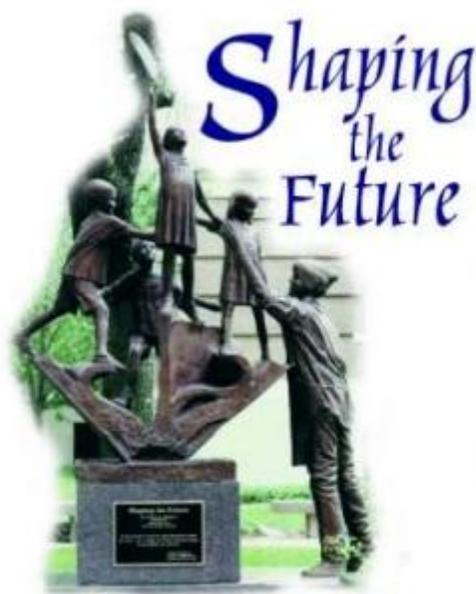


Bilingual Education Programs

Undergraduate Teacher Preparation Student Advisement Handbook



Fall 2010

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PROGRAM DESCRIPTION

Overview and General Information

Welcome to the Bilingual Education teacher preparation program. This handbook provides you important information concerning the program and options within the program. Upon receipt of this handbook, if you have any questions concerning the program contact the student advisor at csporter@tamu.edu. In addition, by signing the statement included in the handbook and submitting it to the program, you acknowledge that you have received, read, and understood the contents of the handbook.

Throughout your program of study, it is imperative that you keep the advisor informed of any changes in your legal name, address, or telephone number. As a student in the Bilingual Education programs, you are required to provide an e-mail address through the Texas A&M University Neo system, submit it to the advisor, and inform the advisor of any changes; all program changes, notices, and updates will be disseminated to students through your Texas A&M University e-mail account.

Since an individual is granted a teaching certificate by the Texas Education Agency (TEA) only upon the recommendation of a Texas teacher preparation institution, such as Texas A&M University, the institution is legally required to maintain records showing that each applicant it recommends has met all the requirements. As a student, you are expected to assume the responsibility for attending to details associated with the program requirements and deadlines explained in this handbook.

Bilingual Education Purpose, Philosophy, Rationale, and Objectives

Purpose

The purpose of the Bilingual Education teacher preparation program is to prepare pre-service teachers to teach English Language Learners (ELL) in grades EC (Early Childhood)-6 through instructional delivery in the student's native language (Spanish) and English as a Second Language (ESL).

Philosophy

The Bilingual Education Programs at Texas A&M University is designed to prepare biliterate educator practitioners to serve as competent, ethical, and caring professionals. Our program prepares teacher leaders in bilingual education to address the cognitive, linguistic and affective needs of English Language Learners. Our graduates are committed to the implementation of evidence based practices, bilingual pedagogy linked to strong instructional design, and assessment that informs instruction. They understand the importance of collaboration and partnerships with the community, with families, and with their colleagues. We support each student in developing

professional goals and the habits of a reflective practice for continued professional and personal growth.

Rationale

Bilingual teacher preparation programs must meet the needs of English Language Learners, their families, and their communities.

Program Objectives

1. The bilingual education teachers will demonstrate communicative competence and academic language proficiency in the first language (L₁) and in the second language (L₂).
2. The bilingual education teacher will demonstrate knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.
3. The bilingual education teacher will demonstrate knowledge of the process of first- and second-language acquisition and development.
4. The bilingual education teacher will demonstrate comprehensive knowledge of the development and assessment of literacy in the primary language.
5. The bilingual education teacher will demonstrate a comprehensive knowledge of the development and assessment of biliteracy.
6. The bilingual education teacher will demonstrate a comprehensive knowledge of content-area instruction in (L₁) and in (L₂).

Bilingual Education Programs Degree

Bilingual education teacher preparation program graduates obtain a baccalaureate degree in Interdisciplinary Studies and are certified to teach Bilingual Education and regular education in Early Childhood through 6 (EC-6) within the constraints of Texas certifications and No Child Left Behind mandates. Degree plans and certification plans are included in Appendix A.

MEETING PROGRAM OBJECTIVES

Admission and Retention Guidelines for the Bilingual Education Programs

The intent of the application for admission process is to evaluate students in terms of the appropriateness of the bilingual education programs toward meeting their career goals. To make the selection process as equitable as possible, and maintain high standards, minimum criteria have been established for admission to and continuation in the bilingual education programs. All decisions regarding admission and continuation are made by the Bilingual Education Programs Admissions and Review Committee.

Application to the Bilingual Education Programs

Students will not be allowed to take bilingual track education courses other than INST 310 and EPFB 210 until they have been admitted to the Bilingual Education Programs. Admission to the Bilingual Education Programs (hereinafter referred to as the Program) is based on student qualifications and availability of slots. Meeting the criteria for admission is not a guarantee of admission to the program. Admission occurs twice yearly, with materials submission deadlines of April 1 and July 1 (for transfer students, only) for the subsequent fall semester. A completed application must be submitted and can be obtained from the undergraduate advisor or downloaded at http://epsy.tamu.edu/articles/application_to_bilingual_education_certification_program. In addition the application materials include the following:

1. *A current transcript from all universities attended.* Academic performance in all course work with particular emphasis on performance in INST 310 and EPFB 210 should be a grade of "B" or better. A minimum GPR of 2.50 is required to be considered for admission. The GPR will be based on a minimum of 15 semester credits taken at Texas A&M University.
2. *A statement of goals* indicating interests, aspirations, and career plans for the future. This statement consists of two parts: part 1 in English and part 2 in Spanish. These will be reviewed not only for content, but also for clarity of thought, expression, organization, and writing style. In addition part 2 will be reviewed to evaluate the applicant's written Spanish language proficiency. Through this statement, students should present an idea of their commitment to bilingual education and English language learners.
3. *A copy of a resume* containing information regarding schools attended (secondary and post-secondary), work experience, extracurricular activities, honors, and related professional activities.
4. *Three letters of recommendation:* one from a College of Education faculty member (exclusive of bilingual education faculty); one from a teacher, counselor,

or administrator in a school; and one from a community member who knows you well. These recommendations should address your ability to complete the academic requirements as well as your potential as a bilingual educator in the classroom setting.

5. Evidence of English proficiency by a passing score on any of the following measures: THEA, ACCUPLACER, ASSET or COMPASS or through exemption with appropriate scores on the TAKS, SAT, or ACT.
6. Evidence of Spanish proficiency through satisfactory performance on the Spanish Oral Interview. To view the rubric and other application related materials please visit the Bilingual Programs website in Educational Psychology.
7. A non-refundable fee of \$200 is charged by the college when the admission application is approved.

(All materials must be received by the undergraduate bilingual education advisor by the April 1 or July 1 deadlines.)

Acceptance into the Bilingual Education Programs

Students meeting admission criteria will be assigned to available slots in the program cohort. Students who met criteria but could not be assigned to the cohort will be placed on a waiting list. All students who are accepted and assigned slots MUST inform the Bilingual Education Programs' academic advisor of their acceptance by the date indicated on their acceptance letter, by submitting an acceptance letter and signed Code of Ethics form. If acceptance is not received by the indicated date, the slot will be assigned to the next person on the waiting list. Once all slots are filled, letters will be sent to candidates on the waiting list regarding their status. Students who were not assigned may elect to reapply for the next cohort selection. Students who are admitted must enroll in BEFB 472 and BEFB 474 for the fall semester following admission.

Students admitted to the Bilingual Education Programs must adhere to all program norms and regulations. In addition to academic evaluation, students will be evaluated on professional habits, demeanor, and practices. Students must be successful and make satisfactory progress in all aspects of the Bilingual Education Programs in order to remain in the program.

Retention in the Bilingual Education Program

The Bilingual Education Programs Admissions and Review Committee will conduct an annual review of the bilingual cohort members. Following admission to the Program, students will register during the fall semester for BEFB 472 and BEFB 474 and during the spring semester for BEFB 476 and BEFB 470. In both the fall and spring semesters a bilingual field based lab from 8-11 am two days per week is required.

Students will be assigned to bilingual classrooms in Bryan ISD and College Station ISD. Students may NOT take coursework during the times designated for labs. Because of the nature of advanced courses, students should not take more than 15 hours per semester. Continuation in the Program depends upon three critical factors: a minimum GPR of 2.50, instructional delivery skills acquisition, and professional demeanor in all settings.

Progress Reviews: After admission into the program, students will receive a progress review in October and May to ensure that adequate progress is being made in coursework and that the student is on track to complete all coursework before entering methods or student teaching.

As part of the review process or at any time during the semester if a student is not making expected academic or professional progress the student may be subject to, but not limited to, any of the following:

- verbal review of progress
- development of a support plan with clear outcomes and time lines delineated via a growth plan or probationary contract
- termination from the Bilingual Education Program

Grades: Students must at all times maintain a GPR of 3.00 in courses identified as part of the bilingual education program and an overall GPR of 2.50. Students who fall below these minimum requirements will be placed on probationary status and will have one semester to bring their GPR back up to the minimum.

Any student receiving a “C” or lower in any bilingual education course will be required to repeat that course except in very special circumstances submitted in writing to the director of the Bilingual Education Programs. A support plan will be developed to assist the student in making progress toward GPR requirements. Failure to show progress and language proficiency will result in the student not being allowed entry into more advanced level courses and/or in dismissal from the program.

Any student receiving a “C” or lower in any education course (not the bilingual strand, as mentioned above) will be placed on a support plan to assist the student in making progress toward GPR requirements.

Completion of core classes: There are four courses in the bilingual field-based sequence. These courses have co-requisite and pre-requisites, and must be taken accordingly. (See Appendix A)

It is important to note that student teaching is considered a full academic load. Additional coursework is not permitted during the student teaching semester. If a student has pending coursework during what would be his or her student teaching semester, she or he will not be cleared to register for and continue with student teaching.

Knowledge base and teaching skill set: While students may start the program at various levels of ability, it is expected that by the completion of the senior methods block of courses, students can demonstrate proficiency in the following areas: lesson design, lesson delivery, and Spanish academic language proficiency as evaluated by school-based mentor teachers and by university supervisors. During the methods block of courses, students will be observed by the Bilingual Education Programs supervisor. Upon the recommendation of Bilingual Education Programs field placement coordinator/supervisor and with the approval of the Bilingual Education Programs undergraduate coordinator and the director of Bilingual Education Programs, students who do not meet the above criteria and are deemed to need additional support and practice in teaching will be placed on a support or probationary contract. Students placed on a support or probationary contract may be required to do additional field experiences in the schools before being recommended for student teaching. If additional support and practice does not result in improvement, the student will be dismissed from the program.

Professional conduct: Students must exhibit professional conduct at all times. These behaviors are expected in all settings including, but not limited to, the field based classroom placement setting; the university classroom placement setting; interactions with field based personnel, students, and parents; interactions with university faculty; interactions with peers; and ability to fulfill professional requirements such as turning in paperwork in a timely manner. Students with inappropriate behaviors will be advised, and, a support plan will be developed. If student's professional conduct is deemed by faculty to be inappropriate despite advising and a support plan, the student will be dismissed from the program. In exceptional cases of gross lack of appropriate behavior such as but not limited to assault or battery, sexual misconduct, and/or substance abuse, students will be excluded from field experiences immediately and will be dismissed from the program. Students who do not clear district background checks will not be allowed to continue in any field-based courses. This situation can be considered grounds for dismissal from the program.

The support and dismissal process: Initially, a growth plan is developed in conjunction with the student. The growth plan is intended as an attempt to support the student in developing or refining academic, professional competence and practice. A review date is included as part of the plan. If the student makes expected progress and satisfies the conditions of the growth plan, then the plan will be considered complete and it will terminate. On rare occasions, when circumstances warrant it, a student may be placed directly on a probationary contract and forgo the growth plan.

If a student does not make adequate and expected progress on the growth plan, the growth plan may segue into a probationary contract. Students with probationary status are blocked from scheduling additional courses. A review date is included as part of the plan. If the student makes expected progress and satisfies the conditions of the probationary plan, then the plan will be considered complete and it will terminate.

If a student is not making or does not make adequate progress while on the probationary contract the student will be sanctioned and recommended for dismissal from the program. The Bilingual Undergraduate Committee will review the recommendation and provide written notification of any sanctions. Sanctions include:

- cause/reason for the sanction
- corrective actions to be completed by the student to have the sanction removed
- the timeline by which the corrective action must be completed

If the sanctions are not satisfied, the student will be dismissed from the program. Any student placed on sanctions and subject to dismissal may access the University's Student Grievance Process to contest the sanction at the following website: <http://student-rules.tamu.edu/part3htm>

Advising: Students must make an appointment with the Bilingual Education academic advisor every semester to review their degree plan and to ensure that all degree plans and certification requirements are met.

W Courses: Texas A&M University requires students to take two courses in their major that carry a W designation. This designation means that the class is writing intensive. SPAN 303 (Composition and Conversation) and RDGN 302 (Teaching Reading through Children's Literature) carry this designation.

Field-based experiences: EPFB 210, BEFB 472, BEFB 474, BEFB 470, and BEFB 476 are the field based courses that must be completed before the Teaching, Learning, and Culture (TLAC) Senior Methods.

Field-based competencies: Students in the Bilingual Education Field-Based (BEFB) courses must meet minimum expectations on targeted teaching competencies. These competencies are designed to prepare students for a successful student teaching experience. These competencies include the ability to:

- work collaboratively with field partner and school personnel
- follow university rules and rules established for school personnel
- display professional behavior and demeanor at all times
- apply bilingual pedagogy
- design concept-based thematic units
- deliver instruction in English and in Spanish
- engage students in higher order thinking activity
- assess formally and informally student knowledge and behaviors
- demonstrate research based classroom management practices

University Neo accounts: Students must sign up for and respond appropriately to messages on the bilingual listserv. Students must maintain and check daily their university neo account for messages.

Student i-Folios: An i-Folio is an electronic portfolio of their philosophy of education, core values, professional experiences, and work products while in the bilingual undergraduate program at Texas A&M. Students must develop and maintain an i-Folio. Information about i-Folios can be accessed at <http://i-folios.coe.tamu.edu>.

Certification Exam Preparation: The competencies tested on the bilingual educator certification exams are taught and evaluated as embedded concepts in each course. In addition, each BEFB course will have an exam preparation class session (the review focuses on the competencies that most relate to the given course). Finally, all students will participate in a exam review session (approximately 2 hour in duration) prior to taking their respective certification exam (the Bilingual Generalist (EC-6) and the BTLPT in methods and the PPR in student teaching).

Dismissal Process

Termination from the program is voluntary or involuntary.

Voluntary Termination: Students who decide to leave the Program voluntarily must write a letter to the Bilingual Education Programs academic advisor stating their intention to withdraw from the Program, rationale for leaving (e.g., pursuing a different major), and semester of withdrawal from Program.

Involuntary Termination: Students can be dismissed from the Program based on the following circumstances: 1) student has been placed on a support or probationary contract and remediation efforts have been unsuccessful; 2) student has violated Texas A & M University student rules. Students have a right to appeal the dismissal using the established university appeals process. See <http://student-rules.tamu.edu> for university rules and appeal process.

BILINGUAL EDUCATION UNDERGRADUATE COURSES AND PREREQUISITES

The following courses may only be taken by students who have been accepted into the Bilingual Education Programs and who have degree plans or certification plans on file.

Bilingual Education Field-Based

BEFB 472	Bilingual/Dual Language Methodologies
BEFB 474	Biliteracy
BEFB 470	Bilingual Assessment and Monitoring
BEFB 476	Content Area Instruction in Bilingual Program

Senior Methods Block Courses*

ECFB 400	Social Studies Methods in Early Childhood Education
ECFB 420	Science Methods in Early Childhood Education
ECFB 440	Mathematics Methods in Early Childhood Education
RDNG 440	Reading/Language Methods in Early Childhood Education

*This is a TLAC course cycle. Bilingual Education pre-service teachers are placed in the field by the Bilingual Education Programs.

Student Teaching

BEFB 425	Student Teaching
BEFB 426	Effective Instruction for Hispanic Students

FIELD EXPERIENCES IN BILINGUAL EDUCATION

Philosophy

The pre-service bilingual teaching experience is designed to provide opportunities in the bilingual education classroom, which facilitate the application of bilingual education theory and pedagogy, and professional experiences with regard to teacher roles, responsibilities, and relationships in the public schools.

Goals

Our primary goal is to develop competent bilingual teachers. In meeting this goal, the following objectives are established to provide students with a continuing sequence of opportunities to

- Observe and teach in bilingual classrooms in the public schools
- Relate observational experience to theory, practice, and coursework; and
- Apply theory, practice, and coursework to the bilingual pre-service experience in the bilingual classroom.

Course Sequences

Paramount in the preparation of pre-service bilingual teachers is the sequence of planned field experiences which are purposefully designed to develop the novice teacher into a confident professional who has a clear understanding of research based methodology and effective teaching practices and strategies. In preparing bilingual pre-service teachers for their role as a professional, the Program offers several types of experiences which sequentially introduce the bilingual pre-service teacher into teaching. It is assumed that the student will have all core university requirements successfully completed at the time of admission.

The following required courses are open to all students enrolled at TAMU:

EPFB 210 Family Involvement and Empowerment
INST 310 Understanding Special Populations

After students have been admitted to the Bilingual Education Programs, they may take the following classes. This block of classes involves over 700 clock hours of field-based practica. This practicum is done in school districts in the Bryan-College Station area. Practica activities include tutoring and applying reading teaching methods, development and delivery of instruction plans and modified materials, and assessments. *During time allotted for the lab or field experience, students MAY NOT schedule other courses or other commitments. This includes but is not limited to arriving late or leaving early. Students must begin and end the field experience on the date established by the course syllabi and in the case of student teacher, the student teaching calendar.*

Fall

BEFB 472 Bilingual/Dual Language Methodologies
 BEFB 474 Biliteracy

LAB: Field experiences are on Mondays and Wednesdays from 8-11 am.

Spring

BEFB 470 Bilingual Assessment and Monitoring
 BEFB 476 Content Area Instruction in Bilingual Program

LAB: Field experiences are on Tuesdays and Thursdays from 8-11 am.

Senior Methods Block Courses*

ECFB 400 Social Studies Methods in Early Childhood Education
 ECFB 420 Science Methods in Early Childhood Education
 ECFB 440 Mathematics Methods in Early Childhood Education
 RDNG 440 Reading/Language Methods in Early Childhood Education

*This is a TLAC course cycle. Bilingual Education pre-service teachers are placed in the field by the Bilingual Education Programs.

Student Teaching

BEFB 425 Student Teaching
 BEFB 426 Effective Instruction for Hispanic Students

Transportation

It is the student's responsibility to arrange for their transportation to and from their field placement sites.

Procedures for Concerns or Complaints in the Field

When a student has concerns or complaints about either the field experience or a specific occurrence in their field assignment, the student should report this immediately to the bilingual field based course instructor/field supervisor. If the student feels that his/her complaint is valid and appropriate action has not been taken, the student should follow the complaint procedures listed in the "Procedures for Resolving Student Complaints and Concerns Section" of this handbook.

Mandatory Meetings

There are two mandatory meetings during the BEFB course sequence: the first meeting takes place within the first two weeks of the start of the fall semester. The second meeting takes place within the last two weeks of the spring semester.

There are mandatory general meetings of all students enrolled in the Senior Methods Block and Student Teaching that are in addition to the regular course meetings. Important information is shared with students at these meetings. Student absences from these meetings can only be due to illness, a death in the immediate family, or a family emergency. The Bilingual Education Programs will hold special meetings of the bilingual education undergraduates enrolled in senior methods block and student teaching. Generally these meetings will immediately follow the TLAC general meetings. In the case of the methods meeting, students must send an e-mail to the Bilingual Education Programs Student Teaching Field Coordinator explaining the reason for their absence. In the case of the student teaching meeting, students must send an e-mail to the TLAC student teaching office with a copy to the Bilingual Education Programs Student Teaching Field Coordinator explaining the reason for their absence. *Students are responsible for all information and any materials disseminated during these meetings.*

Students should check the TLAC website under “Student Teaching” for meeting dates and times during the semester prior to their enrollment in senior methods and student teaching http://tlac.tamu.edu/articles/student_teaching. Students will be informed of the Bilingual Education Meetings by the Bilingual Listserv and neo e-mail.

STEPS IN PROGRAM COMPLETION

Degree Planning

Once students have been admitted to the Bilingual Education Programs, they should immediately file a degree plan. Examples of these are included in Appendix B. The Bilingual Education Advisor will assist students with degree/certification planning and scheduling of courses once they are accepted into the program.

A completed degree plan/certification plan is an agreement between the student and Texas A&M University. When the listed courses and all other requirements and approvals on the degree plan/certification plan have been completed, the student will qualify for a Bachelor of Science degree in Interdisciplinary Studies and for certification in the areas of EC-4 elementary education, EC-4 bilingual education, and EC-4 ESL.

Admission to Teacher Education

Admission to Teacher Education is the first step in the teacher certification process. Accreditation agencies require that criteria be established by the department and met by enrolled students before they continue in the program of studies leading to a teaching certificate. Admission to Teacher Education is a precondition to registering in advanced courses. A complete list of Teacher Education admission requirements will be provided by the advisor when the degree plan is completed. It is the responsibility of each student to obtain a complete list of these requirements and to meet them before he or she will qualify for formal admission into teacher education.

Admission to Student Teaching

Student teaching is an important component of the Bilingual Education teacher preparation program and occurs during the last semester before graduation for students receiving certification at the baccalaureate level and during the fifth year of students on extended programs. It is required of all students who plan to be certified as teachers in Texas. Student teaching is a full-time one-semester program.

Student teaching will not occur until all courses in the Bilingual Education degree plan have been successfully completed. In addition, students must meet all College of Education requirements before entering student teaching; these will be provided upon completion of the degree plan. Students are NOT allowed to take additional courses to complete program or university requirements during the student teaching semester. There are no exceptions to this rule. Additional requirements are available in the student teaching handbook.

Student teaching will take place only in school districts with which Texas A&M University has formal student teaching agreements. For a list of current sites, please go to the TLAC website, http://tlac.tamu.edu/articles/student_teaching. Additional information about student teaching and requirements are available in the Student

Teaching Handbook provided at the Bilingual Programs' website. If students are interested in school districts not on the list, they should e-mail the TLAC coordinator of Student Teaching and copy the Bilingual Education Programs Undergraduate Coordinator.

Single Long Distance Placement

Single long distance placements are any student teaching placement 50 miles or greater from the Bryan-College Station area. In addition to the requirements stated in the TLAC *Handbook for Single Long Distance Placement* located on the TLAC website, http://tlac.tamu.edu/articles/student_teaching_handbook, the following will be in effect for Bilingual Education Programs student teachers to be placed in single long distance:

1. Students must pass both the Bilingual; Target Language Proficiency Test (BTLPT) and the Bilingual Generalist test for the primary grades during the Senior Methods Block semester.
2. Students must have demonstrated during an on-site observation visit by the Bilingual Education Programs Student Teaching field coordinator that they have mastered minimum competency levels for bilingual education instructional delivery. This observation will occur during the Senior Method Block semester
3. Students must not be on a support or probationary contract.

Qualifying for Certification

In Texas, all teachers must have valid teaching certificates. Texas A&M University does not award the certificate, but recommends the student to the Texas State Board for Educator Certification. Therefore, the student must apply for certification during student teaching. ***When criteria are met for certification, the state of Texas will award the certificate(s).***

In 1981, the Texas Legislature enacted legislation requiring that all individuals who apply for state certification pass proficiency tests in their teaching fields or areas of specialization. Specific details of TExES tests, study guides, and applications are available through the Bilingual Education Programs Placement Coordinator. Students apply to take these tests prior to and during their student teaching semester. Students must file for certification and pay the certification fee to the State Board for Educator Certification to receive certification. Information about certification and applications will be distributed to students during the student teacher general meetings during the semester prior to student teaching.

The Teacher Education faculty and the Council for Teacher Education will judge the student's aptitude and attitude and recommend for or against certification. An appeals procedure is available for students denied a favorable recommendation. The Dean's Office will provide information on the procedure for appealing the decision. Upon successful completion of all certification requirements, the student is recommended by the department to the Texas Education Agency through the University Council on Teacher Education.

Completion of Requirements for Graduation

Satisfactory completion of all course work on the degree plan will meet basic graduation requirements for the bachelor's degree. Graduation is not automatic; therefore, the student must submit an application for graduation to the Office of the Registrar on forms provided. The guidelines state that such an application occur at least 90 days prior to the end of the semester in which the student will complete all requirements. A diploma fee must also be paid.

Admission to the Master's Program

For students interested in obtaining additional training at the graduate level, there are a variety of master's programs available. The student must be formally admitted to the graduate program of the Department of Educational Psychology and the Office of Graduate Studies at Texas A&M University. Graduate admission is not automatic; therefore, the student must apply according to departmental and Office of Graduate Studies policy. Graduate applications are available from the Educational Psychology Academic Advisor in 704 EDCT.

Upon completion of the application, the Bilingual Education Programs faculty will review the student's file and agree to accept or deny entrance into the graduate phase of the program. The Graduate Catalog states that formal admission to a degree program is contingent upon the steering committee's decision concerning the individual's total fitness and promise as a professional in bilingual education.

BILINGUAL EDUCATION INTERNSHIP PROGRAM

Purpose

The Bilingual Education Internship program identifies pre-service teachers in the Bilingual Education Programs, enrolled in the Senior Methods block (spring semester), who have demonstrated the readiness to be the teacher of record in a bilingual education program in public schools. This is a Master's program whose goal is to develop teacher leader/mentors in the area of bilingual education.

Goals

The goals of the internship program are 1) address bilingual education teacher shortages; 2) develop bilingual teacher leaders who will serve as mentors; 3) create partnerships with local school districts and university teacher preparation programs to address the shortages of bilingual education teachers and bilingual education teacher mentors.

Master's Degree

At the end of three years, all interns will complete a Master's degree in Bilingual Education. The graduate coursework will be organized as follows: identification of the instructional models and theoretical framework which address the complex issues related to second language acquisition in English Language Learners, biliteracy, reflective inquiry-based practices and learning in bilingual settings, assessment, and action research which includes data analysis. At the discretion of the partnering districts, bilingual education majors graduating in May who wish to apply for the Master's degree program for bilingual teacher leader/mentors can participate in the internship cohort as described under the section "First Year Induction Bilingual Education Teachers."

Mandatory General Meeting

An informational meeting is held in November for all Bilingual Education pre-service teachers who are currently enrolled in Senior Methods or who will be enrolling in Senior Methods in the spring.

Candidate Requirements

Bilingual Education graduates and student teachers (spring semester only) application requirements

- ◆ Overall 3.0 GPR or better before Senior Methods Block (for First Year Induction Bilingual Teachers, an overall 3.0 GPR or better at graduation)
- ◆ GRE
- ◆ Successful completion of student teaching at Texas A & M (First Year Induction Bilingual Teachers only)
- ◆ Recommendation by the Bilingual Education Programs director
- ◆ Recommendation of Senior Methods instructors
- ◆ Language Proficiency (Spanish/English) as measured by Texas Oral Proficiency Test
- ◆ Participate in an interview and observation process (candidates will be observed and videotaped teaching a 40-minute segment of a lesson)

- ◆ Readiness to be teacher of record
- ◆ Commitment to a minimum of 3 years in the Bilingual Education Master's degree program

PROCEDURES

- ◆ Internship applicant finalist are selected by the Bilingual Education Programs Internship Committee
- ◆ Finalists are interviewed and final selection is made by the partnering district
- ◆ Interns are accepted into the Master's teacher leader/mentor cohort
- ◆ Complete the Master's program in the Bilingual Education Programs
 - ▶ Candidates will take 3 hours of graduate courses per semester (a year) with 6 hours during the summer.
 - ▶ Candidates will contribute approximately 25-30% per year towards tuition, with the partnering school district contributing the remaining tuition.

CERTIFICATION TESTING TIMELINE AND SCHEDULE

There is no review course for any of the certification tests required of bilingual education teachers. The Bilingual Education Programs faculty does and will meet with bilingual education students to review and offer suggestions about the certification tests. The following is the certification testing schedule and timeline for the certification tests. Students are responsible for checking the SBEC testing calendar to verify registration, exam dates, and available exam sites

http://www.sbec.state.tx.us/SBECOnline/exam_location.asp.

1. Senior Methods Block: Bilingual Education students will take the Bilingual Target Language Proficiency Test (BTLPT) and the Bilingual Generalist (primary) during the senior methods block semester.
2. Bilingual Education Programs student teachers will take the Pedagogy and Professional Responsibilities EC-12 (PPR) TExES during their student teaching semester. *In order to be approved to take the PPR, students must have passed the Bilingual Target Language Proficiency Test (BTLPT) and the Bilingual Generalist.*

PROCEDURES FOR RESOLVING STUDENT COMPLAINTS AND CONCERNS

When students have concerns or complaints, they should direct those concerns or complaint to the Bilingual Education Programs faculty member who supervises the related course and/or activity. If the concern or complaint is related to the Bilingual Education Undergraduate Program, students should direct those concerns or complaint to the Bilingual Education Programs Undergraduate Coordinator. If the student feels that his/her complaint is valid and appropriate action has not been taken, the student should follow the complaint procedures listed below.

- 1st. The student's written complaint should be addressed to the Bilingual Education Programs Undergraduate coordinator who will review his/her written complaint.
If the student feels his/her complain is valid and appropriate action has not been taken, the student shall proceed to step 2.
- 2nd. The student's written complaint should be addressed to the Bilingual Education Programs Director who will review his/her written complaint.
If the student feel his/her complain is valid and appropriate action has not been taken, the student shall proceed to step 3.
- 3rd. The student's written complaint should be addressed to the Educational Psychology Department Head who will review his/her written complaint.
If the student feel his/her complain is valid and appropriate action has not been taken, the student shall proceed to step 4.
- 4th. The student's written complaint should be addressed to the Associate Dean for Academic Affairs of the College of Education and Human Development who will review his/her written complaint.
If the student feels his/her complain is valid and appropriate action has not been taken, the student shall proceed to step 2.
- 5th. The student's written complaint should be addressed to the Dean of the College of Education and Human Development who will review his/her written complaint.

Bilingual Education Programs Checklist

- _____ Complete INST 310 and EPFB 210 with a minimum grade of B
- _____ Early in the admission process you can participate in an optional *Preliminary Criminal History Review for Educator Candidates* for a non-refundable fee of \$150.00. For more information go to the TEA website:
<http://www.tea.state.tx/us/index2.aspx?id+2147486679>
- _____ Early in the admission process ensure that you have adequate TEA/SBEC/ETS Identification Requirements for admission into the testing sites for the Bilingual Generalist, BTLPT, and the PRR. For example, acceptable primary ID documents are (Passport, Driver's License, State ID, National ID, or Military ID). For additional and detailed information on acceptable primary ID documents please visit:
- _____ Admission to Bilingual Education Programs
- _____ Admission to Teacher Education
- _____ Encouraged to join Bilingual Education Student Organization (BESO)
- _____ Attend mandatory organizational meeting for new cohort
- _____ Complete the following co-requisite courses during the fall semester:
BEFB 472, BEFB 474
- _____ Complete the following co-requisite and pre-requisite courses during the spring semester:
BEFB 476, BEFB 470
- _____ Complete Senior Methods Block:
ECFB 400, ECFB 420, ECFB 440, RDGN 440
Any additional required coursework must be completed before Senior Methods, with the exception of the fall Senior Methods Block, in which student may complete coursework during the summer.
- _____ Take BTLPT and Bilingual Generalist examinations during Senior Methods
- _____ Apply for student teaching
- _____ Take PPR during student teaching

- _____ Apply for certification, complete fingerprinting process, and pay fees for certification and fingerprinting to State Board for Educator Certification (SBEC) www.sbec.state.tx.us

- _____ Complete BEFB 425 and BEFB 426
No student will be allowed to register for student teaching that has not completed all required coursework. A registration block will be automatically placed on any student who has pending coursework.

- _____ Receive B.S. degree in Interdisciplinary Studies (primary grades)

- _____ Recommendation for teaching certificate in Texas

- _____ Pay fee to SBEC to receive copy of teaching certificates

Appendix A
Degree and Certification Requirements

Texas A&M University
College of Education / Department of Educational Psychology
Bachelor of Science in Interdisciplinary Studies (INST)
Bilingual Education Degree Plan (PK-6) Catalog 133

Name _____
 UIN _____

Student _____ Date _____
 Advisor _____ Date _____

Foreign Language Requirement _____
 (2 semesters or 2 years in high school)

Basic Requirements (20 hours)			
POLS 206	3		
POLS 207	3		
GEOG 202, 301, 305	3		
EPSY 320 or 321	3		
VISUAL PERF ARTS	3		
STAT 303 or EPSY 435	3		
HLTH/KINE 214 (for KINE 198)	1		
KINE 199	1		
Courses Required to Complete Bilingual Education Emphasis (12 hours)			
*BEFB 470	3		
*BEFB 472	3		
*BEFB 474	3		
*BEFB 476	3		
Courses Required to Complete Spanish Emphasis (15 hours)			
**SPAN 311 or 312	3		
**SPAN 302	3		
**SPAN 303 (W)	3		
**SPAN 320	3		
**SPAN 331, 332, 341, 342, 350, 410, 411, 413, 421, 445, 450	3		
Professional Studies (24 hours)			
TEFB 273	3		
*EDCI 364	3		
*TEFB 410	3		
*TEFB 412	3		
*TEFB 413	3		
*RDNG 467	3		
***BEFB 425	3		
***BEFB 426	3		

* Admission to Teacher Education – students must be formally admitted into professional phase of program before enrollment in upper level coursework.

** Must have completed SPAN 101, 102, 201 and 202

*** Student Teaching semester

(W) Writing Intensive Course

Interdisciplinary Studies (41 hours)			
ENGLISH (6 hours)			
ENGL 104	3		
ENGL 210, 241, 301	3		
READING (9 hours)			
*RDNG 351	3		
*RDNG 461 (W)	3		
*RDNG 361	3		
MATH (12 hours)			
MATH 141, 166	3		
MATH 131, 142	3		
MATH 365	3		
MATH 366	3		
SCIENCE (8 hours)			
BIOL 101, BIOL 107, BIOL 111, BIOL 113/123	4		
CHEM 101, CHEM 106/116, GEOG 203/213, PHYS 201, PHYS 202	4		
SOCIAL STUDIES (6 hours)			
HIST 105 or 106	3		
HIST 226	3		
Professional Undergirding Disciplines (12 hours)			
INST 310	3		
EPFB 210	3		
*SEFB 471 or TEFB 471	3		
*EDCI 453	3		

Courses that must be taken concurrently:

- TEFB 410, TEFB 412, TEFB 413 & RDNG 467 (Methods)
- RDNG 351 & 361
- BEFB 472 & 474 and BEFB 470 & 476

Note:

- No grade of D will be accepted in any coursework.
- Students must maintain a minimum cumulative grade point average of 2.5.
- Degree plans are subject to change in order to meet state requirements.
- Students are responsible for adhering to course and degree plan requirements.

Total Hours Required for Graduation: 124

Appendix B

Bilingual Education: Undergraduate Program by Semester Sequence of Courses – Catalog 133

Freshman Year

Fall		Spring		Summer	
ENGL 104	3	ENGL 210	3	SCIENCE	4
HIST 105, 106	3	HIST 226	3	SPANISH	3
POLS 206	3	POLS 207	3		
MATH 141	3	MATH 142	3		
HLTH/KINE 214	1	KINE 199	1		
TOTAL HOURS	13	TOTAL HOURS	13	TOTAL HOURS	7

Sophomore Year

Fall		Spring		Summer	
TEFB 273	3	INST 310	3	MATH 365	3
GEOG 202, 301, 305	3	EPFB 210	3	SPANISH	3
VISUAL PERF ARTS	3	EPSY 320, 321	3		
SPANISH	3	EDCI 364	3		
SCIENCE	4	EDCI 453	3		
TOTAL HOURS	16	TOTAL HOURS	15	TOTAL HOURS	6

Junior Year

Fall		Spring		Summer	
BEFB 472	3	BEFB 470	3	EPSY 435	3
BEFB 474	3	BEFB 476	3	SPANISH	3
RDNG 351	3	RDNG 461	3		
RDNG 361	3	TEFB 471	3		
MATH 366	3	SPANISH	3		
TOTAL HOURS	15	TOTAL HOURS	15	TOTAL HOURS	6

Senior Year

Fall		Spring	
TEFB 410	3	BEFB 425	3
TEFB 412	3	BEFB 426	3
TEFB 413	3		
RDNG 467	3		
TOTAL HOURS	12	TOTAL HOURS	6

TOTAL DEGREE PLAN HOURS 124

Appendix C

Bilingual Education Internship Program

Course Schedule Internship		Master's Degree				
Course No.	Course Description	Course Credits	Bilingual Ed. Core (15 Hrs)	Research (6 Hrs.)	Practic. (6 Hrs.)	Support. Areas (9 Hrs.)
EPSY 685	Directed Studies	3				3
EPSY 685	Directed Studies	3				3
EPSY 610	Spanish for Bilingual and Dual Language	3	3			
EPSY 616	Hispanic Bilingual Assessment and Monitoring	3	3			
		<hr/> 12 <hr/>				
EPSY 614	Bilingual Curriculum Development	3				3
EPSY 612	Content Area Instruction for Hispanic Bilingual Programs	3	3			
EPSY 683	Field Practicum in Issues Related to Bilingual Education	3			3	
EPSY 683	Field Practicum in Issues Related to Bilingual Education	3			3	
		<hr/> 12 <hr/>				
EPSY 611	Dual Language Programs Methodologies	3	3			
EPSY 613	Spanish/English Biliteracy	3	3			
EPSY 690	Theory of Hispanic Populations	3		3		
EPSY 636	Techniques of Research	3		3		
		<hr/> 12 <hr/>				
		<hr/> 36 <hr/>	15	6	6	9

Appendix D
Acknowledgment of Receipt
Bilingual Education Programs
Undergraduate Teacher Preparation Student Advisement Handbook

Please print.

Name: _____

UIN: _____

My signature below acknowledges that I have received and read the Bilingual Education Programs Undergraduate Teacher Preparation Student Advisement Handbook and that I agree to abide by all the standards, policies, and procedures defined or referenced therein.

I understand that I have an obligation to inform the Bilingual Education Programs student advisor of any changes in personal information, such as name, phone number, address, etc. I also accept responsibility for contacting the Bilingual Education Programs undergraduate coordinator or student teaching field coordinator if I have any questions, concerns, or need further explanation about the contents of the Bilingual Education Programs Undergraduate Teacher Preparation Student Advisement Handbook.

Signature: _____

Date: _____