materials for Teaching Limited English Proficient Students. The purpose of this course is to aid teachers in instructing limited English proficient (LEP) students. Current methods and materials for English as a Second Language (ESL) and bilingual instruction will be presented. Specific areas covered will include

second language acquisition, language assessment, reading strategies, content area strategies, and cultural considerations. This course is designed for students seeking the ESL endorsement. Prerequisite: EDU 2423.

EDU 4543, 5543. Teaching People of Other Cultures. The objective of this course is to assist educators in working with a growing and unique segment of population from multicultural backgrounds by increasing knowledge, sensitivity, and awareness along with the strategies necessary to address a culturally diverse population. This course meets the nonwestern culture course requirement.

EDU 4543/5548.Early Childhood Curriculum. The purpose of this course is a study of the foundations of early childhood education and the formulation of an approach to curriculum development based on a consistent educational philosophy. Theories of learner development will be presented and discussed in relation to inquiry-based learning, project-based learning, and play-based learning. These developmentally and age-appropriate teaching practices are advocated and supported by both national and state standards. This course is designed for students seeking the 3 and 4 year old endorsement. Prerequisites: Admission to EPP, EDU2423.

EDU 4603, 5603.Second Language Assessment. The purpose of this course is to aid teachers in the use and interpretation of various instruments designed to assess the needs of limited English proficient (LEP) students. Formal and informal assessment instruments in both English and native languages will be included. Particular attention will be placed on assessments to determine the level of English language proficiency of students. This course is designed for students seeking the ESL endorsement. Prerequisite: EDU 2423.

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 4483, 5483.Acquisition of English as a Second Language. A course introducing the theory of acquisition of English as a second language, including the various stages of language development. It will examine the cognitive, physical, social, and emotional factors impacting on acquisition of English as a second language. Emphasis will be placed on instructional strategies promoting acquisition of English as a second language. This course is designed for students seeking an ESL Endorsement. This course does not substitute for EDU 4873, Special Methods: Foreign Language. This course does not count toward the English major or minor; this course is not applicable to the M.L.A.

EDU 4913.(WI)Special Methods: Social Studies. The purpose of this course is to introduce pre-service teachers to curriculum and instructional methods used by professional secondary social studies educators. Students will review the social studies curriculum as it relates to learning and development, differences in learning styles, critical thinking, problem solving and performance skills, active learning and motivation, inquiry, collaboration, supportive classroom interaction, instructional planning, assessment, reflection, professional growth, and professional leadership (based on pedagogical standards identified by the National Council for the Social Studies). At least 10 hours field component required. Fall only. Admission to EPP required.

Undergraduate Courses in Reading

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. 10 hours of field experience required. Prerequisite: EDU 2423.

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. Co-requisite: 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.