

DEPARTMENT OF LANGUAGE, LITERACY, & SPECIAL POPULATIONS

Chair: Abdelilah Salim Sehlaou (catalog.shsu.edu/undergraduate/colleges-academic-departments/education/language-literacy-special-populations/asehlaoui@shsu.edu)

Assistant Chair: Helen Berg (hberg@shsu.edu)

Website: Department of Language, Literacy, & Special Populations (<http://www.shsu.edu/academics/language-literacy-and-special-populations>)

Highlights

- Close working relationship with faculty
- Wide offering of field-based classes
- Field experience in a variety of diverse settings
- High pass rate on the Texas Examination of Educator Standards (TEXES)
- Courses taught on-campus and, at the University Center and online

Suggested Minors

- Special Education can be designated as a minor for other degree programs

Special Education Minor Requirements

SPED 2301	Introduction to Exceptionality	3
SPED 3301	Learn and Instruc Child W/Disa	3
SPED 3302	Emotional/Behavioral Disorders	3
SPED 3303	Supporting Social Success	3
SPED 3304	Stdy Lrng/Lrng Disabilities	3
SPED 3305	Assessment Practices in SPED	3
Total Hours		18

- Early Childhood Education can be designated as a minor for other degree programs. This minor may be of interest to individuals who plan to work in various early childhood settings. This minor does not lead toward Texas Teacher Certification.

Early Childhood Education Minor Requirements

ECHE 3128	Field Exp - Early Childhood Ed (taken twice, separate semesters, different placements)	1
ECHE 3128	Field Exp - Early Childhood Ed (taken twice, separate semesters, different placements)	1
ECHE 3229	Guidance Of Young Children	2
ECHE 3243	Curriculum For Early Childhood	2
ECHE 3313	Early Childhood Cognition	3
ECHE 3315	Developmentally Appropriate Creative Expression	3
ECHE 3363	Wrkng /W Families-Diverse Comm	3
ECHE 4333	Dev Appr Prog For Yng Children	3
Total Hours		18

Career Opportunities

- Bilingual Education and Special Education are both high-need areas.
- The state of Texas emphasizes the need for highly qualified teachers in these areas.

Program Specific Requirements

Required Field Experiences

Candidates for any teaching certificate participate in field experiences in the public schools. Requirements for these activities vary by course and are coordinated by the Field Experience office.

University students taking minors in the College of Education which do not lead toward Texas Teacher Certification (SPED Minor and ECHE Minor) will conduct field experiences in appropriate settings in schools or the community based on requirements of the individual course. Students will apply to the Educator Preparation Program as a non-certification seeking student.

Admission to the Educator Preparation Program

Students seeking initial Teacher Certification will apply for admission to the Educator Preparation Program in their first Education class. Subsequent program specific requirements are explained below.

Admission to the Literacy Methods

All candidates for certification in grades EC-6 or 4-8, must participate in a one-semester Literacy Methods block, during the semester prior to the IDS Content Methods block. Application for placement in EC-6 or 4-8 Literacy Methods takes place one semester prior to anticipated enrollment in the Literacy Block. Each candidate's eligibility for placement is evaluated by the Department of Language, Literacy and Special Populations (LLSP). Eligibility at this transition point in the program is based on criteria which include full admission to the Educator Preparation Program, completion of all 1000 and 2000 level coursework and evidence of appropriate dispositions. Attention to prerequisites as shown in the course descriptions is essential to progress toward completion. Candidates in the EC6 program must take TESL 3303 concurrently with Literacy Methods (READ 3370, READ 3371, READ 3372). EC-6 students must complete BESL 3301 before Literacy Methods.

Admission to the Special Education Block

Candidates seeking special education certification must apply for the 6-hour Special Education Block (SPED 4301/SPED 4302). Application for placement in the Special Education Block takes place one semester prior to anticipated enrollment. Each candidate's eligibility for placement is evaluated by the Department of Language, Literacy and Special Populations (LLSP). This block of classes is usually taken the semester prior to IDS Content Methods. Prerequisites include SPED 2301, SPED 3302, and SPED 3304. Students are encouraged to take SPED block after Literacy Methods.

Bilingual Target Language Proficiency Test

Candidates seeking certification in Bilingual Education must demonstrate Spanish language proficiency in reading, writing, and speaking on the Bilingual Target Language Proficiency Test (BTLPT).

Admission to Student Teaching

Student teaching is the culminating experience in a candidate's preparation to become a teacher. Candidates should enroll in student teaching the final semester of their preparation program (http://www.shsu.edu/~edu_ofe/student_teaching/). For candidates who seek certification in Special Education or Bilingual Education, specific student teaching courses and placements are required. **Candidates registered for nine hours during the student teaching semester are considered by SHSU to be full-time students.**

Student Organizations

- Bilingual Education Student Organization (BESO)
- Sam Houston Association for the Education of Young Children (SHAEYC)
- Sam Houston Student Council for Exceptional Children (SHCEC)
- Sam Houston Student Association for Project Sunshine

Scholarships

- Alberto Sandoval Bilingual Education Scholarship
- Bess Osburn Reading Scholarship
- Counihan Family Endowment
- Frances Elmer Scholarship for Special Education
- Jessie Lewis Scholarship for Reading
- Laverne Warner Early Childhood Scholarship
- TEACH Grants available for Bilingual Education and Special Education
- Woman's Club of Houston Early Education Scholarship

Internships

Internships in public schools are permitted only for candidates who already have a baccalaureate degree. Undergraduate teaching candidates participate in the student teaching block as the capstone of their professional program sequence.

Chair: **Diana Kay Nabors**

Burcu Ates, PHD (bxa013@shsu.edu), *Assistant Professor of Education, Department of Language/Literacy/Special Pop*, PHD, Texas AM University; MA, Michigan State University; BA, Middle East Technical Univ

Helen Berg, PHD (hberg@shsu.edu), *Associate Professor of Education, Department of Language/Literacy/Special Pop*, PHD, Univ of Colorado; MED, Lesley College; BS, Univ of N Carolina-Greensboro

William Hollis Blackwell, PHD (whb004@shsu.edu), *Assistant Professor of Education, Department of Language/Literacy/Special Pop*, PHD, Boston University; EDM, Harvard University; BA, Colgate University

Amanda Beth Bosch, PHD, *Assistant Professor of Education, Department of Language/Literacy/Special Pop*, PHD, Univ of Florida; MS, North Dakota State University; BA, Univ of Nevada-Reno

Leonard G. Breen, EDD (edu_lgb@shsu.edu), *Associate Professor of Education, Department of Language/Literacy/Special Pop*, EDD, Univ of Oregon; MED, Univ of Oregon; BS, Western Oregon St

Benita Rutanya Brooks, PHD (bxd019@shsu.edu), *Assistant Professor of Education, Department of Language/Literacy/Special Pop*, PHD, Univ of Nevada-Las Vegas; MA, Murray State University; BA, Johnson C Smith Univ

William John Calderhead, PHD (wjc011@shsu.edu), *Assistant Professor of Education, Department of Language/Literacy/Special Pop*, PHD, Univ of Oregon; MED, Univ of Maryland-College Park; MA, University of Virginia - SFS; BS, Univ of Maryland-College Park; BA, The Johns Hopkins University

Corinna O Cole, PHD (lls_cvc@shsu.edu), *Assistant Professor of Education, Department of Language/Literacy/Special Pop*, PHD, Texas AM University; MED, Sam Houston State University; BA, Sam Houston State University

Alma Linda Contreras-Vanegas, PHD (alc058@shsu.edu), *Assistant Professor of Education, Department of Language/Literacy/Special Pop*, PHD, Texas AM University; MED, Texas AM University; BA, Texas AM University

Donna Lynn Cox, PHD (dhc002@shsu.edu), *Associate Professor of Education, Department of Language/Literacy/Special Pop*, PHD, Texas Tech University; MA, Univ of Texas-Permian Basin; BS, Texas Tech University

Jaime Betancourt Duran, PHD (jbd023@shsu.edu), *Assistant Professor of Education, Department of Language/Literacy/Special Pop*, PHD, Texas AM University; MED, Univ of Texas-Pan American; BA, Univ of Texas-Pan American

Patricia Marie Durham, PHD (pmd006@shsu.edu), *Assistant Professor of Education, Department of Language/Literacy/Special Pop*, PHD, Texas AM-Corpus Christi; MS, Texas AM-Corpus Christi; BS, Texas Tech University

Hannah R Gerber, PHD (hrg004@shsu.edu), *Associate Professor of Education, Department of Language/Literacy/Special Pop*, PHD, Univ of Alabama-Tuscaloosa; MS, Florida State University; BA, Florida State University

Lory E Haas, EDD (leh015@shsu.edu), *Assistant Professor of Education, Department of Language/Literacy/Special Pop*, EDD, Sam Houston State University; MED, Sam Houston State University; BAT, Sam Houston State University

Carlene Marie Henderson, EDD, *Assistant Professor of Education, Department of Language/Literacy/Special Pop*, EDD, Argosy University; MS, National University; BA, National University

Leena Jo Landmark, PHD (lxl025@shsu.edu), *Associate Professor of Education, Department of Language/Literacy/Special Pop*, PHD, Texas AM University; MED, Texas AM University; BA, Texas AM University

Elizabeth Ann Lasley, PHD (eal021@shsu.edu), *Assistant Professor of Education, Department of Language/Literacy/Special Pop*, PHD, Texas Woman's University; MS, Illinois State University; BS, Illinois State University

Joyce Kay McCauley, PHD (edu_jkm@shsu.edu), *Professor of Education, Department of Language/Literacy/Special Pop*, PHD, Texas Woman's University; MED, Univ of Guam; BA, Univ of South Florida

Tyrone Kevin McGowan, PHD (tkm016@shsu.edu), *Assistant Professor of Language, Literacy & Special Populations, Department of Language/Literacy/Special Pop*, PHD, George Mason University; MED, Cambridge College; BS, Howard University

Melinda Sue Miller, PHD (lls_msm@shsu.edu), *Professor of Education, Department of Language/Literacy/Special Pop*, PHD, Texas AM University; MED, Sam Houston State University; BSED, Univ of Texas At Austin

Vickie Jean Mitchell, EDD (vmitchell@shsu.edu), *Associate Professor of Education and Garrett Endowed Chair, Department of Language/Literacy/Special Pop*, EDD, Texas AM University; MA, Louisiana Tech University; BA, Northwestern St Un of Louisiana

Diana Kay Nabors, EDD (lls_dkn@shsu.edu), *Professor of Education and Acting Chair, LLSP, Department of Language/Literacy/Special Pop*, EDD, Univ of Houston-Main; MED, Sam Houston State University; BS, Univ of Houston-Main

Mary Ann Petron, PHD (map042@shsu.edu), *Associate Professor of Education, Department of Language/Literacy/Special Pop*, PHD, Univ of Texas At Austin; MA, Northwestern University; BSED, Univ of Wisconsin-Madison

Jolene Buxton Reed, PHD (jreed@shsu.edu), *Assistant Professor of Education, Department of Language/Literacy/Special Pop*, PHD, Univ of New Mexico; MA, Univ of New Mexico; BS, Brigham Young University

Nancy Stockall, PHD (nxs016@shsu.edu), *Professor of Education, Department of Language/Literacy/Special Pop*, PHD, Kent State University; MED, Kent State University; BSED, Kent State University

Philip R Swicegood, EDD (edu_prs@shsu.edu), *Professor of Education, Department of Language/Literacy/Special Pop*, EDD, Univ of Alabama-Tuscaloosa; MA, Univ of Alabama-Tuscaloosa; BA, Auburn University

Baburhan Uzum, PHD (uzum@shsu.edu), *Assistant Professor of Education, Department of Language/Literacy/Special Pop*, PHD, Michigan State University; MA, Middle East Technical Univ; BA, Middle East Technical Univ

Kristina K Vargo, PHD (kkv003@shsu.edu), *Assistant Professor of Education, Department of Language/Literacy/Special Pop*, PHD, Southern Illinois U-Carbondale; MS, Southern Illinois U-Carbondale; BS, Univ of Wisconsin-Eau Claire

Nancy K Votteler, EDD (nkvvotteler@shsu.edu), *Associate Professor of Education, Department of Language/Literacy/Special Pop*, EDD, Univ of Houston-Main; MS, Univ of Houston-Clear Lake; BS, Univ of Houston-Main

Chase Jonathan Young, PHD (cxy010@shsu.edu), *Associate Professor of Education, Department of Language/Literacy/Special Pop*, PHD, Univ of North Texas; MS, Walden University; BA, Metropolitan St Univ of Denver

Interim Faculty

Jannah Walters Nerren, PHD (jwn012@shsu.edu), *Associate Dean of Education; Adjunct Faculty, Department of Language/Literacy/Special Pop*, PHD, Capella University; MED, Stephen F Austin University; BS, Stephen F Austin University

Prasopsuk Yabsantiya Pinto, EDD (pyp001@shsu.edu), *Clinical Assistant Professor of Education, Department of Language/Literacy/Special Pop*, EDD, Sam Houston State University; MS, Texas AM-Kingsville; BED, Chulalongkorn University

Rebekah Pankhurst Smith, MA (rps016@shsu.edu), *Lecturer of Education, Department of Language/Literacy/Special Pop*, MA, Sam Houston State University; BSHE, Univ of Texas At Austin

Tara Diane Wilson, MED (tdd015@shsu.edu), *Lecturer of Education, Department of Language/Literacy/Special Pop*, MED, Sam Houston State University; BS, Sam Houston State University

BESL 2301. Multicultural Infl On Learning. 3 Hours.

This course examines how the diversity of the United States influences classroom learning. Linguistic dialects, socio-economic status, and cultural diversity are among the factors examined in relation to the educational process.

Prerequisite: 30 hours.

BESL 3301. Second Language Acquisitions. 3 Hours.

This course examines language acquisition theories and philosophies related to learning a second language from early childhood to adult. The course also examines the history, rationale, political, community and global perspectives of bilingual education and English as a second language programs. Emphasis is placed on the principles and implementation of how children learn a language or languages, and how educators can develop academic programs and curriculum plans incorporating local, state, and national policies. Field experiences in K-12 public schools may be required.

Prerequisite: Admission to educator preparation program.

BESL 4088. Individual Problems in Bilingual Education and English as a Second Language Programs. 1-3 Hours.

This course is designed for persons interested in enhancing educational principles related to current bilingual and English as a second language issues. This course will address specific topics related to second language learning, methodologies, curriculum, instruction, evaluation, parent/community involvement, program design and field experiences.

BESL 4089. Independent Study in Bil/ESL/E. 1-3 Hours.

BESL 4301. Spanish Fluency In Classroom. 3 Hours.

This course is designed for persons interested in teaching in a Spanish instructional environment. Terminology specific to the instructional process, curriculum, and community is emphasized. Linguistic and cultural comparisons among different Spanish dialects represented in Texas are examined. The course is taught in Spanish.

Prerequisite: Admission to educator preparation program.

BESL 4303. Cur In Bilgl & Sec Lang Progs. 3 Hours.

This course identifies appropriate curricula and teaching strategies to teach reading, language arts, mathematics, science and social studies to second language learners. Principles of current content area curriculum and instructional theory as related to language learning in a bilingual classroom are studied. This course is taught in Spanish. Field experiences in K-6 schools required. Taken concurrently with BESL 4304.

Prerequisite: 50 hours, BESL 3301 and TESL 4303.

BESL 4304. Lang Lrn Lit Dev In Mltlngl St. 3 Hours.

This course provides an intensive study of the theories of language learning and literacy development for students learning English as a second language. Processes and strategies on the development of oral language and reading in the first and second languages are emphasized. Taught in Spanish. Field experience in K-6 public schools required. Taken concurrently with BESL 4303.

Prerequisite: 50 hours, BESL 3301 and TESL 4303.

BESL 4305. Acad Lang in Dual Lang Prog. 3 Hours.

In this course students study formal academic language needed by bilingual educators with a focus on building content area vocabulary and appropriate terminology for teaching in dual language programs. Students engage in extensive practice in oral discourse, written expression, and the creation of culturally authentic didactic materials.

Prerequisite: SPAN 3361.

BESL 4320. Stu Tchg In Bilngl/Esl Classrm. 3 Hours.

The EC-6 Bilingual Generalist candidate is assigned to student teaching in a bilingual/elementary classroom full time for approximately seven weeks.

Prerequisite: Admission to Student Teaching program.