

Abilene Approval Chart for Curriculum Changes

A = Approve

I = Information Item

R = Respond In Writing

Course Number:

or Degree Plan(s): M.Ed. in Teaching and Learning

Our current M.Ed. in Teaching and Learning is available only to students in our undergraduate School of Education program. We are seeing an increase of students who decide late into their undergraduate degrees that they want to teach. Currently, we have no way to serve these students and must advise them to complete an alternative certification program after graduation. Many of these alternative certification programs provide minimal preparation before placing students in a full-time teaching position. We are proposing that we change our M.Ed. in Teaching and Learning entrance requirements to allow ACU students with an undergraduate major that includes a high school teaching field to complete our M.Ed. and receive teacher certification. Additionally, students with a major in Art, Spanish, Music, Theater, or Physical Education will be eligible to complete the M.Ed. and receive an all-levels teaching certificate in these subjects.

In Spring 2025 we attended the College of Arts, Humanities and Social Sciences and the Onstead College of Science and Engineering chair meetings to present this proposal and answer questions. We also met with the central advisors. Discussions continued through Fall 2025, and the feedback we received was very positive and supportive of this change. Some minor modifications will need to be made to a few of the existing M.Ed. courses to ensure students receive training in state required topics such as dyslexia, content area literacy, and English language proficiency standards, but such changes will be minimal. We do not expect this to greatly increase our numbers, but it may result in one to two additional students per year. We are confident this program will provide these students with excellent preparation to be successful in the classroom.

Below is a list of our current entrance requirements for School of Education students and also the proposed entrance requirements for non-School of Education students. For additional information, see the accompanied markup document that contains all of the changes that will be necessary in the ACU Catalog.

Admission Requirements for MEd in Teaching and Learning: School of Education Applicants

1. Candidates must be currently enrolled in an undergraduate degree that includes teacher certification. The GPA requirement will be 3.0 overall and 3.0 in the content field.

2. Candidates must have earned no grade lower than a B in any undergraduate professional education courses (EDUC, READ, EACH, SPED).
3. Candidates must have no score below 3 on the Dispositions Review completed by three ACU faculty members (two from the School of Education and one from the content area department for middle school, high school and all-levels applicants or three from the School of Education for all other applicants).
4. A completed application to the Fifth-Year Master's in Teaching and Learning Degree sequence with a statement of purpose and philosophy (maximum of two pages with 12-point font, double-spaced) addressing one's motivation for pursuing the degree and describing one's current philosophy of education. No score below a 3 on any category of the essay rubric.

Note: Candidates who do not meet these criteria may still be considered through an interview process. Once accepted, these qualifications must be maintained to remain in the program. The Office of Graduate Programs requires that students maintain a 3.0 grade point average in graduate courses to avoid probation and suspension. Because the M.Ed. in Teaching and Learning is a cohort-based degree, students who are suspended are permanently removed from the program and will not be granted readmission.

Admission Requirements for MEd in Teaching and Learning: Non-School of Education Applicants

1. Candidates must be currently enrolled in an undergraduate degree that includes a high school teaching field* or the following degrees: Art, Spanish, Music, Theater, or Physical Education. The GPA requirement will be 3.0 overall and 3.0 in the content field.
2. Candidates must apply and be admitted to the School of Education.
3. Students must complete EDUC 430 with a B or higher as part of their undergraduate degree plan; in EDUC 430 they must complete 50 hours of observation as required by the Texas Education Agency.
4. Candidates must have no score below 3 on the Dispositions Review completed by three ACU faculty members, at least two in their content area.
5. A completed application to the Fifth-Year Master's in Teaching and Learning Degree sequence with a statement of purpose (maximum of two pages with 12-point font, double-spaced) addressing one's motivation for pursuing the degree and the knowledge and strengths the applicant will bring to the classroom. No score below a 3 on any category of the essay rubric.
6. Candidates must score 70% correct or higher on a content certification practice exam or a passing score on the PACT (Pre-Admission Content Test) prior to admission.
7. Candidates must complete an admission interview.
8. Candidates must attend a required orientation.

Note: Candidates who do not meet these criteria may still be considered through the interview process. Candidates who score below 70% on the practice exam or below a passing score on the PACT will need to successfully complete required remediation and provide accompanied documentation. Once accepted, these qualifications must be maintained to remain in the program. The Office of Graduate Programs requires that students maintain a 3.0 grade point average in graduate courses to avoid probation and suspension. Because the M.Ed. in Teaching and Learning is a cohort-based degree, students who are suspended are permanently removed from the program and will not be granted readmission.

*Non-School of Education applicants will only be eligible for high school or all-level certification, not elementary.

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Campus-Level Academic Review¹						
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ^{2 3}	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

		Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)									
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

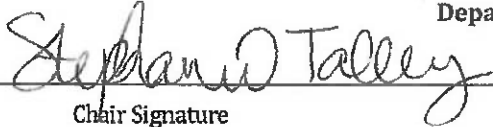
² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs

must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2023

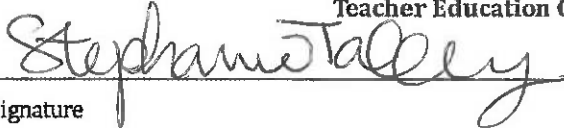
Department/School(s)
 4/7/26
Chair Signature Date

 04-07-26
Chair/Program Director Signature Date

College Academic Council(s)
 4/10/26
Chair Signature Date

Chair Signature Date
Dean(s)
 4/10/26
Signature Date

Signature Date

Teacher Education Council
 4/14/26
Signature Date

Campus Academic Council:
Abilene Undergraduate or Abilene Graduate

Signature Date

Provost

Signature Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Proposed Changes to the ACU Catalog

School of Education

[Go to information for School of Education.](#)

Master of Education

- [Teaching & Learning, ~~Initial Certification~~, MEd \(METL\)](#)
- [Teaching & Learning, Reading Teacher, MEd \(METL-MRT\)](#)

Bachelor of Science

- [Elementary Education, BS \(ELEM\)](#)
- [Middle School Education \(Grades 4-8\), Language Arts, BS \(MSED-MSLN\)](#)
- [Middle School Education \(Grades 4-8\), Mathematics, BS \(MSED-MSMT\)](#)
- [Middle School Education \(Grades 4-8\), Science, BS \(MSED-MSSC\)](#)
- [Middle School Education \(Grades 4-8\), Social Studies, BS \(MSED-MSSO\)](#)
- [Special Education with Early Childhood and Elementary, BS \(SPEL\)](#)

Minor

- [Education Minor \(EDUC\)](#)
- [American Sign Language Minor \(ASL\)](#)

School of Education

↩ Return to: [Academic Programs by Department](#)

Undergraduate

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Cassie Knutson, *Instructor*

Dana Mayhall, *Associate Professor*

Joseph McNulty, *Assistant Professor*

Dana Kenamer, *Professor*

Rektenwald, Josie, *Assistant Professor*

Stephanie Talley, *Associate Professor, Chair and Director*

Majors:

The School of Education offers the Bachelor of Science degree with majors in interdisciplinary studies. Degrees are available leading to certification at the following levels: Age 3 through Grade 6, Grades 4 through 8, Grades 6 through 12, Grades 7 through 12, and Age 3 through Grade 12. Supplements that may be added to a teaching field include English as a Second Language (ESL) and Special Education.

Introduction

The goal of the School of Education is to prepare educators who will have the professional knowledge and skills to work in a wide range of roles in elementary and secondary schools both public and private. Approximately 45 students each year prepare for certification in some aspect of professional education. A capable faculty provides a rich background of practical experience and academic preparation.

The Teacher Education Program is accredited by the Texas State Board for Educator Certification. The program is also nationally accredited by the Association for Advancing Quality in Educator Preparation (AAQEP). Abilene Christian University is a member of the American Association of Colleges for Teacher Education, the Texas Association of Colleges for Teacher Education, the Association of Independent Liberal Arts Colleges for Teacher Education, the Education Deans of Independent Colleges and Universities in Texas, and the International Christian Community for Teacher Education.

Criteria for Admission to ACU Teacher Education

In accordance with Texas state law, the ACU Teacher Education Program has established the following criteria for admission to Teacher Education. Before taking more than 6 hours EDUC a student must first be admitted to the Teacher Education Program. To be admitted to the Teacher Education Program, a student must:

1. Complete and submit an application for admission into the Teacher Education Program;
2. Have completed the first 45 semester hours of credit;
3. Successfully complete with a C or better 15 hours in the candidate's chosen content field;
4. Have a minimum overall Grade Point Average (GPA) of 2.75 and a GPA of 2.75 or higher in 15 hours of the chosen content field;
5. Complete 6 hours of University English requirements with no grade lower than a "C" (In order to maintain admission status, the candidate must earn a C or better in all university required English courses.);
6. Demonstrate proficiency in reading, writing, and math through one of the following:

Reading and Writing

- A grade of C or higher in university required freshman English
- ACT English score of 19 or higher
- SAT Reading score of 500 or higher
- TSAI2 English, Language Arts and Reading section score of 945 or higher and an essay score of 5 or better

Math

- A grade of C or higher in MATH 120 or higher
 - ACT Math score of 19 or higher
 - SAT Math score of 500 or higher
 - TSAI2 Math score of 950 or higher
7. Successfully complete (C or better) EDUC 211 - Introduction to Education: Culture and Contexts;
 8. Successfully complete the Teacher Education Dispositions Review as described in the ACU Teacher Education Student Handbook;
 9. Declare a major that includes certification;
 10. Successfully complete a student life review;
 11. Receive approval from the Teacher Education Admissions and Review Committee. An interview with the committee may be required.

Any exemptions or modification to the above requirements due to special circumstances must be requested through the director of the School of Education. All requests will be reviewed and must be approved by the Teacher Education Admissions and Review Committee. In addition, admission to Teacher Education is not the final step in the process. In order to remain in the program, the prospective teacher must continue to meet the GPA requirement (2.75).

Note: Candidates must meet criteria for admission in place at the time of application to Teacher Education.

English Language Proficiency Assessment Requirement:

International students with primary languages other than English must demonstrate English language proficiency by a TOEFL iBT score of 100 with the following minimum scores in each section:

- Reading – 24
- Listening – 24
- Speaking – 26
- Writing – 24

While multiple attempts are permitted in order to meet the criteria above, the minimum total and minimum individual scores must be earned in a single administration of the assessment.

Additional program requirements:

1. In order to remain in the Teacher Education Program, an overall GPA of 2.75, 2.75 in the content field, a 2.75 in all required professional education courses (READ, EACH, EDUC, and SPED), and continued approval of the Teacher Education Admissions Committee must be maintained. If the GPA falls below the standard, the candidate's admission to Teacher Education will be revoked. If the GPA later meets the standard, the candidate must reapply to the program and meet the standards at the time of reapplication. If the GPA falls below criteria again, the candidate's admission to Teacher Education will be permanently revoked.
2. In order to maintain eligibility, candidates must be able to perform the essential functions of teaching as outlined in the ACU Teacher Education Handbook.
3. A grade of C or better is required for all courses in the candidate's teaching field, all professional education courses, and all courses in the major.
4. All professional education courses (EDUC, READ, SPED, and EACH) must be taken in residence. You may retake a professional education course one time if needed. If a third attempt is required, permission from the Chair of the Department is required.
5. Junior and senior transfer students must demonstrate proficiency in reading, writing, and math through scores on the ACT, SAT, or successful completion of appropriate English and math courses as outlined above.
6. Any appeals related to admissions will be directed first to the chair of Teacher Education. If the candidate does not feel the issue is resolved, the appeal will be forwarded to the Dean of the College of Arts, Humanities, and Social Sciences.

Note: A candidate who does not have an overall GPA of 2.75 or higher **may** be admitted to the program if all other admissions criteria are met and if all of the following are true;

1. An overall GPA of 2.75 or higher in the last 60 hours;
2. A GPA of 2.75 in the teaching content field with no grade lower than a C;
3. No university disciplinary actions filed - academic or otherwise;
4. A formal letter of request submitted to the admissions committee describing the candidate's academic history and articulating motivations for wanting to enter the teaching profession.
5. An interview with the Teacher Education Admissions Committee.

Teacher Certification

Students who complete the Teacher Education Program and who wish to obtain Texas teacher certification must pass the appropriate exams in professional education and in the appropriate teaching fields as required by the Texas State Board for Educator Certification (SBEC). Approval to take the certification exams must be obtained from the School of Education. Additional information is available from the certification officer in the School of Education. Those who do not complete the certification process within a year after program completion may be subject to additional requirements.

All students who plan to complete the Teacher Education Program at ACU are advised that the State Board for Educator Certification (SBEC) at times revises its certification rules, regulations, and procedures. Since ACU's Teacher Education Program is accredited by the SBEC, some changes in the requirements and procedures contained in this catalog may be necessary. Students seeking certification will be expected to meet the requirements in program admission as well as certification and degree plans that are in effect at the time they graduate even if they are different from those in this catalog. Students are encouraged to contact the School of Education on a regular basis and to maintain close communication with their academic advisor to learn of

changes as they occur. Advisors will make every effort to substitute courses for students as requirements change while continuing to prepare students for successful completion of the certification exams.

Except with prior approval of the director of the School of Education, individuals who complete their degree program at ACU must take all required professional education courses in residence.

Elementary and Special Education Teacher Certification

The ACU Teacher Education Program offers two degrees for certification in teaching ages 3 through 6th grade.

- Early Childhood/Elementary Certification (IDSC)
- Special Education with Early Childhood and Elementary (SPEL)

Middle School Teacher Certification

Degrees for teaching grades 4-8 are offered in the following areas:

- Middle School Education - Language Arts (MSLN)
- Middle School Education - Mathematics (MSMT)
- Middle School Education - Science (MSSC)
- Middle School Education - Social Studies (MSSO)

High School Teacher Certification

High school teacher certification is offered in the following areas:

- High School Teacher Certification - Life Sciences (BIOT)
- High School Teacher Certification – Biology Composite (BTCS)
- High School Teacher Certification - Chemistry (CHMT)
- High School Teacher Certification - Physical Science (CPST)
- High School Teacher Certification – Chemistry Composite (CMST)
- High School Teacher Certification - Social Studies (HSST)
- High School Teacher Certification - History (HSTT)
- High School Teacher Certification - Computer Science and Mathematics (CSMT)
- High School Teacher Certification - Physics and Mathematics (PHMT)
- Convergence Journalism/Multimedia Teacher Certification (JMCT)
- English Teacher Certification (ENGT)
- Mathematics Teacher Certification (MATT)
- Spanish Teacher Certification (SPNT)

Information on degree requirements for these high school teaching fields can be found in the appropriate catalog section for those departments.

All-Level (EC through 12) Certification

All-Level teacher certification is offered in the following areas:

- Art (ARTT)
- Music (MTIA or MTVA)
- Theatre (THED)
- Language and Literature: Spanish (SPNT)

For requirements in All-Level teaching certification degrees, see the catalog section of the appropriate department.

Supplemental Certifications

English as a Second Language

All ACU teacher candidates are prepared to add this supplemental certification to their primary credential. This supplement will certify an individual to teach English as a Second Language at the level and in the field of the primary certification.

Special Education (GSPE)

Adding Supplemental Special Education Certification to an Initial Elementary, All-Level, Middle School, or High School Teacher Certificate

This supplement will certify an individual to teach special education at the level and in the field of his/her certification. In addition to the requirements of the degree plan for their initial teacher certification, students will be required to take the following courses:

- SPED 374 - Emotional and Behavioral Disorders in Children
- SPED 477 - Teaching Students with High Incidence Disabilities
- SPED 481 - Teaching Students with Low Incidence Disabilities

Complete student teaching and courses in an approved teaching field.

Total Required Credit Hours: 9

Study Abroad Expectations

All students are encouraged to participate in ACU's Study Abroad program. Classes offered at Study Abroad sites vary depending on the site. Academic advisors can assist students in planning ahead for their Study Abroad experience and should be consulted regarding this during the freshman year.

Graduate

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~~Amy Spiker, Associate Professor~~

Stephanie Talley, *Associate Professor*

~~Integrated Plan:~~ Fifth-Year Master of Education (M.Ed.) in Teaching and Learning

ACU offers a fifth-year M.Ed. in Teaching and Learning. The degree is designed as a one-year, integrated master's program for students currently enrolled in ACU's undergraduate ~~teacher education~~ School of Education program, allowing students to complete their bachelor's and master's degrees in five years. Additionally, the degree is available for non-School of Education students with an undergraduate major that includes a high school teaching field and students with a major in Art, Spanish, Music, Theater, or Physical Education.

Candidates will matriculate into the program in the final spring semester of their undergraduate program, taking 6 graduate-level hours ~~as part of the undergraduate program~~. Students participate in a year-long clinical teaching placement, providing them with extensive hands-on experience. Below are the admission requirements for School of Education applicants and non-School of Education applicants.

The Abilene Christian University Teacher Education Program is accredited through the Texas Education Agency (TEA).

**Admission Requirements for MEd in Teaching and Learning: ~~Initial Certification Track~~
School of Education Applicants**

~~Admission requirements for the MEd in Teaching and Learning, Initial Certification track are as follows:~~

1. Candidates must be currently enrolled in an undergraduate degree that includes teacher certification. The GPA requirement will be 3.0 overall and 3.0 in the content field.
2. Candidates must have earned no grade lower than a B in any undergraduate professional education courses (EDUC, READ, EACH, SPED).
3. Candidates must have no score below 3 on the Dispositions Review completed by three ACU faculty members (two from the School of Education and one from the content area department for middle school, high school and all-levels applicants or three from the School of Education for all other applicants).
4. A completed application to the Fifth-Year Master's in Teaching and Learning Degree sequence with a statement of purpose and philosophy (maximum of two pages with 12-point font, double-spaced) addressing one's motivation for pursuing the degree and describing one's current philosophy of education. No score below a 3 on any category of the essay rubric.

Note: Candidates who do not meet these criteria may still be considered through an interview process. Once accepted, these qualifications must be maintained to remain in the program. The Office of Graduate Programs requires that students maintain a 3.0 grade point average in graduate courses to avoid probation and suspension. Because the M.Ed. in Teaching and Learning is a cohort-based degree, students who are suspended are permanently removed from the program and will not be granted readmission.

~~The second track offered as part of the MEd Teaching and Learning program is the Master Reading Teacher track. This track will prepare practicing public school teachers to be literacy leaders at the classroom, campus, and district level. Teachers participating in this program will qualify for the Texas Master Reading Teacher graduate level credential. Established by Texas House Bill 2307, the purpose of the Master Reading Teacher is to increase the reading ability of Texas school children and prepare teachers to serve as mentors to other reading teachers. This program will utilize a cohort model, fostering professional learning communities. The degree can be completed in 15 months while including a full semester of instructional coaching in the classroom from ACU faculty. Teachers will be trained to then serve as instructional coaches for their peers. All students will conduct an action research project and will be encouraged to present at a state or national conference or publish in a professional journal.~~

~~Admission Requirements for MEd in Teaching and Learning Master Reading Teacher Track~~

~~Admission requirement for the MEd in Teaching and Learning Master Reading Teacher track are as follows:~~

1. ~~A minimum of two years teaching experience.~~
2. ~~Candidates must be currently teaching reading as part of their instructional assignment.~~
3. ~~Recommendation from candidate's instructional supervisor.~~
4. ~~Submit any/all official transcript(s) in English (or translated to English) of all previous college work (official means an original with the seal that comes directly from the issuing~~

institution to ACU). The transcript must indicate a bachelor's degree from a regionally accredited college or university.

5. Undergraduate cumulative GPA of 3.0 or higher.

6. Writing Sample/Purpose Statement.

7. Interview with a committee comprised of faculty in the School of Education.

Candidates' interviews and writing samples will be evaluated using rubrics designed by faculty in Teacher Education. Applicants not accepted into the cohort will be retained on a waiting list and encouraged to reapply for the next cohort.

The Abilene Christian University Teacher Education Program is approved by the Texas Education Agency.

Admission Requirements for MEd in Teaching and Learning: Non-School of Education

Applicants

1. Candidates must be currently enrolled in an undergraduate degree that includes a high school teaching field* or the following degrees: Art, Spanish, Music, Theater, or Physical Education. The GPA requirement will be 3.0 overall and 3.0 in the content field.
2. Candidates must apply and be admitted to the School of Education.
3. Students must complete EDUC 430 with a B or higher as part of their undergraduate degree plan; in EDUC 430 they must complete 50 hours of observation as required by the Texas Education Agency.
4. Candidates must have no score below 3 on the **Dispositions Review** completed by three ACU faculty members, at least two in their content area.
5. A **completed application** to the Fifth-Year Master's in Teaching and Learning Degree sequence with a statement of purpose (maximum of two pages with 12-point font, double-spaced) addressing one's motivation for pursuing the degree and the knowledge and strengths the applicant will bring to the classroom. No score below a 3 on any category of the essay rubric.
6. Candidates must score 70% correct or higher on a content certification practice exam or a passing score on the PACT (Pre-Admission Content Test) prior to admission.
7. Candidates must complete an admission interview.
8. Candidates must attend a required orientation.

Note: Candidates who do not meet these criteria may still be considered through the interview process. Candidates who score below 70% on the practice exam or below a passing score on the PACT will need to successfully complete required remediation and provide accompanied documentation. Once accepted, these qualifications must be maintained to remain in the program. The Office of Graduate Programs requires that students maintain a 3.0 grade point average in graduate courses to avoid probation and suspension. Because the M.Ed. in Teaching and Learning is a cohort-based degree, students who are suspended are permanently removed from the program and will not be granted readmission.

*Non-School of Education applicants will only be eligible for high school or all-level certification, not elementary.

Criteria for Admission to ACU Teacher Education for Non-School of Education Students Pursuing the M.Ed. in Teaching and Learning

In accordance with Texas state law, the ACU Teacher Education Program has established the following criteria for admission to Teacher Education. Before taking more than 6 hours EDUC a student must first be admitted to the Teacher Education Program. To be admitted to the Teacher Education Program, a student must:

1. Complete and submit an application for admission into the Teacher Education Program;
2. Have completed the first 45 semester hours of credit;
3. Successfully complete with a C or better 15 hours in the candidate's chosen content field;
4. Have a minimum overall Grade Point Average (GPA) of 2.75 and a GPA of 2.75 or higher in 15 hours of the chosen content field;
5. Complete 6 hours of University English requirements with no grade lower than a "C" (In order to maintain admission status, the candidate must earn a C or better in all university required English courses.);
6. Demonstrate proficiency in reading, writing, and math through one of the following:

Reading and Writing

- A grade of C or higher in university required freshman English
- ACT English score of 19 or higher
- SAT Reading score of 500 or higher
- TSAI2 English, Language Arts and Reading section score of 945 or higher and an essay score of 5 or better

Math

- A grade of C or higher in MATH 120 or higher
 - ACT Math score of 19 or higher
 - SAT Math score of 500 or higher
 - TSAI2 Math score of 950 or higher
7. Attend a required orientation;
 8. Complete an admissions interview;
 9. Be enrolled in an undergraduate degree that includes a high school teaching field or the following degrees: Art, Spanish, Music, Theater, or Physical Education;
 10. Successfully complete a student life review;
 11. Receive approval from the Teacher Education Admissions and Review Committee.

Any exemptions or modification to the above requirements due to special circumstances must be requested through the director of the School of Education. All requests will be reviewed and must be approved by the Teacher Education Admissions and Review Committee. In addition, admission to Teacher Education is not the final step in the process. In order to remain in the program, the prospective teacher must continue to meet the GPA requirement (3.0).

Note: Candidates must meet criteria for admission in place at the time of application to Teacher Education.

Programs

Master of Education

- Teaching & Learning, Initial Certification, MEd (METL)
- Teaching & Learning, Reading Teacher, MEd (METL-MRT)

Bachelor of Science

- Elementary Education, BS (ELEM)
- Middle School Education (Grades 4-8), Language Arts, BS (MSED-MSLN)
- Middle School Education (Grades 4-8), Mathematics, BS (MSED-MSMT)
- Middle School Education (Grades 4-8), Science, BS (MSED-MSSC)
- Middle School Education (Grades 4-8), Social Studies, BS (MSED-MSSO)
- Special Education with Early Childhood and Elementary, BS (SPEL)

Minor

- American Sign Language Minor (ASL)

- Education Minor (EDUC)

Courses

Early Childhood

- EACH 363 - Early Language and Literacy
- EACH 451 - Guidance in Early Childhood
- EACH 466 - Education of Young Children

Education

- EDUC 211 - Introduction to Education: Culture and Contexts
- EDUC 221 - Educational Psychology
- EDUC 250 - Literature for Children
- EDUC 270 - Conceptual Understanding and Procedural Fluency in Mathematics
- EDUC 287 - Integrating the Arts Across the Elementary School Curriculum
- EDUC 312 - Field Experience in Guidance and Development
- EDUC 323 - Integrated Math and Science: PreK-2
- EDUC 331 - Teaching Social Studies in Pre K - Grade 8
- EDUC 335 - Teaching in the Middle School
- EDUC 370 - Teaching Math in Elementary Grades 3-6
- EDUC 411 - Elementary Curriculum, Materials, and Media
- EDUC 412 - Secondary Curriculum and Media
- EDUC 430 - Classroom Management and Methods
- EDUC 431 - Elementary Management and Methods
- EDUC 432 - Secondary Management and Methods
- EDUC 449 - Professional Practice in Music Education
- EDUC 476 - Effective Teaching Strategies for English Learners
- EDUC 490 - Clinical Teaching
- EDUC 499 - Internship
- EDUC 620 - Instructional Strategies in the Teaching of Writing
- EDUC 621 - Overcoming Learning Barriers
- EDUC 622 - Theories and Strategies for Integrating Technology
- EDUC 651 - Leading Continuous Improvement of Digital Learning
- EDUC 652 - Leading Evolving Digital Learning Systems
- EDUC 653 - Educational Research
- EDUC 655 - Action Research for Classroom Teachers
- EDUC 656 - School Finance
- EDUC 660 - Practicum/Capstone in the School Principalship
- EDUC 661 - Capstone in Curriculum and Instruction
- EDUC 665 - Capstone in Special Education
- EDUC 668 - Practicum/Capstone in the School Superintendent
- EDUC 672 - Educational Facilities
- EDUC 674 - Policy and Politics in Education
- EDUC 676 - District Instructional Leadership
- EDUC 680 - Allocating Resources and Structuring the School for Learning
- EDUC 681 - Nurturing School Culture to Create a Learning Community
- EDUC 682 - School Law, Ethics and the Learning Community
- EDUC 683 - Implementing Continuous Improvement
- EDUC 684 - Meeting the Learning Challenge

- [EDUC 686 - Reframing Learning](#)
- [EDUC 687 - Managing Data to Improve Student Learning](#)
- [EDUC 688 - Creating Effective Learning Environments](#)
- [EDUC 691 - Education Workshop](#)
- [EDUC 697 - Instructional Coaching](#)

Reading

- [READ 322 - Disciplinary Literacies](#)
- [READ 363 - Foundations of Reading](#)
- [READ 460 - Reading Assessment and Instruction](#)
- [READ 464 - Reading-Writing Connection](#)
- [READ 480 - Problems in Reading](#)
- [READ 614 - Foundations of Reading](#)
- [READ 617 - Reading Assessment and Instruction](#)

Special Education

- [SPED 111 - Beginning American Sign Language I](#)
- [SPED 112 - Beginning American Sign Language II](#)
- [SPED 311 - Intermediate Sign Language I](#)
- [SPED 312 - Intermediate American Sign Language II](#)
- [SPED 371 - Teaching Exceptional Students](#)
- [SPED 374 - Emotional and Behavioral Disorders in Children](#)
- [SPED 477 - Teaching Students with High Incidence Disabilities](#)
- [SPED 481 - Teaching Students with Low Incidence Disabilities](#)
- [SPED 674 - Emotional and Behavioral Disorders in Children](#)
- [SPED 677 - Teaching Students with High Incidence Disabilities](#)
- [SPED 681 - Teaching Students with Low Incidence Disabilities](#)
- [SPED 684 - Assessment in Special Education](#)

Technology

- [TECH 210 - Technology in Education](#)

↩ Return to: [Academic Programs by Department](#)

Prerequisite Degree Requirements

~~This track~~The M.Ed. in Teaching and Learning requires a student to be currently enrolled in an undergraduate degree that includes teacher certification or an undergraduate degree that includes a high school teaching field or the following degrees: Art, Spanish, Music, Theater, or Physical Education. Candidates must have earned no grade lower than a B in any professional education courses.

Major Requirements

- [EDUC 621 - Overcoming Learning Barriers](#) Credit Hours: 3
- [EDUC 653 - Educational Research](#) Credit Hours: 3
- [EDUC 655 - Action Research for Classroom Teachers](#) Credit Hours: 3
- [EDUC 681 - Nurturing School Culture to Create a Learning Community](#) Credit Hours: 3
- [EDUC 684 - Meeting the Learning Challenge](#) Credit Hours: 3
- [EDUC 686 - Reframing Learning](#) Credit Hours: 3
- [EDUC 687 - Managing Data to Improve Student Learning](#) Credit Hours: 3
- [EDUC 688 - Creating Effective Learning Environments](#) Credit Hours: 3
- [EDUC 691 - Education Workshop](#) Credit Hours: 3 (taken twice for a total of 6 hours)
- [EDUC 697 - Instructional Coaching](#) Credit Hours: 3
- [SPED 677 - Teaching Students with High Incidence Disabilities](#) Credit Hours: 3

Total: 36 Credit Hours

Total Major Hours: 36

~~Teacher candidates~~School of Education students matriculating into the MEd in Teaching and Learning will not complete clinical teaching at the undergraduate level. The six hours of EDUC 490 will be waived replaced by EDUC 653 and SPED 677 on the undergraduate

degree for these students ~~with the completion of the first six hours of the master's and their undergraduate degree requirements reduced by 6 hours.~~ Certification can then be granted after the completion of student teaching as part of the master's degree.