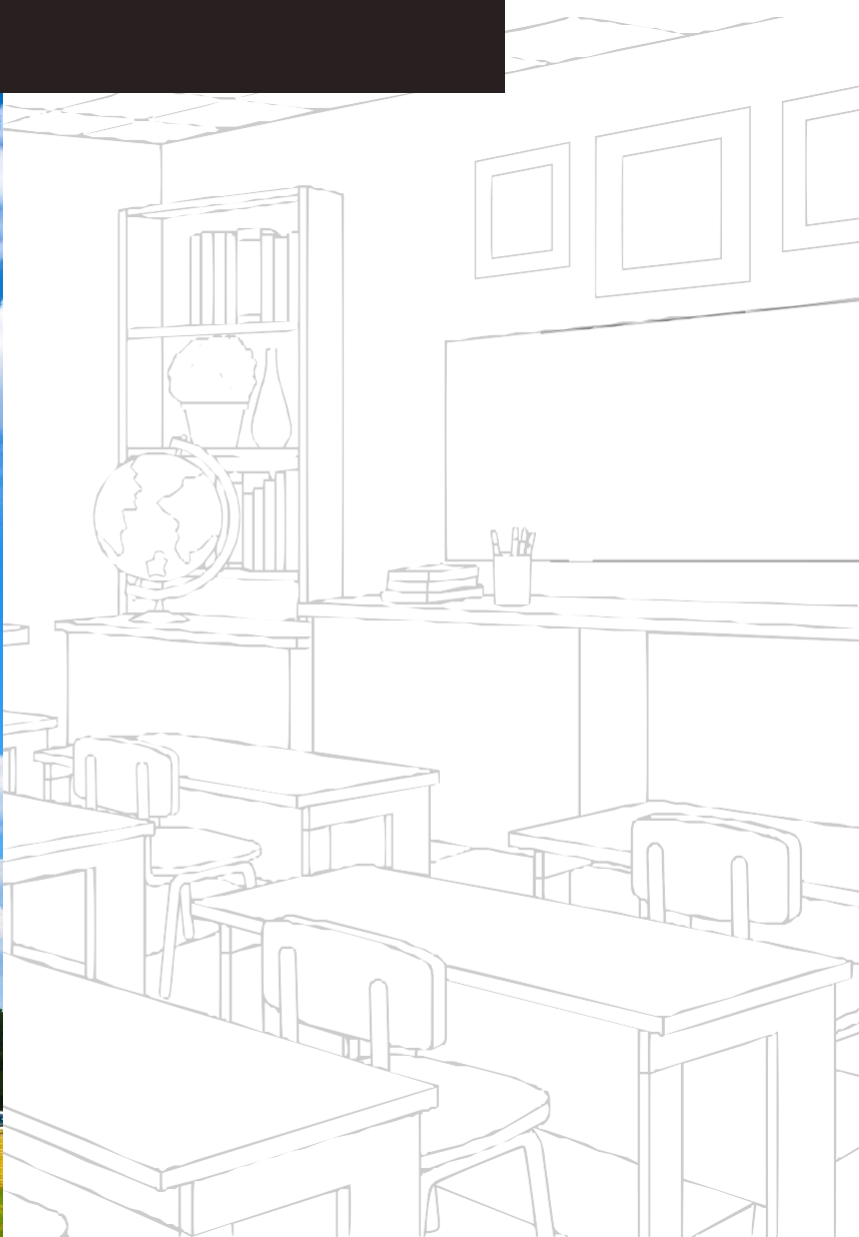


# Bachelor of Arts and Science in Early Childhood Education and Teaching



# HANDBOOK

2025-2026



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## **Administration and Staff**

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# Mission, Vision, and Guiding Principles

## Trinity Valley Community College

***Mission:*** Transforming lives through affordable and accessible education.

***Vision:*** Trinity Valley Community College will be a leader in providing quality education, innovative programs, and purpose for our students, employees, and communities.

***Guiding Principles:*** Trinity Valley Community College adopted “The Cardinal Way” as its service standards. The Cardinal Way is to be a leader, and these are the actions of a leader: **Courageous, Accountable, Respectful, Driven, Inspirational, Networker, Authentic and Life-long learner.**

## Education Division

***Mission:*** Our mission is to prepare future educators to teach children from early childhood through sixth grade by providing a comprehensive understanding of child development, effective classroom management, and engaging instructional strategies.

***Vision:*** Bachelor of Arts and Applied Science in Early Childhood Education and Teaching (BAAS ECET) graduates are well-prepared to meet the diverse needs of all learners and to inspire a lifelong love of learning in every child they teach.

***Guiding Principles:*** Through a combination of rigorous coursework, hands-on internships, and challenging learning experiences, we equip students with the tools and knowledge to create dynamic, inclusive classrooms that foster academic, social, emotional, and physical growth.

## **TVCC BAAS ECET Proposed Teacher Certificate Areas**

TVCC offers one route to educator certification, traditional (undergraduate), which requires the teacher candidates to earn a bachelor's degree with teacher certification.

The three proposed educator certifications are:

1. Core Subjects:
  - Early Childhood-Grade 6
2. Science of Teaching Reading
3. Pedagogy and Professional Responsibility

## **BAAS ECET Calendar**

<b>Event</b>	<b>Date</b>
BAAS ECET Program Applications due (for Fall 2025)	May 30, 2025
BAAS ECET Program Admission Offers sent out	June 20, 2025
Program Entrance Materials Due and Intent to Enroll Confirmed	June 30, 2005
Required Program Orientation on TVCC Athens Campus	July 10, 2025
Background Check Approval Due	August 10, 2025
Cohort 1 Classes Begin (for Fall 2025)	August 25, 2025
Application for Residency Teaching (TXITE EPP)	Fall Semester 2026
TXITE EPP Observations and Certification Exam Preparation	Spring 2027
Apply for Certification Exams	May 2027

\*The dates are subject to change and all teacher candidates will be notified.

## **Ethics and Disposition**

### **TAC 247.1.b**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Refer to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators found at <https://tea.texas.gov/about-tea/laws-and-rules/sbec-rules-tac/sbec-tac-currently-in-effect/ch247.pdf>

### **TAC 249.16.a**

Pursuant to the Texas Occupations Code (TOC), Chapter 53, and the Texas Education Code (TEC), Chapter 21, Subchapter B, the State Board for Educator Certification (SBEC) may suspend or revoke an existing valid certificate, deny an applicant a certificate, bar a person from being assessed or examined for a certificate, or take other disciplinary action because of a person's conviction of a felony or misdemeanor or certain other criminal history.

Refer to TAC 249 Subchapter B – Enforcement Actions and Guidelines at <https://tea.texas.gov/about-tea/laws-and-rules/sbec-rules-tac/sbec-tac-currently-in-effect/ch249b.pdf>

## **Professional Dispositions Statement for Educator Preparation**

Professional dispositions encompass behaviors and attitudes integral to a teacher's success and credibility. The dispositions are not just desirable traits, but essential components of effective teaching and professional conduct in the field of education. Teacher candidates accepted into the TVCC BAAS ECET program should align values with the following dispositions.

- "I am committed to creating a safe, inclusive, and engaging learning environment where all students feel valued and respected".
- "I believe in the power of education to transform lives, and I am dedicated to providing my students with the knowledge and skills they need to succeed".
- "I am a lifelong learner, and I am always seeking new ways to improve my teaching practice".

Review the model of core teaching standards developed by the Council of Chief State School Officers developed by the CCSSO's Interstate Teacher Assessment and Support Consortium. (<https://caepnet.org/~media/Files/caep/accreditation-resources/intasc-teacher-standards.pdf>)

Furthermore, aligned with Interstate New Teacher Assessment and Support Consortium (INTASC) and Texas Teacher Standards (TSS), all BAAS ECET teacher candidates must develop the following dispositions to successfully complete the program:

1. The teacher candidate is prepared and punctual [INTASC: 9O; TTS: 6A].
2. The teacher candidate develops appropriate relationships with peers, colleagues, and students [INTASC: 3O, 7O, 9B, 9C, 10G, 10I, 10R; TTS: 6B (1), 6C (1), 6D (2)].
3. The teacher candidate communicates in a manner appropriate to the learning environment [INTASC: 3F, 8M, 8Q; TTS: 6C (1), 6D (2), 6D (4)].
4. The teacher candidate makes appropriate adaptations and accommodations for those with diverse needs [INTASC: 6P, 6U, 7B, 9G; TTS: 1B (3), 2B (3), 3B (2), 4B (2), 5A (2)].
5. The teacher candidate is flexible and comfortable with change, adapting, adjusting, and modifying practices to meet the needs of students and peers [INTASC: 1A, 1G, 5S, 7F, 7L, 7Q, 8B, 8P, 9G; TTS: 1F(3), 2B(3), 2C(3), 3A(3), 4A(3), 4B(2), 5D(2)].
6. The teacher candidate demonstrates initiative and responsibility in making plans, completing tasks, and meeting deadlines [INTASC: 6R, 7B, 7D, 7E, 7F, 7L, 7P, 10R; TTS: 2A (3), 5C (1), 5D (2)].
7. The teacher candidate accepts and acts upon constructive criticism [INTASC: 10T; TTS: 6A (1), 6A (2)].
8. The teacher candidate seeks out professional growth opportunities [INTASC: 9A, 9B, 9K; TTS: 6A (3), 6B (1), 6B (2)].
9. The teacher candidate seeks out, develops, and continually refines his/her expertise in teaching.

10. The teacher candidate maintains high expectations for self and all others [INTASC: 10O; TTS: 1E (1), 2B (1), 4C (2), 4D (1)].
11. The teacher candidate complies with educational laws and policies [INTASC: 9J, 9O; TTS: 6D (1)].
12. The teacher candidate demonstrates ethical and scholastic integrity [INTASC: 5K, 6V, 9F, 9O; TTS:6D (1)].

BAAS ECET students/candidates will be evaluated by instructors, cooperating teachers, and mentor teachers using the Professional Dispositions for Preservice Teachers Rubric that is modeled after the aforementioned dispositions.

### **Trinity Valley Community College Student Catalog**

BAAS ECET students/candidates must adhere to the policies outlined in the Trinity Valley Community College Student Catalog as it relates to non-success in academic performance, behavioral misconduct, and academic integrity.

### **Exit Policy**

The state requires all educator preparation programs to have an exit policy for the dismissal of candidates that is published, reviewed, and signed by candidates when they are admitted to the program. The requirement is found in 19 TAC §228.20(h). TVCC BAAS ECET students will be expected to read and sign the exit policy for TXITE Educator Preparation Program when preparing to transition into the teacher candidate role for teacher certification.

### **Dismissal from the Program**

Initial and professional certification candidates may be removed from the Trinity Valley Community College (TVCC) BAAS ECET program when candidates demonstrate behavior inconsistent with the knowledge, skills, and dispositions expected of teachers and leaders in Texas, and violations of the TVCC Student Code of Conduct that outlines behaviors that may result in disciplinary actions by the College. Dismissal from the program may be based on grounds including but not limited to:

1. Failure to meet coursework requirements.
  - a. Failure to maintain the minimum GPA requirement throughout the program.  
Candidates may reapply after minimum GPA requirement is met.
2. Failure to remain enrolled in coursework at TVCC. After two consecutive semesters of absence, candidates are dropped from the program and must reapply to the

- program before enrolling in related coursework. Failure to abide by policies and/or procedures established by the TVCC BAAS ECET program and/or program requirements established by the State Board for Educator Certification as published in the Texas Administrative Code.
3. Failure to abide by the TVCC Professional Dispositions Statements for Educator Preparation.
  4. Any action deemed a violation of TAC 247.2 - Code of Ethics and Standard Practices for Texas Educators, and/or;
  5. Any action deemed a violation of the TVCC Student Code of Conduct; and/or;
  6. Any action deemed a violation of school district and/or campus policy during field-based experiences, clinical teaching, internship, or practicum.

### **Professional Accountability Notice**

BAAS ECET students/candidates must maintain acceptable academic performance and high professional standards to advance and be retained in the program.

Students must also adhere to the Texas Educator Code of Ethics at all times.

The Professional Accountability Notice (PAN) is a formal warning issued to students/candidates in the event of infractions related to academic performance or professionalism. It outlines the specific areas of concern, sets clear expectations for improvement, and includes a timeline for remediation. The PAN serves as a crucial step in maintaining high standards within the BAAS ECET Program, providing teacher candidates with an opportunity to rectify their actions before more severe consequences are considered. The PAN is found in Appendix A.

BAAS ECET faculty and staff are committed to identifying and intervening to assist students who demonstrate difficulties maintaining expected norms in their academic progress and/or professionalism. A faculty member who has a concern about a student/candidate's performance and/or professionalism may initiate the Professional Accountability Notice process. The process operates as follows:

- The faculty member completes the PAN form describing the concerns and indicating potential strategies and solutions to solve the problem(s). Conference between the teacher candidate and two faculty members must complete the PAN form. During the conference, the parties discuss the student/candidate comprehension of the concerns, and the course of action required to remediate the problem(s). If the teacher candidate fails to respond or attend a conference, faculty will complete the form and notify the student/candidate via email.

- The BAAS ECET Program Director, AVP of Academics and the student/candidate will receive a copy of the completed document via email.
- Consideration for dismissal from the BAAS ECET Program may occur for any student/candidate receiving three or more notices. Except in an unusually severe or critical situation, no single notice will result in dismissal from the college or program. The Education division retains the PAN documentation.

### **Withdrawal from the Educator Preparation Program**

A candidate who voluntarily decides to withdraw from the program must send a written notice of that intent from a TVCC email account and include their TVCC Cardinal ID in that email. The candidate also must submit a signed Texas Education Transfer Form if they transfer to another EPP. Withdrawal from the college constitutes automatic withdrawal from the BAAS ECET program.

Students should follow the TVCC policy outlined in the TVCC Catalog for withdrawing from the college.

### **Appeals**

If a teacher candidate wishes to challenge an academic or program decision, the following protocol should be followed:

- Initially, the teacher candidate should speak with the BAAS ECET Program Director. This conference should always reflect professional behaviors, and an attempt is made to reach an understanding.
- If the teacher candidate is not satisfied with the outcome of the meeting with the BAAS ECET Program Director, they may appeal to the AVP of Academics.
- If the teacher candidate is not satisfied with the outcome of the meeting with the AVP of Academics, they may appeal to the Vice President of Instruction.
- If the teacher candidate is not satisfied with the outcome of the meeting with the Vice President of Instruction, they may appeal to the College President. If the meeting with the College President does not yield a satisfactory outcome, then the student/candidate may follow the appeals procedures outlined in the *TVCC Catalog Policies*.

### **Criminal Background Check, Preliminary Criminal History Evaluation, Fingerprinting**

Candidates must undergo a criminal history background check prior to any observations

and clinical teaching. Local districts will not allow a teacher candidate to work in their classroom if a person has a criminal history. Additionally, the State Board for Educator Certification (SBEC) may reuse a certificate based on criminal history. The district/campus in which students/candidates complete their external field experiences and/or student teaching/clinical apprenticeships may require their own background check before they are allowed to enter the classroom. All BAAS ECET students/candidates must comply with the school's district's background check policy.

Visit <https://publicsite.dps.texas.gov> to complete a criminal background check.

In addition, you must complete the fingerprinting process (applicable fees will apply) when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification.

Your criminal history will be reviewed, and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at

[https://tea.texas.gov/TexasEducators/Investigations/Preliminary Criminal History Evaluation-FAQs/](https://tea.texas.gov/TexasEducators/Investigations/PreliminaryCriminalHistoryEvaluation-FAQs/)

And in the Texas Administrative Code 249.16 at Texas Administrative Code ([state.tx.us](http://state.tx.us)).

## **Social Media Policy**

This policy provides guidelines for the responsible use of social media by BAAS ECET teacher candidates at TVCC, encompassing their interactions on all social media platforms, including but not limited to Facebook, Twitter, Instagram, LinkedIn, and TikTok.

Free Speech and Public Education: According to *Pickering v. Board of Education* (1968), free speech is guaranteed for teachers as far as personal commentary on matters of public concern does not counter their school district's interest in "promoting the efficiency of the public service it performs." In other words, a teacher cannot make a public statement (verbal, printed, or digital) so counter to community standards that it inhibits his/her ability to perform their essential duties to educate children. Teachers can, and do, lose their jobs for social media posts. It is with this in mind that we offer guidelines for BAAS ECET teacher candidates to follow when interacting online.

## **Posting About Field Experiences and Student Teaching/Clinical Apprenticeship Placements**

Keep the following guidelines in mind when posting on social media about your preservice teaching experiences –

- **Confidentiality:** BAAS ECET students/candidates must maintain the strictest confidentiality regarding any children, families, and staff associated with their field experiences and clinical teaching placements. Identifying information, including names, photos, or specific details, must not be shared on social media.
- **Professionalism:** Posts regarding field experiences should reflect a professional tone and should not include negative comments or criticisms about students, staff, schools, or the program.
- **Permission and Context:** Any sharing of general experiences or learnings should be void of specific context that could lead to the identification of the placement setting or individuals involved. **DO NOT** post pictures in which children’s faces are featured. Blur their faces or use digital stickers before posting.
- **Reflection and Learning:** While sharing learning experiences is encouraged, it should always be done in a manner that is respectful, professional, and preserves the integrity and privacy of all involved parties.

## **Personal Social Media Use:**

Keep the following guidelines in mind when navigating digital media for personal use –

- **Privacy Settings:** BAAS ECET students/candidates are advised to set their personal social media accounts to private. This helps control the audience for their postings and protects their professional reputation.
- **Content Review:** BAAS ECET students/candidates should regularly review their social media accounts to ensure there is no inappropriate language, images, or content that could be deemed unprofessional or offensive. This includes but is not limited to content that is discriminatory, sexually explicit, promotes illegal activities, or involves excessive use of alcohol or drugs.
- **Representation:** While all individuals are entitled to their personal opinions and lives outside of their professional roles, they must remember that their postings can reflect upon their professional identity and the reputation of TVCC.
- **Respect and Integrity:** All social media interactions should be conducted with respect and integrity. This includes avoiding engaging in online arguments,

cyberbullying, or any behavior that could be deemed unprofessional or harmful to others.

- Reporting Concerns: If a student/candidate comes across inappropriate postings by peers that are related to the BAAS ECET Program or preservice teaching experiences, they should report it to the BAAS ECET Program Director for appropriate action.

BAAS ECET Students/candidates are encouraged to approach social media with a sense of responsibility and professionalism that aligns with the values and standards of TVCC and the BAAS ECET Program. Non-compliance with this social media policy may result in disciplinary action, including but not limited to counseling, formal reprimand, or removal from the BAAS ECET Program.

## **Retention**

BAAS ECET students/candidates understand that the faculty and staff are dedicated to producing highly qualified and passionate professional educators. In order to achieve this goal, all candidates must:

- Maintain acceptable academic performance by earning a minimum 2.50 GPA overall.
- Maintain high professional standards in academic achievement and professional behavior, attitudes, demeanor, judgment, dependability, and reliability throughout educator preparation experiences.
- Complete coursework for degree program.
- Complete all TEA and course required field-based experience hours prior to beginning student teaching/clinical apprenticeship.

## Degree Plans

Bachelor of Arts and Applied Science in Early Childhood Education and Teaching teacher candidates take courses in a blocked format. Blocks consist of three to five courses that are taken together during the same semester. Students complete blocks with the same cohort of peers. The block format allows program faculty to maximize learning experiences by coordinating assignments while providing students with the opportunity to build community and supportive peer networks.

Successful completion of Term 1 is a prerequisite for advancing to Term 2, etc. To earn credit for all coursework, candidates must score a “C” or better in each composite course. Courses for which a candidate earns less than a “C” must be repeated at the candidate’s expense.

The following degree plans include the recommended AAT degree leading into the BAAS ECET.

### Associate of Arts in Teaching (AAT) EC-6

**(Four Semester- 60 SCH, Program CIP Code 13.1210.00)**

Semester I	Courses	SCH	Lecture	Lab	Contact
	ENGL 1301 Composition I	3	3	0	64
	HIST 1301 History I	3	3	0	48
	TECA 1311 Educating Young Children	3	3	0	80
	MATH 1314 College Algebra	3	3	0	64
	Social & Behavioral Science	3	3	0	48
<b>Total</b>		<b>15</b>	<b>15</b>	<b>0</b>	<b>304</b>

Semester II	Courses	SCH	Lecture	Lab	Contact
	ENGL 1302 Composition II	3	3	0	64
	HIST 1302 History II	3	3	0	48
	Lang./Phil./Culture	3	3	0	64
	BIOL-1408 Biology Non-Science Major I	4	4	4	96
	TECA 1354 – Child Growth and Development	3	3	0	48
<b>Total</b>		<b>16</b>	<b>16</b>	<b>4</b>	<b>320</b>

Semester III	Courses	SCH	Lecture	Lab	Contact
	GOVT 2305 Federal Government	3	3	0	48
	PHYS-1415 Physical Science I	4	4	4	96
	MATH 1350 Mathematics for Teachers I	3	3	0	48

	EDUC 1301 Introduction to the Teaching Profession	3	3	0	64
	Creative Arts	3	3	0	16
<b>Total</b>		<b>16</b>	<b>16</b>	<b>4</b>	<b>272</b>

Semester IV	Courses (Apply for AAT Graduation & BAAS Degree)	SCH	Lecture	Lab	Contact
	GOVT 2306 Texas Government	3	3	0	48
	EDUC 2301 Introduction to Special Populations	3	3	0	64
	PHYS-1417 Physical Science II	4	4	4	96
	Math 1351 Mathematics for Teachers II	3	3	0	48
<b>Total</b>		<b>13</b>	<b>13</b>	<b>4</b>	<b>256</b>
<b>AAT Total</b>		<b>60</b>	<b>60</b>	<b>12</b>	<b>1,152</b>

Bachelor of Applied Arts and Sciences in Early Childhood Education and Teaching  
**(Four Semester-60 SCH, Program CIP Code 13.1210.00)**

Semester I –					
Year 1	Courses	SCH	Lecture	Lab	Contact
16 WK	EDEC 3301 Supervised Experiences with Infants and Toddlers	3	3	0	64
8 WK I	EDEC 3305 Prenatal and Infant Development	3	3	0	64
	EDEC 3307 Development During Early Childhood	3	3	0	64
8 WK II	EDTP 3301 Foundations of Inclusion and Differentiation for Special Populations	3	3	0	64
	EDEL 3318 Elementary Geometry	3	3	0	64
<b>Semester Total</b>		<b>15</b>	<b>15</b>		<b>320</b>
Semester II –					
Year 1	Courses	SCH	Lecture	Lab	Contact
16 WK	EDEC 3302 Supervised Experiences with Young Children	3	3	0	64
8 WK I	EDEL 4303 Methods of Teaching Elementary Mathematics (Pre Req EDEL 3318)	3	3	0	64
	EDEL 4301 Methods of Teaching Social Studies	3	3	0	64

8 WK II	EDEL 4302 Methods of Teaching Elementary Science	3	3	0	64
	EDTP 3303 Behavior Management in Special Populations	3	3	0	64
<b>Semester Total</b>		<b>15</b>	<b>15</b>		<b>320</b>
<b>Semester III –</b>					
<b>Year 1</b>	<b>Courses</b>	<b>SCH</b>	<b>Lecture</b>	<b>Lab</b>	<b>Contact</b>
12 WK	EDLL 3305 Foundations in Reading Instruction: The Science of Teaching Reading	3	3	0	128
6WK I	EDIT 3310 Instructional Technology	3	3	0	64
<b>Semester Total</b>		<b>6</b>	<b>6</b>		<b>192</b>
<b>Semester IV –</b>					
<b>Year 2</b>	<b>Courses</b>	<b>SCH</b>	<b>Lecture</b>	<b>Lab</b>	<b>Contact</b>
16 WK	EDEL 4311 Resident Teaching I	3	3	0	64
8 WK I	EDTP 4310 Literacy in Content Areas with Special Populations (Pre Req. EDLL 3305)	3	3	0	128
8 WK II	EDTP 3305 Designing Assessment for General and Special Populations	3	3	0	64
	EDTP 4315 Advanced Methods for Teaching Special Populations (Pre Req. EDEL 4301, EDEL 4302, EDLL 3305)	3	3	0	64
<b>Semester Total</b>		<b>12</b>	<b>12</b>		<b>320</b>
<b>Practice Certification Exam (85%)</b>					
<b>Semester V</b>		<b>SCH</b>	<b>Lecture</b>	<b>Lab</b>	<b>Contact</b>
16 WK	EDEL 4312 Resident Teaching II	3	3	0	64
8 WK I	EDEC 3309 Development in Cross-Cultural Perspectives	3	3	0	64
	EDLL 3301 Language Literacy Acquisition	3	3	0	64
8 WK II	EDEC 3303 Child and Adolescent Guidance	3	3	0	64
<b>Semester Total</b>		<b>12</b>	<b>12</b>		<b>256</b>
<b>BAAS</b>					
<b>Total</b>		<b>60</b>	<b>60</b>	<b>0</b>	<b>1,417</b>

## **BAAS ECET Course Descriptions**

### **Year I – Semester 1**

#### **EDEC 3301 Supervised Experiences with Infants and Toddlers**

**Course Description:** Supervised experience with infants and toddlers ages birth through two (background check required)

#### **EDEC 3305 Prenatal and Infant Development**

**Course Description:** Study of how to promote the psychomotor, social emotional, and cognitive-language development of infants from the prenatal period through the first two years in their interactions with caregivers, peers, and the environment. This course will introduce students to the developmental and maturational theories and milestones that mark the development of the child from conception to early childhood. A holistic approach integrates the biological aspects of development with social - emotional and cultural factors, learning models, and cognitive and personality theories.

#### **EDEC 3307 Development During Early Childhood**

**Course Description:** Examination of psychomotor, social-emotional, and cognitive language development during childhood. The course provides students the opportunity to study the physical, cognitive, language, social, and emotional developmental stages of children from conception through adolescence. Students will study topics such as brain development, families and parenting, prenatal development, developmental milestones from birth through adolescence, health and safety issues, guidance and discipline, cultural diversity, child care, education, children with special needs, and career decisions. This course provides a solid foundation for any career that involves working with children.

#### **EDTP 3301 Foundations of Inclusion and Differentiation for Special Populations**

**Course Description:** Emphasizes how to develop a positive learning environment that supports the inclusion of diverse learners and students with exceptionalities in mainstream settings.

#### **EDEL 3318 Elementary Geometry**

**Course Description:** Congruence and measures of plane and solid figures, similarity, areas, volumes, and a brief introduction to concepts in probability and statistics.

### **Year I-Semester II**

#### **EDEC 3302 Supervised Experiences with Young Children**

**Course Description:** Supervised experience with young children ages three through five (background check required).

#### **EDEL 4303 Methods of Teaching Elementary Mathematics**

**Course Description:** Application of content, materials, and instructional strategies in teaching elementary school mathematics. Field-based course.

**EDEL 4301 Methods of Teaching Social Studies**

**Course Description:** Design and organization of content, materials, and instructional strategies for social studies programs in elementary schools. Field-based course.

**EDEL 4302 Methods of Teaching Elementary Science**

**Course Description:** Methodology of teaching appropriate science learning experiences to elementary school children. Field-based course.

**EDTP 3303 Behavior Management in Special Populations**

**Course Description:** Emphasizes classroom design, management, routines, social-emotional learning practices, strategies for creating learning environments for students with exceptionalities and English language learners.

**Year I- Semester III****EDLL 3305 Foundations in Reading Instruction: The Science of Teaching Reading**

**Course Description:** Overview of reading development, scientifically proven strategies for teaching reading instruction, and an understanding of how children learn to read. An emphasis on teaching reading through five scientifically proven components of reading instruction including: phonics awareness, phonics, fluency, vocabulary, reading comprehension. Field-based course.

**EDIT 3310 Instructional Technology**

**Course Description:** Engages the undergraduate student in the use of technology as an educational tool. Students will have the opportunity to explore and utilize technology applications that enhance the teaching/learning process.

**Year II-Semester IV****EDEL 4311 Resident Teaching I**

**Course Description:** Supervised teaching involving a period of major responsibility for instruction and learning in an elementary classroom of an accredited school.

**EDTP 4310 Literacy in Content Areas with Special Populations**

**Course Description:** Understanding literacy in the content areas and planning instruction to promote content learning with an emphasis on adapting the school curriculum for special populations.

**EDTP 3305 Designing Assessment for General and Special Populations**

**Course Description:** Appraisal techniques, including formal and informal assessments, employed by relevant disciplines in determining appropriate educational programming of students with exceptionalities and English Language learners.

**EDTP 4315 Advanced Methods for Teaching Special Populations**

**Course Description:** Rationale, theories, and best practice methodology for teaching basic academic skills, social skills, and content area subjects for special populations.

## **Year II- Semester V**

### **EDEL 4312 Resident Teaching II**

**Course Description:** Supervised teaching involving a period of major responsibility for instruction and learning in an elementary classroom of an accredited school.

### **EDEC 3309 Development in Cross-Cultural Perspectives**

**Course Description:** Critical examination of developmental and family theory and research across a diverse range of cultures. Specifically, an examination of teacher attitudes, teaching techniques and curricular modifications which will facilitate learning in cross-cultural situations. Studies will focus on accommodation among cultural groups in rural and urban centers in the United States.

### **EDLL 3301 Language Literacy Acquisition**

**Course Description:** Study of the acquisition and development of language learning; study of curriculum, instruction, and exemplary classroom practices that foster literacy development. Field based course.

### **EDEC 3303 Child and Adolescent Guidance**

**Course Description:** Development of strategies for promoting self-discipline, creative capacities, and positive relationships with children and adolescents.

## Admission Requirements

The deadline for fall admission is May 30, 2025.

Each student must complete the formal application process and be admitted to the Bachelor of Applied Arts and Sciences in Early Childhood Education and Teaching (BAAS ECET) Program.

To be eligible for admission, requirements at the time of application include minimum criteria for admission to Trinity Valley Community College and the following requirements:

- Minimum 2.0 GPA
- **60 earned credit hours**  
\*See program director for information about less credits.
- **Transcripts:** A complete academic record from all colleges and/or universities.
- **Academic Reference:** A recommendation from an academic source familiar with your work.
- **Professional Reference:** A recommendation from a professional contact who can speak to your qualifications and experience.
- **Writing Sample:** A sample based on a specified topic, which will be stated on the application.
- **Recommended Course Completions:** EDUC 1301, EDUC 2301, Math 1350, Math 1351, TECA 1311, TECA 1354. *\* Students who have not completed all recommended courses may still complete the application. If accepted into the program without the recommended courses, an advising meeting will be scheduled to determine a student success plan for individual probationary status during the first and second terms of the BAAS ECET program.*

Applications received by the deadline, May 30th, will be reviewed by the BAAS ECET committee. Applicants will receive a formal letter regarding their acceptance status from the TVCC BAAS ECET Program Director. If accepted, students will be required to submit a completed Intent to Enroll Agreement to officially acknowledge their entry into the BAAS ECET Program.

In the event an applicant is not accepted, the BAAS ECET Program Director will send a formal letter outlining the rationale for the decision. This letter will also provide information about possible next steps and/or remediation options. Applicants who are not accepted are

welcome to reapply once they have fulfilled all necessary requirements and/or received documented remediation.

## **Criminal Background Check**

Students must pass a background check to complete all field-based coursework. Local districts will not allow a teacher candidate to work in their classroom if a person has a criminal history. Additionally, the State Board for Educator Certification (SBEC) may refuse a certificate based on criminal history. The district/campus in which students/candidates complete their external field experiences and/or student teaching/residency may require their own background check before they are allowed to enter the classroom. All BAAS ECET teacher candidates must comply with the school district's background check policy.

A background form will be provided during the Orientation in July (reference BAAS ECET Calendar).

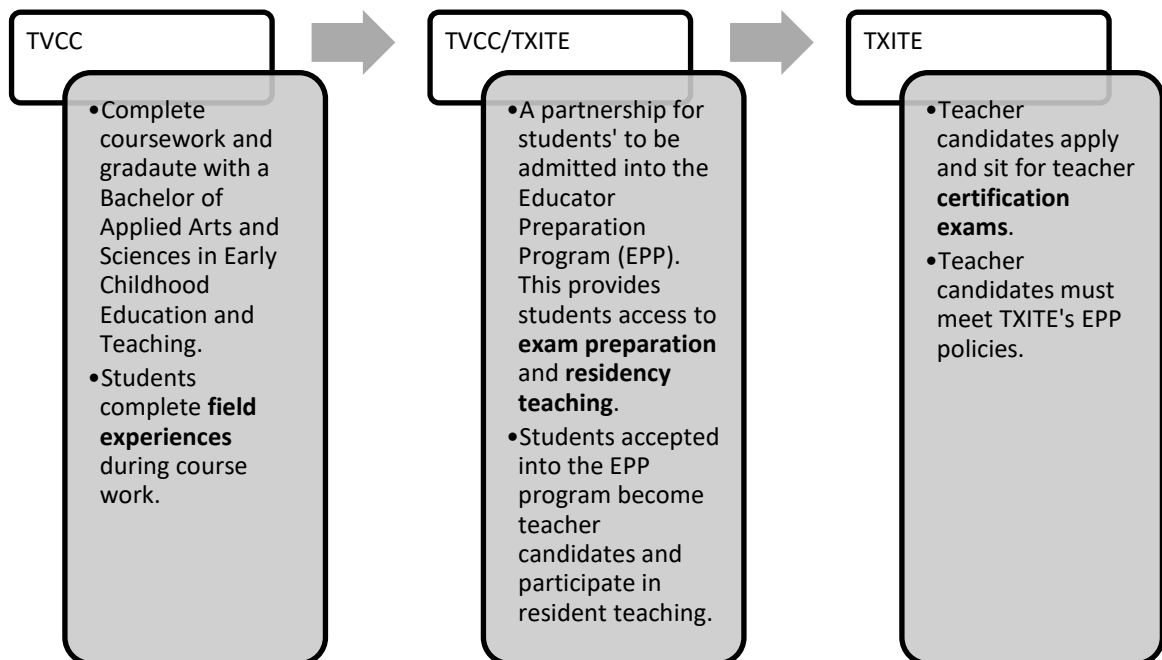
## Field Experience and Residency Teaching

Bachelor of Applied Arts and Sciences in Early Childhood Education and Teaching (BAAS ECET) students who are advancing toward their teacher certification must work with an Educator Preparation Program (EPP) to complete resident teaching experiences and certification exams. The application and acceptance process are designed to be straightforward and transparent, ensuring students can seamlessly integrate this vital phase of their educational journey.

### Partnering with an External EPP

TVCC BAAS ECET program is partnering with The Texas Institute for Teacher Education (TXITE), a faith-based, online educator certification institution. TXITE has been accredited by the Texas Education Agency (TEA) as an Educator Preparation Program (EPP) since February 2009. As a TEA-Accredited EPP, TXITE is dedicated to maintaining high standards in preparing and certifying educators in compliance with the rigorous requirements set by the Texas Administrative Code (TAC) and Texas Education Code (TEC). The current accreditation status is ACCREDITED. To explore the EPP's performance over the past five years, you may review the Educator Preparation Data Dashboard.

TXITE will meet with BAAS ECET students during semester IV to outline the application process and acceptance requirements. Once accepted into TXITE's program, BAAS ECET students become "teacher candidates" or "candidates."



## Commitment to Student Success and Support

We are dedicated to supporting our students and are pursuing potential scholarships, grants, and other financial aid opportunities specifically tailored for teacher candidates; however, at this time all students will be responsible for the additional EPP expenses to meet the certification requirements for the State of Texas. Our goal is to ensure that every BAAS ECET student can pursue their passion for teaching without financial barriers hindering their progress.

## Education Preparation Program Fees

### *What is included in tuition?*

Your tuition and fees during Semesters 3 and 4 at TVCC includes the full program cost for each student outlined in the chart below.

Item	Covered	Details
TXITE Proctoring Fee	Yes	\$31 one-time fee
Technology Access Fee	Yes	\$10/month – all platforms included
Supervision & Mentorship	Yes	\$1250 Field-based coaching, fully covered
Online Coursework Access	Yes	\$1250 Entire certification program online.

***What costs are paid by the student (not covered by TVCC)?***

Some state-mandated certification costs must be handled directly by each student, as outlined in the chart below. The costs are standard amounts required by Pearson and the Texas Education Agency.

<b>Fee</b>	<b>Responsibility</b>	<b>Amount</b>
TEExES Exams (Content, PPR, Science of Reading)	Student	\$116 each
TEA Certification Fee	Student	\$78 each
TEA Fingerprinting Fee	Student	\$52.20
TXITE Exam Request Fee	Student	\$35 per exam

**Field Experience**

The Bachelor of Applied Arts and Science in Early Childhood Education and Teaching (BAAS ECET) at Trinity Valley Community College (TVCC) includes a comprehensive field-based experience component to be completed prior to student residency. To fulfill preliminary teacher certification requirements, BAAS ECET students will engage in field-based experiences through two specific courses at TVCC: EDEC 3301 Supervised Experiences with Infants and Toddlers and EDEC 3302 Supervised Experiences with Young Children.

This crucial part of the program is structured to give students real-world teaching experience in both primary (kindergarten to Grade 2) and intermediate (grades 3-6) grade levels. Students will apply theoretical knowledge in real classroom settings, observe experienced teachers, and interact with students of varying ages. The experiences are tailored to enhance students’ understanding of different educational stages, prepare them for the diverse challenges of teaching, and equip them with the skills necessary to become effective educators.

BAAS ECET students must complete and document **AT LEAST 50 hours** of interactions in the early childhood grades.

- EDEC 3301 Supervised Experiences with Infants and Toddlers – 25 hours (kindergarten to Grade 2)
- EDEC 3302 Supervised Experiences with Young Children – 25 hours (grades 3-6)

BAAS ECET students who are advancing toward their teacher certification must complete the required 50 hours of field experience hours before application to the Educator Preparation Program with TXITE to become teacher candidates.

## **Residency Teaching**

Students will enroll in EDEL 4311 Resident Teaching I during semester 4 and EDEL 4312 Resident Teaching II during semester 5. All TVCC students are required to complete Resident Teaching I & II as part of their teacher certification requirements. Experiences in EDEL 4311 and 4312 focus on the primary grades, kindergarten through grade two. Student residency teaching is an important element of the educator preparation process, providing teacher candidates the opportunity to make practical application of knowledge, learning principles, and teaching techniques. Candidates must engage in a school-based experience that involves teaching.

Students will apply to the Educator Preparation Program (EPP) with TXITE while enrolled at TVCC taking EDEL 4311 Resident Teaching I. Candidates will complete certain training modules required by our EPP partner TXITE.

*Students are directed to the TXITE Catalog for specifications regarding application and completion requirements to be eligible to apply for their certification exam with the Texas Education Agency.*

Upon success application and acceptance into the TXITE EPP, students will enroll at TVCC in EDEL 4312 Resident Teaching II as teacher candidates to complete their resident teaching activities with the TXITE partnership which includes field supervision, mentoring, certification exam preparation, and application to sit for the teacher certification exams.

## **Placement Coordination**

The BAAS ECET Program Director plays a pivotal role in arranging field placements for field experience and residency teaching. TVCC staff work closely with the cooperating school districts to ensure placement is well-suited to each student's educational and career aspirations.

## **Logging and Submission of Hours**

To fulfill the requirements for Texas teacher certification, students are required to log all field experience hours accurately. These logged hours must be submitted as part of the certification process. It is crucial that students use the Field Experience Log to maintain detailed records of their experiences, including dates, times, activities, and reflections on their learning.

## Field Experience and Resident Teaching Dress Code

The dress code is designed to ensure that BAAS ECET students/candidates present themselves professionally while striking a balance between professional expectations and personal expression.

- **General Appearance:** Maintain a neat, clean, and well-groomed appearance. Clothing should be free of offensive or distracting logos, images, or text.
- **Professional Attire:** The standard dress code is business casual. This includes slacks, khakis, skirts or dresses at knee-length or longer, collared shirts, blouses, or professional tops. Clothing should fit appropriately, neither too tight nor too loose.
- **Cultural and Religious Attire:** You are welcome to wear cultural or religious attire, such as hijabs, turbans, kippahs, or other traditional clothing, as long as it adheres to the professional standards of the dress code.
- **Footwear:** Closed-toe, professional shoes are recommended. Shoes should be clean and in good repair. Athletic shoes, flip-flops, and overly casual sandals are not appropriate.
- **Accessories and Jewelry:** Accessories and jewelry should be modest and not distracting. They should not pose a safety hazard in the classroom environment.
- **Hairstyles and Grooming:** Hair should be clean, well-groomed, and styled in a way that does not obstruct vision. Natural hair colors and traditional hairstyles are welcomed.
- **Tattoos and Piercings:** Visible tattoos should be non-offensive and non-distracting.
- **Facial piercings** should be minimal. Consider the norms and expectations of your specific school placement.
- **ID Badges:** Wear their college-issued ID badge or school-issued badge at all times during their field experiences and clinical teaching.
- **Seasonal Adjustments:** Appropriate seasonal attire, such as cardigans, sweaters, and jackets, is acceptable. These items should also adhere to the professional standard of the dress code.
- **Hygiene:** Good personal hygiene is essential. This includes regular bathing, use of deodorant, and maintaining oral health.

**Enforcement and Accommodation:** Adherence to the dress code is expected. However, BAAS ECET students/candidates who require accommodations for cultural, religious, or health reasons are encouraged to discuss their needs with the BAAS ECET Program Director. The dress code will be enforced respectfully and sensitive to individual needs and identities.

## Types of Participation

Student participation in classrooms may vary each semester but must include observation

and engagement in classroom activities. Field-based experiences must be documented using the appropriate forms. Activities may include:

- **Observing:** Observation hours typically involve watching and paying close attention to the children, classroom environment, instructional techniques, classroom routines, and interpersonal relationships. Depending on what the professor expects from this experience, candidates may find it helpful to take detailed notes about the observations and ask questions of the partner teacher regarding reasons for interactions and instructional methods. “Why” and “How” questions help establish a knowledge base for choosing one’s own methods for both instruction and management. Making a seating chart and quickly learning the names of the children helps build relationships and shows an active interest in learning everything possible from field-based experience observations. The candidate should use these experiences as opportunities for interaction and reflection of classroom/campus practices and educational activities.
- **Engagement:** Field-based experiences may begin with a few hours of observation time but shortly thereafter, the candidate should expect more involvement with students. This may be limited interaction at first, such as monitoring students working at their desks, giving one-on-one assistance, opening/closing activities, attendance, grading, passing out papers or materials, or reading aloud to children. If ready and the partner teacher agrees, teaching a few, short, prepared lessons to a small or large group of children may occur.
- **Teaching:** After an appropriate amount of observation and interaction in a classroom, greater portions of classroom responsibilities may occur. Teaching lessons enables more responsibility for planning and teaching lessons under the guidance of a partner teacher and the TVCC professor or instructor. Formal lesson plans must be written in collaboration with the partner teacher(s) and require approval before administration. Feedback about the lesson plan will increase the likelihood of the student’s success in teaching the lesson and the children learning the content.

## **Roles**

Field experiences require coordination between three distinct individuals: the TVCC BAAS ECET student/candidate, the cooperating mentor teacher at the ISD, and the instructors of record.

**TVCC BAAS ECET Student:** You are a guest in the assigned school, and the expectation is to support school policies and personnel. You are required to follow all school rules and regulations. Observe, interact, and reflect on all aspects of the classroom

and school community. In general, expect to join the life of the school.

- Maintain professionalism at all times, including dress, attitude, communication, and confidentiality.
- Apply professional ethics to relations with children, staff, special teachers, building and grounds maintenance staff, office staff, and other school community members. Assume responsibility for the quality of the placement experience by being a thoughtful observer, reflective future educator, and by displaying self-reliance, desire, enthusiasm, and initiative. Seek out new involvement possibilities and ask for new assignments or responsibilities.
- Be punctual and prepared each day. Notify your cooperating teacher and your TVCC instructor as soon as possible if you are sick or in case of emergency.
- Communicate with your TVCC instructor about problems, progress, and visitation/observation times. If you have ANY concerns or problems, discuss them with your cooperating teacher first. Then, call/text/email your TVCC instructor immediately thereafter.
- Upon approval, develop detailed written lesson plans; review and discuss the lesson plans with your cooperating teacher in advance of delivery of the lesson.
- Observe the instructional strategies of the cooperating teacher and the classroom management techniques employed.
- Learn the names of the children in the assigned class(es) as well as the relevant staff members of the school.
- Be reflective on all aspects of the classroom and school environment throughout field experience observations. Submit a reflective paper upon completion.
- Document field experiences using the Field Experience Log.

**Cooperating Teacher:** Cooperating teachers are TEA certified educators that collaborate with students and field supervisors during early field-based experiences and for some are the first opportunity to observe teachers from a different perspective. The cooperating teacher will “sign off” on documentation forms for field experience observations and complete the [Dispositions Inventory for Preservice Teachers](#) at the end of the semester rating their level of agreement with TVCC students’ professionalism. The survey is scored according to the [Dispositions Inventory for Preservice Teachers Rubric](#). This responsibility is highly significant, and we respect and appreciate the school district and college partnership. TEA requires all cooperating teachers to hold a valid educator certificate ([TAC §228.35 Definitions](#)).

## **Graduation Requirements**

Candidates must meet certain graduation and certification requirements to successfully complete the BAAS ECET Program and graduate with a bachelor's degree. Fulfillment of said requirements is the candidate's responsibility.

- 120 total hours (60 upper-level)
- 2.50 overall GPA
- 45 hours of upper-level coursework completed at Trinity Valley Community College
- Graduation application submitted within the last semester of a student's anticipated graduation date following the TVCC's graduation schedule.

## **Certification Requirements**

Candidates may apply for certification after the successful completion of certification exams, Resident Teaching, conferred degree from Trinity Valley Community College, and official recommendation from the EPP partner. Application instructions will be provided during the time of application during the BAAS ECET coursework.

### **Practice Representative Exams**

All BAAS ECET candidates are required to take the Texas Department of Education Science of Teaching Reading (STR) practice representative exam. A candidate who earns below a "C" in EDLL 3301 and/or EDLL 3305 will not have approval to take the Science of Teaching Reading (293) TExES.

All BAAS ECET candidates are required to take the Texas Department of Education Core Subjects EC-6 practice representative exam. A candidate who earns below a "C" in EDLL 3301, EDLL 3305, EDEL 4301, EDEL 4302, and/or EDEL 4303 will not have approval to take the Core Subjects EC-6 (391) TExES.

All BAAS ECET candidates are required to take the Texas Department of Education Pedagogy and Professional Responsibilities (PPR) practice representative exam. A candidate who earns below a "C" in EDEL 4311 and/or EDEL 4312 will not have approval to take the PPR (160) TExES.

Upon passing the practice representative exams with a score of 80% or higher, the candidate will be approved for one attempt on the state exams. Candidates who score below 80% on practice representative exams must present acceptable evidence of test preparation before a practice exam will be re-administered.

### **Unsuccessful Attempts at Certification Exams**

The TVCC Department of Education is dedicated to ensuring each student is successful on state exams. The faculty and staff will make every effort to provide any additional instruction and support, if needed, to ensure success. TXITE, the TVCC EPP partner, provides clarity on requirements to prepare teacher candidates before attempting certification exams, including exam preparation.

Students who fail to take the appropriate TExES exam(s) within three years of program completion must present documentation of an approved TExES review or additional coursework prior to receiving permission to test with the state.

There is a five-attempt limit on taking a single certification exam with a 30 day wait time between testing dates, as described by Texas Education Code. Additional attempts require State Board of Educator Certification (SBEC) permission upon completion and payment for a Test-Limit Waiver.

**This handbook is subject to change.**

## Appendix A

### **PROFESSIONAL ACCOUNTABILITY NOTICE (PAN)** Formal Warning Regarding Academic or Professional Standards

#### **STUDENT/CANDIDATE INFORMATION**

Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Program/Department: \_\_\_\_\_

Date Issued: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Issued By (Name & Title): \_\_\_\_\_

#### **REASON FOR NOTICE**

Academic Performance

Professionalism

Other: \_\_\_\_\_

Details (Include dates, specific behaviors or issues, and context):

## EXPECTATIONS FOR IMPROVEMENT

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## REMEDIATION PLAN & TIMELINE

Required Actions:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Start Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_      Review/Completion Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## ACKNOWLEDGMENT & SIGNATURES

I acknowledge receipt of this Professional Accountability Notice and understand the concerns and expectations outlined above.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Faculty/Staff Signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Witness (if applicable): \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_