

# EDUCATOR PREPARATION INSTITUTE, READING ENDORSEMENT (CER)

**Previous Degree Required:** Bachelors  
**Eligible for Financial Aid:** Yes  
**Delivery Method(s):** Online  
**Location(s):** Online  
**Additional Limited Access Application Process Required:** Yes  
**Program Testing Requirements:** Florida General Knowledge Test  
**Academic Community:** EDUC  
**Program Code:** EPI2RED  
**Classification of Instructional Programs (CIP) Code:** 13.9999  
**Florida Department of Education CIP Code:** 5551399990

The Reading Endorsement track is for students who will teach the areas below. All other students take the regular track.

1. Elementary teachers K-6
2. ESE teachers K-12
3. English Teachers 6-12

The Educator Preparation Institute provides an opportunity for individuals who hold a Bachelor’s Degree in a field other than education, to become a teacher. Certifications are available in all subject disciplines with a special emphasis on attracting teachers in the area of Science, Technology, Engineering, Math (STEM) and Exceptional Student Education (ESE). This program is designed to develop high quality teachers. The EPI program offers convenient day, evening, and online classes. This alternative certification program enables the student to master competencies necessary not only to receive a Professional Educator’s Certificate, but also to become a successful teacher in the P-12 classroom. The program’s 24 college credits encompass topics such as classroom management, Educational Psychology, and teaching and learning processes, as well as a 30- hour field experience for students to incorporate what they have learned in the classroom.

See the [Educator Preparation Institute overview page](#) for more information.

Visit the [program page](#) for more details and how to apply.

## Program of Study

Code	Title	Credit Hours
EDF 4430	Measurement, Evaluation, and Assessment	3
EDG 3214	Human Development and Learning	3
EDG 3343	Instructional Strategies <sup>1</sup>	3
EDG 4410	Classroom Management	3
RED 4335	Subject Area Reading	3
RED 4352	Differentiated Instruction and Assessment for Literacy	3
RED 4854	Reading Practicum	3
TSL 4324	ESOL Strategies for the Content Area Teacher <sup>2</sup>	3
<b>Total Credit Hours</b>		<b>24</b>

- <sup>1</sup> Students are required to complete a minimum of 15 hours of field-based experience with children and youth in school or similar settings and not via virtual modes of film or Internet. Students must obtain security clearance before obtaining hours in public schools.
- <sup>2</sup> Students must volunteer 15 hours in diverse classroom settings including ELL, high performing, and/or Improving classrooms. Students must obtain security clearance before obtaining hours in public schools.

## Course Sequence

Below is the recommended sequence for taking courses in this degree. Using this guide and meeting with your assigned advisor each term is the key to successful program completion.

Please note that course prerequisites, including required developmental math, reading, or writing, need to be completed to continue on to the more advanced course. Click on the course number to see the requirements.

Code	Title	Credit Hours
EDF 4430	Measurement, Evaluation, and Assessment <sup>Fa</sup>	3
RED 4352	Differentiated Instruction and Assessment for Literacy <sup>Fa</sup>	3
TSL 4324	ESOL Strategies for the Content Area Teacher <sup>Fa</sup>	3
EDG 3214	Human Development and Learning <sup>Sp</sup>	3
EDG 3343	Instructional Strategies <sup>Sp</sup>	3
RED 4854	Reading Practicum <sup>Sp</sup>	3
EDG 4410	Classroom Management <sup>Su</sup>	3
RED 4335	Subject Area Reading <sup>Su</sup>	3
<b>Total Credit Hours</b>		<b>24</b>

FaCourse offered in fall term

SpCourse offered in spring term

SuCourse offered in summer term

## Learning Outcomes

1. Students will explain the inner workings of a school, including location & physical layout, teaching philosophy, teachers, staff & administration, goals & mission, and curriculum & extra-curricular activities.
  - *Core Ability Supported: Work Cooperatively*
2. Presentation of Research Paper. Share research finding with peers on an issue that a student in your future classroom could potentially encounter and how it effects the child’s and or adolescent’s development.
  - *Core Ability Supported: Think Critically and Solve Problems*
3. Identify aspects of safety as pertains to school level and how to incorporate that in your future classroom.
  - *Core Ability Supported: Process Information*
4. Students will evaluate learning techniques for working with diverse student populations including Exceptional Education, ESOL, High/low Socioeconomic, and Alternative School.
  - *Core Ability Supported: Model Ethical and Civic Responsibility*
5. Students will learn how to create a digital portfolio, using technology learned in the course, and present to the class.
  - *Core Ability Supported: Communicate Effectively*

6. Students will demonstrate an understanding of active learning by creating lesson plans incorporating active learning in the subject area.
  - *Core Ability Supported: Think Critically and Solve Problems*
7. Perform peer-reviewed literature searches to find practice-based and research articles focused on comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, and integration of reading components. These articles will guide the creation of multiple lessons plans in content area that correlate to a major teaching unit of their choosing.
  - *Core Ability Supported: Process Information*
8. Students will evaluate learning techniques for teaching in their subject area in diverse student populations in Schools.
  - *Core Ability Supported: Model Ethical and Civic Responsibility*