SCHOOL OF TEACHING AND LEARNING

About

Chair: Dr. Jannah Nerren (jwn012@shsu.edu), (dlm098@shsu.edu) 936-294-1062

Associate Chair: Dr. Helen Berg (hberg@shsu.edu), 936-294-4633

Website: School of Teaching and Learning (http://www.shsu.edu/academics/school-of-teaching-and-learning/)

Welcome to the School of Teaching and Learning. The School is home to more than twenty programs at the undergraduate and graduate levels with instruction delivered through face-to- face classes on the Huntsville campus and at the Woodlands Center, as well as, through online learning. The award-winning faculty in the School of Teaching and Learning seek to provide students with opportunities to develop the knowledge and skills that will make them outstanding educators and productive leaders locally, nationally, and globally. Faculty and students engage in learning opportunities on campus, with school partners, and in the community. The School of Teaching and Learning is driven by its motto: *People, Purpose, and Passion*. We invite you to visit the School of Teaching and Learning to explore the programs and people that make Sam Houston State University a leader in education.

- Ed.D. in Literacy (http://catalog.shsu.edu/archives/2020-2021/graduate-and-professional/college-departments/education/school-of-teaching-and-learning/literacy-edd/)
- Master of Arts in Special Education (http://catalog.shsu.edu/archives/2020-2021/graduate-and-professional/college-departments/education/school-of-teaching-and-learning/special-education-ma/) (Low Incidence Disabilities and Autism)
- Master of Education in Comparative and Global Education (http://catalog.shsu.edu/archives/2020-2021/graduate-and-professional/college-departments/education/school-of-teaching-and-learning/med-comparative-global-education/)
- Master of Education in Curriculum and Instruction (http://catalog.shsu.edu/archives/2020-2021/graduate-and-professional/college-departments/education/school-of-teaching-and-learning/curriculum-instruction-med/)
- Master of Education in Reading/Language Arts (http://catalog.shsu.edu/archives/2020-2021/graduate-and-professional/college-departments/education/school-of-teaching-and-learning/reading-language-arts-med/) (with or without Texas Reading Specialist)
- Master of Education in Special Education (http://catalog.shsu.edu/archives/2020-2021/graduate-and-professional/college-departments/education/school-of-teaching-and-learning/special-education-med/) (Educational Diagnostician)
- Master of Education in Teaching and Learning (http://catalog.shsu.edu/archives/2020-2021/graduate-and-professional/college-departments/education/school-of-teaching-and-learning/teaching-and-learning-med/)
- Master of Education in TESOL (Teaching English to Speakers of Other Languages) (http://catalog.shsu.edu/archives/2020-2021/graduate-and-professional/college-departments/education/school-of-teaching-and-learning/TESOL-med/)
- Graduate Certificate in Adult Education (http://catalog.shsu.edu/archives/2020-2021/graduate-and-professional/college-departments/education/school-of-teaching-and-learning/adult-education-certificate/)
- Graduate Certificate in Bilingual (Spanish) Educational Diagnostician (http://catalog.shsu.edu/archives/2020-2021/graduate-and-professional/college-departments/education/school-of-teaching-and-learning/bilingual-spanish-educational-diagnostician-certificate/)
- Graduate Certificate in Digital Literacies (http://catalog.shsu.edu/archives/2020-2021/graduate-and-professional/college-departments/education/school-of-teaching-and-learning/digital-literacies-certificate/)
- Graduate Certificate Dyslexia (http://catalog.shsu.edu/archives/2020-2021/graduate-and-professional/college-departments/education/school-of-teaching-and-learning/dyslexia-certificate/)
- Graduate Certificate in Early Childhood Education (http://catalog.shsu.edu/archives/2020-2021/graduate-and-professional/college-departments/education/school-of-teaching-and-learning/early-childhood-education-certificate/)
- Graduate Certificate in Early Childhood Special Education (http://catalog.shsu.edu/archives/2020-2021/graduate-and-professional/college-departments/education/school-of-teaching-and-learning/early-childhood-special-education-certificate/)
- Graduate Certificate in Second Language Instruction (http://catalog.shsu.edu/archives/2020-2021/graduate-and-professional/college-departments/education/school-of-teaching-and-learning/second-language-instruction-certificate/)
- Graduate Certificate in Special Education Transition Services (http://catalog.shsu.edu/archives/2020-2021/graduate-and-professional/college-departments/education/school-of-teaching-and-learning/special-education-transition-services-certificate/)
- Educational Diagnostician Certification (http://catalog.shsu.edu/archives/2020-2021/graduate-and-professional/college-departments/education/school-of-teaching-and-learning/educational-diagnostician-certification/)
- Reading Specialist Certification (Post Graduate) (http://catalog.shsu.edu/archives/2020-2021/graduate-and-professional/college-departments/education/school-of-teaching-and-learning/reading-specialist-certification/)

Bilingual Education

BESL 5302. Soc Cult Lang Infl On Learning. 3 Hours.
This course is an integration of concepts fundamental to meeting the needs of students with diverse backgrounds. This course looks at language in its social and cultural contexts. It provides strategies to address the needs of second language learners from varied linguistic backgrounds. It examines sociocultural factors in the language classroom, interpersonal relations, concepts, models, and strategies for pluralistic teaching.

BESL 5303. Tchng ESL: Oral & Written Lang. 3 Hours.
This course emphasizes the nature of language; the structure of language, the nature of first and second language acquisition; possible areas of interference; student motivation; trends in effective teaching materials and procedures; observation, testing and evaluation techniques; and the significance of culture.

BESL 5304. 2nd Lang Acquisition & Develop. 3 Hours.
This course examines theories of second language acquisition as well as relationship between second language acquisition theory and language teaching. It compares and contrasts different theoretical perspectives of language, the learner, and the language learning process. It explores current research in the field of second language acquisition.

BESL 5311. Applied Linguistics in ESL/EFL Settings. 3 Hours.
This course examines the language subsystems of phonology, morphology, syntax, lexicon and pragmatics from a framework of ESL/EFL language teaching. It emphasizes fundamental language concepts and conventions of the English language and how these are viewed by second language learners.

BESL 5313. ESL / EFL Methodology. 3 Hours.
This course is an in-depth study of various approaches, methods and techniques used in the teaching of language components and language skills (reading, writing, listening and speaking) in English as a Second/Foreign Language (ESL/EFL) settings. The course provides practice in developing and implementing effective language lessons along with evaluating and selecting appropriate ESL/EFL teaching materials.

BESL 5314. Sec Lang Acq for Biling Diag. 3 Hours.
Students examine theories of second language acquisition as well as the relationship between second language acquisition theory and language teaching. They compare and contrast different theoretical perspectives of language, the learner, and the language learning process. They explore current research in the field of second language acquisition as it relates to individuals with special needs. English and Spanish are the languages of instruction.

BESL 5316. Computer Assisted Language Learning in English as a Second Language/English as a Foreign Language. 3 Hours.
This course is an in-depth study of the theoretical, empirical, and pedagogical issues regarding Computer Assisted Language Learning (CALL). Students will synthesize the research base in CALL, as well as analyze and develop practical applications for use in the teaching of language components (grammar, vocabulary, pronunciation) and language skills (reading, writing, listening and speaking) in English as a Second/Foreign Language (ESL/EFL) settings.

BESL 5317. Second Language Assessment. 3 Hours.
In this course, students will analyze the major concepts involved in second language assessment. Research-based methods will be used to design assessment systems to evaluate their students' learning. Students will develop conceptual linkages between assessment and teaching, analyze proficiency level assessments and apply formative assessments to improve learning outcomes.

BESL 5318. Sheltered Instruction in PK-12. 3 Hours.
Students develop theoretical and practical knowledge of sheltered instruction methodologies and research-based practices for working with linguistically and culturally diverse students in PK-12 content area classes.

BESL 6088. Special Topics International Literacy. 1-3 Hours.
The topic(s) included will vary with academic program and semester offered.

BESL 6089. Independent Study in TESOL. 1-3 Hours.
This is a course designed for independent study of selected topics under the supervision of a faculty member. Variable Credit (1-3).
Prerequisite: Consent of Department Chair.

BESL 6301. Multiling Prg Dv in Cont Area. 3 Hours.
This course is designed to address basic teaching principles in the areas of science, mathematics, and social studies; the organization and structure of bilingual programs; guidelines for language usage; staffing, scheduling, and physical organization; and learning styles, teaching strategies and use of auxiliary personnel specific to the bilingual classroom.

BESL 6311. English for Specific Purposes. 3 Hours.
This course addresses fundamental aspects related to theory, research and practice in English for Specific Purposes (ESP), including English for Academic Purposes (EAP). It explores a learner-centered approach to ESP/EAP, and practical applications of the course design in the form of syllabi, materials, methodology and assessment for particular ESP professional needs.

BESL 6315. Action Research in Second Lang. 3 Hours.
This course engages graduate students in action research, a form of self-reflective systematic inquiry on their own practice with second language learners. Topics include discussion of ethical guidelines, data collection techniques, and action planning. Finally, students use their reflective practices and serve as change agents in educational communities.
Prerequisite: Departmental approval.

BESL 6320. Workshp In Ed: Multilingual Ed. 3 Hours.
The topic(s) included will vary with academic program and semester offered.

BESL 6325. Teaching Second Lang Writing. 3 Hours.
In this course students will participate in an in-depth study of approaches, methods, and strategies used in the teaching of writing to English language learners. Students synthesize the research base, develop genre-based instruction, and implement strategies for second language writing.

BESL 6335. ESL/EFL Practicum. 3 Hours.
Students participate in an in-depth study of English as a Second/Foreign Language (ESL/EFL) instructional methods. Students observe, prepare, and present lessons in ESL/EFL under the guidance of the practicum instructor. (45 hours of field experience in authentic settings required.)
Prerequisite: BESL 5313.

Curriculum and Instruction

CIED 5085. Advanced Research in Teaching. 1-3 Hours.
Analysis of opposing or varying viewpoints on educational issues of current concern is the main focus of the course. Examination of research literature, current data, experts in the various fields, and utilization of current technology in the examination of contemporary topics will be completed. A capstone course in which the oral defense of a research paper will be conducted. Variable Credit (1-3). Pre-Requisite CIED 5370.

CIED 5087. Workshop in Education. 1-3 Hours.
This course is designed to explore the relation of brain development in school-age children and methods for enhancing this development through the use of technology. Studetns will have the opportunity to design instructional aids, which seamlessly implement developmentally appropriate technology in the classroom. Variable Credit (1-3).

CIED 5088. Special Topics in Curriculum and Instruction. 1-3 Hours.

CIED 5089. Independent Study in Curriculum and Instruction. 1-3 Hours.
This is a course designed for independent study of selected topics under the supervision of a faculty member. Variable Credit (1-3).
Prerequisite: Consent of Department Chair.

CIED 5333. Professional Educator's Role. 3 Hours.
This course is designed to assist educators in considering the complexity of the role of professional educators in public school systems. The history of American education, school reform, school law, professional ethics, technology, diversity and special populations are some of the topics addressed in this course.

CIED 5335. Teaching Practices in Science Education. 3 Hours.
Candidates evaluate the conceptual underpinnings of modern approaches to science education and professional development as they relate specifically to teaching and learning science. Principles of learning, students' inquiry strategy development, assessment/evaluation of teaching/learning, and the use of instructional technology are examined using research-based best practices in science inquiry education.

CIED 5337. STEM Education Pedagogy. 3 Hours.
Candidates explore research and practical applications of STEM (Science, Technology, Engineering, and Mathematics) concepts related to STEM education and pedagogy. Graduate students will evaluate both strengths and limitations associated with research-based pedagogies, and gain insights into pedagogical strategies that can serve to enhance practices within STEM education.

CIED 5340. Foundations of U.S. Education. 3 Hours.
Candidates focus on the historical foundations of elementary, secondary, and post-secondary education with emphasis on teaching and policy in western societies and North American schools.

CIED 5341. Comparative Education. 3 Hours.
Candidates evaluate theories in comparative education, cross-national comparative analysis, educational indicator research, educational transfer and borrowing, and the relationship between culture and education. Special attention is devoted to similarities and differences in educational policy and practice among various nations.

CIED 5342. Socio-Cultural Forces in Education. 3 Hours.
Candidates focus on national and global educational perspectives to examine the social, cultural, political and economic systems that shape society and the role education plays in the process.

CIED 5343. Philosophy of Education. 3 Hours.
Candidates examine educational theory and practice in relation to philosophical perspectives, both classical and contemporary. This course provides graduate students with the knowledge and understanding of various philosophies of education, national and international, and allows them to apply the philosophies to contemporary and classical educational issues.

CIED 5352. Foundations of Project Based Learning. 3 Hours.
Candidates focus on the foundational, research-based elements that are critical to implementation of Project Based Learning, including examination of required elements in pedagogy. These include mastery of skills needed to facilitate K-12 student learning through participation in inquiry, critical thinking, and self-assessment.

CIED 5354. Project Based Learning Culture, Environment, and Management. 3 Hours.
In this course, graduate students focus on leading and managing the learning environment while implementing and maintaining Project Based Learning in a variety of learning venues.
Prerequisite: CIED 5352.

CIED 5356. Project Based Learning Methodology. 3 Hours.
This course focuses specifically on the first three critical elements of an effective Project Based Learning educational setting: planning and developing entry events and driving questions, facilitating student discussions about areas of need, and effectively implementing student voice and choice. This detailed study will prepare graduate students to teach this process to other educators.
Prerequisite: CIED 5352 and CIED 5354.

CIED 5358. Assessment and Analysis of Project Based Learning. 3 Hours.
In this course, candidates focus on the final critical elements of an effective Project Based Learning environment, including development, implementation, and analysis of all assessment components.
Prerequisite: CIED 5352, CIED 5354, and CIED 5356.

CIED 5360. Adv Techniques & Mthds Instr. 3 Hours.
Study is made of current and advanced teaching techniques, strategies, and materials. Candidates will identify, research and develop approaches to problems pertaining to their teaching field.

CIED 5370. Research In Teaching. 3 Hours.
This course is designed for educators of all subject and grade levels. The focus of this course is to prepare teachers to read published research critically, to integrate those finding with personal experience in order to make reflective instructional decision and to participate in pedagogical research, theory-building, and elementary statistics.
Prerequisite: 12 Graduate level hours in education.

CIED 5382. Instructional Coaching. 3 Hours.
In this course, candidates will research and engage in a form of job-embedded professional development focused on improving teaching practice in order to enhance student learning. The course is designed to get teachers to examine currently held beliefs and assumptions about professional development and coaching, then re-examine those beliefs after experiencing coaching facilitation.

CIED 5383. Integrating Curnt Tech In Tchg. 3 Hours.
A study of the technical and instructional skills needed for integrating modern technology into the classroom and a study of the issues impacting instructional design. This course is recommended for both Education and non-Education majors.

CIED 5384. Curricular Trends For Clss Tch. 3 Hours.
Development of the school curriculum and significant factors which help to determine the curriculum construction are studied. Educators will be provided the opportunity to apply best practice knowledge and skills to a curriculum unit.

CIED 5390. Adv Mths Classroom Mgt & Disc. 3 Hours.
This course is designed for K-12 educators of all subject areas. Increased proficiency in classroom management skills is the primary objective of the course. Educatorswill be provided with an understanding of the factors influencing individual and group behavior in school settings; methods of diagnosing school and classroom factors that may be eliciting the problem; and the options available for influencing student behaviors.

CIED 5391. Problems Teaching Elem Math. 3 Hours.
Study is made of recent trends in elementary mathematics programs and instructional approaches. Application of research findings to improving the teaching and learning of mathematics is emphasized.

CIED 5392. Prob Tchg Elem Sci. 3 Hours.
Study is made of recent trends in elementary science programs and instructional approaches. Application of research findings to improving the teaching and learning of science is emphasized.

CIED 5393. Assessment Of Learning. 3 Hours.
The focus of this course is research in current literature on strategies for the analysis of student work designed to improve instruction and student success. Students will develop skills in the use of a wide range of assessment strategies.

CIED 5396. Prob In Tchg Social Studies. 3 Hours.
Study is made of recent trends in elementary social studies programs and instructional approaches. Application of research findings to improving the teaching and learning of social studies is emphasized.

CIED 5397. Hum Grwth & Dev Across Lifespn. 3 Hours.
This course is designed to relate theory and research to present concerns and problems of teachers through the study of physiological, psychological and social interrelationships. A review of theory and current research concerning the growth and development of the individual through the lifespan, specifically childhood through adolescence will be emphasized as it pertains to teaching and learning.

CIED 5398. Internship In Classroom Instrc. 3 Hours.
This course is designed for the candidate who possesses a baccalaureate degree from an accredited university, is seeking Texas teacher certification, has met all requirements for admission to the teacher education program, and is eligible for an internship as defined by the Texas Education Agency guidelines. The intern should be employed as the "teacher of record" in a public school in one of the school districts.

CIED 5399. Internship In Classroom Instrc. 3 Hours.
This course is designed for the candidate who possesses a baccalaureate degree from an accredited university, is seeking Texas teacher certification, has met all requirements for admission to the teacher education program, and is eligible for an internship as defined by the Texas Education Agency guidelines. The intern should be employed as the "teacher of record" in a public school in one of the school districts.
Prerequisite: CIED 5398.

CIED 6394. Developing Curriculum for Adults. 3 Hours.
This course is designed to get educators to examine principles of adult learning, factors affecting curricular design for adults, curriculum planning, implementation, and outcomes evaluation. Candidates will design and implement a training for adult learners.

CIED 7331. Teaching Strategies for Developmental Mathematics. 3 Hours.
This course explores research and practical application of mathematical concepts related to developmental mathematics education. Principals of learning, students' mathematical strategy development, assessment/evaluation of teaching/learning, and the use of instructional technology will be examined using research-based best practices in developmental mathematics education.

CIED 7390. Assessment Of Math Learning. 3 Hours.
This course will be one of four education classes used in the doctoral program in mathematics education. Topics will include classroom assessment, standardized tests, and assessment instruments for research in mathematics education.

CIED 7393. Research In Mathematics Edu. 3 Hours.
This course will be one of four education classes used in the doctoral program in mathematics education. Topics will include selecting a research topic, research instruments, research statistics, and writing the paper.

CIED 7395. Current Issues In Math Edu. 3 Hours.
This course will be one of four education classes used in the doctoral program in mathematics education. Topics will include curriculum, textbooks, standards, accountability, parental involvement, legal issues, ethics, and testing.

CIED 7396. Theories Of Learning Math. 3 Hours.
This course will be one of four education classes used in the doctoral program in mathematics education. Topics will include theories of learning mathematics, information processing, cognitive theories, and constructivist theories.

Early Childhood Education

ECHE 5343. Curriculum Dev-Early Child Edu. 3 Hours.
Study is made of the scope and sequence of learning experiences for young children. Current research on early childhood curriculum development and model programs is examined. The professional standards and Texas Essential Knowledge and Skills (TEKS) for Pre-kindergarten and Kindergarten are presented.

ECHE 5349. Lang & Lit Dev In Young Child. 3 Hours.
A study is made of the current theories, research, and myths surrounding the development of language in the young child. Students will examine language programs and prepare appropriate language materials for preschool/primary children.

ECHE 5355. Curr Pract-Early Child Setting. 3 Hours.
The course includes planning and developing research-based materials and thematic units for use with young children. An in-depth study of the project approach is presented.

ECHE 5363. Buildg Rel With Div Fam& Child. 3 Hours.
This course is an in-depth study of the relationship between families and schools in diverse communities. Topics addressed include discussions of major theories that support partnerships with parents; models for parent, school, and community partnerships; home, school, and community influences on children's lives; parenting styles; family dynamics; parent education strategies; communicating with parents; and the rights and responsibilities of parents, children, and teachers. Experiences with young children and their families will be required.

ECHE 5373. Theor. Perspctv-Early Child Ed. 3 Hours.
Study is made of the historical and philosophical roots of early childhood education from the middle ages to contemporary practice. An in-depth study of theorists, programs, and methods will be an integral part of the course.

ECHE 5375. Development Of The Young Child. 3 Hours.
An examination of theory and current research concerning the growth and development of the individual through the eighth year of life is made. The course relates theory and research to present concerns of individuals in the helping profession through the study of intellectual, psychological, and social interrelationships. Experiences in the procedures of child study is provided.

ECHE 6088. Special Topics Erly Childhd Ed. 1-3 Hours.
The topic(s) included will vary with academic program and semester offered.

ECHE 6089. Ind Study Early Childhood Ed. 1-3 Hours.
This is a course designed for independent study of selected topics under the supervision of a faculty member. Variable Credit (1-3).
Prerequisite: Consent of Department Chair.

Literacy

LITC 7088. Special Topics. 1-3 Hours.
This course offers graduate students the option of registering for a multi-topic course. The student can take the course under various special topics being offered. Variable Credit (1-3).

LITC 7089. Independent Study. 1-3 Hours.
This is a course designed for independent study of selected topics under the supervision of a faculty member. Variable Credit (1-3).
Prerequisite: Consent of Department Chair.

LITC 7300. Psychological & Social Foundations of Language & Literature. 3 Hours.
Using cognative-processing, socio-cognitive processing, transactional, transactional-socio-psycho-linguistic, attitude, influence, and critical theories, candidates will explore literacy education.
Prerequisite: Admission into the Ed.D. program in Literacy Leadership.

LITC 7310. Literacy, Policy, and Change. 3 Hours.
This course will examine the connections among the pscyhological, sociological, cultural, and political aspects of literacy learning and teaching. Students will develop their own research, community service and/or professional exploration projects, present works-in-progress, and set goals for further development.
Prerequisite: READ 5325 and BESL 5302.

LITC 7320. Issues & Trends in Literacy Ed. 3 Hours.
Current issues and trends related to field of literacy acquisition will be examined through the lens of theory, process and practice.
Prerequisite: Admission into the Ed.D. program in Literacy Leadership.

LITC 7330. Research in Lang & Literacy. 3 Hours.
This course is designed to present current theories and research regarding aspects of literacy and oral and written language. This knowledge is related to instructional applications for classrooms for the literacy development of children and students.
Prerequisite: READ 5306 or consent of the instructor.

LITC 7332. Litercy Pedagogy For Adlt Lrng. 3 Hours.
Issues, research and publications on the methodologies dedicated to the teaching of adults about literacy at the university level, whether in developmental reading or writing classes or enrolled in teacher education classes will be explored.
Prerequisite: LITC 7300.

LITC 7335. Curriculum Thry & Literacy Edu. 3 Hours.
This course explores the variety of curriculum perspectives, theories and processes related to the greater issue of literacy and literacy acquisition and the role of literacy leader at local, state, regional and national/international levels.
Prerequisite: LITC 7300 and LITC 7320.

LITC 7336. Strategies for College Reading in Developmental Education. 3 Hours.
This course explores research and practical application of reading concepts related to developmental and reading education. Principles of learning, students' reading strategy development, assessment/evaluation of teaching/learning, and the use of instructional technology will be examined using research-based best practices in developmental reading education.

LITC 7340. Sociolinguistics/Discourse Analysis. 3 Hours.
This course provides a critical examination and implementation of the theories, practices, and assessments related to the teaching of literacy to culturally and linguistically diverse learners. The practicum experiences will help promote sensitivity and appreciation for cultural diversity and instill creative and critical thinking skills necessary for leadership in a multicultural society and global economy.
Prerequisite: Admission into the Ed.D. program in Literacy Leadership.

LITC 7345. Analysis, Interpretation, and Dissemination of Literacy Assessment. 3 Hours.
This course provides an opportunity to train others in the use and interpretation of literacy assessment instruments. Additionally candidates will assist school sites in establishing a school-wide process for collecting, implementing, and communicating the results of a broad range of assessment data.
Prerequisite: LITC 7300.

LITC 7350. Qualitative Methods in Lit Edu. 3 Hours.
This course provides both theoretical and practical dimensions of qualitative research. Various paradigms of qualitative research, such as case study analysis, naturalistic inquiry, discourse analysis, ethnography, and narrative analysis are addressed in this course. Students will engage in data collection, analysis, and reporting of an individualized research project. The research project will enable students to summarize empirical evidence related to psychological, sociological, and linguistic foundations of reading and writing processes and instruction. Students will conduct and publish research and contribute to the development of the knowledge base.
Prerequisite: Admission into the Ed.D. program in Literacy Leadership.

LITC 7351. Advanced Studies in Qualitative Methods in Education. 3 Hours.
This course is designed for those students who want to propose and conduct a qualitative inquiry. Students will engage in data collection, analysis, and report writing of individualized research projects. These research projects will enable students to summarize evidence related to psychological, sociocultural, critical and linguistic foundations of their field of study.
Prerequisite: EDLD 7372, COUN 7372, or LITC 7350 and permission of the instructor.

LITC 7358. Adv Studies In Literacy Rsch. 3 Hours.
This course will allow doctoral students to learn and apply mixed-methods models to their research agendas. It will extend their research experiences beyond the limits of strictly qualitative or quantitative and allow for more applicability of their future research efforts. Social Science research continues to stress the importance of analyzing data from a variety of perspectives. Expertise in the mixed methods model will encourage doctoral students to examine data from multiple perspectives.
Prerequisite: LITC 7350 and LITC 7370.

LITC 7360. Virtual Ethnography. 3 Hours.
This course will enrich students' existing qualitative research methodologies by providing them with timely research to overcome the barriers that are inherent in conducting research within digital environments. Students will explore the strategies, methods, issues, possibilities, and technologies for conducting research within digital environments, such as virtual worlds, video games, and social networks, as well as gain the ability to become critical consumers of online and virtual data analysis programs.
Prerequisite: LITC 7350 and LITC 7385.

LITC 7366. Theories & History of Literacy. 3 Hours.
Literacy reflects the changing religious, economic and political institutions of cultures, linking the needs and goals of a society and its school curriculum. Students will analyze the theoretical and historical progression of literacy for relationships impacting research, instructional practice, and societal use.
Prerequisite: Permission of Instructor.

LITC 7367. Lang Arts: Theory & Practice. 3 Hours.
This course examines current research, issues, and trends related to the field of literacy within the language arts: writing, linguistics, spelling, handwriting/computer skills, and the graphic/visual arts.
Prerequisite: Approval of Instructor.

LITC 7370. Quantitative Rsch Method - Lit. 3 Hours.
Emphasis is placed on the examination of quantitative research designs and methodologies, the critique of published educational research, the ethical and legal issues of educational research, and the development of a research proposal.
Prerequisite: LITC 7300 and permission of the instructor.

LITC 7385. Digital Epistemologies. 3 Hours.
This course will examine the role of digital literacy in education through the evaluation of digital literacies, their politics, problems, research, and inquiry, and will enable a deeper understanding of ways to incorporate digital literacies into curricula. Doctoral students will have a richer conceptualization of digital literacies and their place in twenty-first century education.

LITC 8030. Dissertation in Lit Leadership. 1-6 Hours.
This is an individual research course leading to the completion of a dissertation that will contribute new knowledge to the field of reading leadership education. Variable Credit (1-3). (Minimum of 9 semester hours total required.)
Prerequisite: LITC 7370; admission to candidacy in the doctoral program in reading leadership education; successful completion of comprehensive exam; and approval of doctoral advisor.

LITC 8320. Application Of Literacy Rsrch. 3 Hours.
Research concepts and tools, and knowledge of the literature will be applied to literacy research problems. Each student will prepare a proposal for the dissertation.
Prerequisite: Completion of a minimum of 48 required hours toward the Ed.D.

Reading

READ 5105. Problems In Reading. 1 Hour.

READ 5304. Multisensory Language Learning. 3 Hours.
Students examine theories, concepts, and research-based pedagogical implications for multisensory language learning. Students conceptualize and implement multisensory strategies for teaching reading to students with dyslexia and other special needs.

READ 5305. Gaming and Literacy. 3 Hours.
Students examine the impact that gaming, virtual environments, and popular culture have on literacy instruction at all age levels. Students will demonstrate comprehensive knowledge of these digital literacies and how they affect learning. An examination of multiple popular culture platforms will be studied regarding how they can be used in development and design of literacy curricula.

READ 5306. Survey Of Reading. 3 Hours.
This course provides historical and philosophical perspectives in literacy instruction. The results of research in such areas as emergent literacy, cueing systems and comprehension, reading interests, current literacy methodologies, and diversity of learners in schools are examined for application in classroom practice.

READ 5307. Prac-Lit Assmt/Instr Stratgy I. 3 Hours.
This course provides an opportunity for an in-depth study of current approaches to assessment as a foundation for literacy instruction. In supervised experiences teachers will learn how to use a range of formal and informal assessment tools and methods to diagnose and assess reading and writing development, to guide instruction, and to involve the learner in self-assessment.
Prerequisite: READ 5306.

READ 5308. Prac-Lit Assmt/Instr Strat II. 3 Hours.
This course offers an in-depth study of the assessment of struggling readers and writers. In supervised settings teachers will use various formal and informal individual assessment procedures and instruments. These assessments will direct instructional strategies and methodology. Candidates develop individual case studies.
Prerequisite: READ 5307.

READ 5309. Literacy Instr In Grades Ec-4. 3 Hours.
Candidates explore research-based instructional practices in emergent literacy, cueing systems and comprehension, reading interests, current literacy methodologies, and diversity of learners in schools. This course is designed for graduate students admitted to an authorized initial alternative teaching certification program. This course does not count toward the reading master's degree program.

READ 5310. Literacy Instr In Grades 4-8. 3 Hours.
This course explores research-based instructional practice in middle school, word analysis skills, current literacy methodologies, and diversity of learners in schools. This course is designed for graduate students admitted to an authorized initial alternative teaching certification program. This course does not count toward the reading master's degree program.

READ 5311. Literacy & Learning Grade 8-12. 3 Hours.
TThis course is for prospective and practicing teachers and focuses on he literacy strategies that enable 8-12 students to comprehend, engage, and make use of the more challenging content and texts in all 8-12 subject areas. Candidates will be involved in class lectures, discussion, small group activities, written assignments, oral presentations, and tests.

READ 5312. Second Language Literacy. 3 Hours.
This course focuses on literacy development from the perspective of the second language learner. It examines on theories related to second language reading and research on the relationship between first and second language literacy. The social contexts of second language reading and instructional practices for second language literacy are analyzed.

READ 5313. Digital Literacy and Pedagogy. 3 Hours.
This course provides graduate students with the ability to evaluate and create effective digital literacy curricula. Topics include instruction design that meets the needs of all learners and development of an understanding and conceptualization of digital literacy's effect on literacy and literate practices.

READ 5314. Digital Literacies & Policy. 3 Hours.
This course will provide graduate students with the background and information for administering and evaluating digital literacy programs, policies, and laws to better understand learning in online environments. Students will examine legal issues and rights in designing technology infused literacy programs.

READ 5315. Language Arts: Theory & Instr. 3 Hours.
This course provides theories and practices for teaching oral and written English, integrating the processes of reading, writing, listening, and speaking in classrooms, and the integration of language arts across the curriculum.

READ 5316. Language Arts: Research Applic. 3 Hours.
This course is a companion course to READ 5315 and provides research applications, as well as theory and practices for oral and written English. Emphasis is placed on integrating the process of reading, writing, digital composition, listening, speaking, viewing and representing in classrooms, and the integration of language arts across the content area curriculum.
Prerequisite: Acceptance to Sam Houston Writing Project.

READ 5317. Politics of Literacy. 3 Hours.
Students examine literacy as a political issue from historical, social and theoretical perspectives. The role of advocacy in literacy instruction and policy is emphasized.

READ 5319. Digital Literacies. 3 Hours.
Students learn theories, concepts, and pedagogical implications of digital literacies. The focus is on the way(s) people make meaning in a digital world. Students conceptualize and implement lessons in digital reading, writing, and multimedia production, employing a critical lens to the development of new curricula through digital media.

READ 5325. Imprvmt In Sec Sch/Adult Pop. 3 Hours.
This course is designed to prepare secondary classroom teachers and reading specialists for teaching reading to secondary school and adult populations. Content includes characteristics of secondary students and adult learners, language patterns and structures common to various subject-area texts and techniques to teach reading and study strategies in secondary and adult classrooms.

READ 5330. Lit & Instr Mat In Rdg Progs. 3 Hours.
This course prepares specialized reading professionals to teach classic and contemporary children's and young adult's literature and easy reading fiction and nonfiction at all levels. Theories and practices that stimulate student interest in reading, promote reading growth, foster appreciation for the written word and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth are emphasized.

READ 5335. Cognition & Emergent Literacy. 3 Hours.
This course provides an opportunity to examine language, cognition, and pre-reading skills of young children. It enables the student to understand, develop, and evaluate language and reading programs for young children.

READ 5340. Literacy Practicum II- Sec Pop. 3 Hours.
Students study current approaches to assessment as a foundation for literacy instruction and intervention design for struggling readers and writers in grades 7-12 who might experience dyslexia and/or related disorders. Students learn how to use a range of formal and informal assessment tools and methods to diagnose and assess reading and writing development. This course has 50+ field experience hours with secondary students.
Prerequisite: READ 5307.

READ 6088. Special Topics in Reading. 1-3 Hours.
This course will provide the opportunity for relevant and timely workshops and independent research and study.

READ 6089. Independent Studies in Reading. 1-3 Hours.
This is a course designed for independent study of selected topics under the supervision of a faculty member. Variable Credit (1-3).
Prerequisite: Consent of Department Chair.

READ 6310. Admin/Suprvsn Of Literacy Prog. 3 Hours.
This course examines the organization, development, implementation and improvement of reading and writing programs in public schools grade K through 12 at classroom, building and district levels.
Prerequisite: READ 5307 and/or co-enrolled in READ 5340.

READ 6320. Research and Literacy Leadership. 3 Hours.
This course provides a field internship for Reading Specialist candidates that focuses on reading and writing curriculum and instructional development, professional development of literacy teachers, and leadership in literacy assessment at the school and district levels. The internship provides students opportunities to apply the theories and principles of learning throughout the reading masters program. Candidates must be enrolled in their final semester of coursework for the reading masters degree; the candidate's portfolio will be developed as part of this capstone course.
Prerequisite: READ 5307 and READ 5340.

READ 7100. Seminar In Literacy Leadership. 1 Hour.
Individual seminar topics will be presented monthly and will change for each semester in which candidates are enrolled. Topics will cover a wide variety of issues of interest to literacy educators. May be repeated for credit for a total of three credits.
Prerequisite: Admission into the Ed.D. program in Literacy Leadership.

READ 7301. Adv Surv of Curr Rsrch in Litr. 3 Hours.
Seminar topics are presented which address a wide variety of current issues and questions of interest to literacy educators and researchers. Topics are designed to assist doctoral students gain currency in specific areas and to explore a possible research agenda. These topics range from international literacy, literacy in an electronic age, to planning literacy pedagogy for teacher preparation programs.

READ 7387. Directed Topics In Reading. 3 Hours.
This course will provide the doctoral student an opportunity to engage in detailed and in-depth study of a program or problem in reading education. The student will work under the supervision of a doctoral faculty member and will be expected to produce a written product or presentation.

READ 7732. Litrcy Pedagogy For Adlt Lrng. 3 Hours.
Issues, research and publications on the methodologies dedicated to the teaching of adults about literacy at the university level, whether in developmental reading or writing classes or enrolled in teacher education classes will be explored.
Prerequisite: READ 7300.

Special Education

SPED 5301. Ed Of Indvdls Wth Disabilities. 3 Hours.
This course provides an introduction to the strengths and needs of persons with disabilities, with implications for identification and educational programming for regular and special educators. Legislation and case law addressing the rights of individuals with disabilities are discussed.

SPED 5302. Assessment In Special Edu. 3 Hours.
This course addresses basic measurement principles, formal and informal assessment, and the connection of assessment to instruction. Students gain experience with diagnostic tools for assessing achievement, social behavior, adaptive behavior, language, and perceptual-motor skills.

SPED 5303. Stdy-Cogntve/Low Incidn Dsblty. 3 Hours.
This course is designed to provide an in-depth study of the strengths and needs of persons with intellectual disabilities and other low-incidence disabilities. Topics addressed include etiology, family partnerships, educational needs, inclusive programming, and transition issues across the lifespan.

SPED 5304. Tch Mthd-Lrnrs/Mild-Mod Dsblty. 3 Hours.
Course content centers upon a rationale for instruction of students with mild to moderate disabilities. Research-based assessment and instructional strategies are presented.

SPED 5305. Indiv Assessment of Cog Funct. 3 Hours.
This course is designed to acquaint students with the theory, problems, ethical standards, and techniques of administering individual tests of intelligence. Specifically, each student will learn to administer, score, and interpret the various cognitive assessments.

SPED 5306. Transition Services Ind w Dis. 3 Hours.
Students study current issues and practices related to transition services to address post-school outcomes in education and training, employment, and independent living. Course content and activities focus on transition program models, federal requirements for transition services, evidence-based practices and predictors for positive post-school transition outcomes, integrating transition into academics, and self-determination.

SPED 5307. Transition Assessment and Inst. 3 Hours.
Students study the secondary transition assessment process for learners with disabilities including formal and informal transition assessments, functional vocational evaluations, and person- and family- centered planning. Transition assessment models for elementary, secondary, and 18-21 adult programs are addressed.

SPED 5309. Leadership in Transition Serv. 3 Hours.
Students study the role of secondary transition professionals. Topics addressed include collaboration, communication, leadership, conflict resolution, consultative skills, legislation and policy advocacy, state and national resources and organizations, grants for transition programming, and developing programs and relationships in the school district and community. A minimum of one field-based project will be implemented to bridge classroom theory to field-based practice.

SPED 6016. Workshop in Education. 1-3 Hours.
The topic(s) included will vary with academic program and semester offered. Variable Credit (1-3).

SPED 6088. Special Topics in Special Ed. 3 Hours.

SPED 6089. Independent Study Special Edu. 1-3 Hours.
This is a course designed for independent study of selected topics under the supervision of a faculty member. Variable Credit (1-3).
Prerequisite: Consent of Department Chair.

SPED 6301. Applied Behavior Analysis. 3 Hours.
This course presents basic principles, processes, and concepts in Applied Behavior Analysis. K Applied project required.

SPED 6302. Seminar In Autism Spectrum Dis. 3 Hours.
The course provides an overview of autism spectrum disorders, identification and etiology, and research-based programs and services for students identified with disabilities within the spectrum of autism.

SPED 6303. Behvrl Intervntn & Change Proc. 3 Hours.
This course presents an in-depth study of basic principles of Applied Behavior Analysis, behavioral assessment procedures and interventions, and ethical considerations in applied settings. A field-based project is required.
Prerequisite: SPED 6301 .

SPED 6304. In-Home Training & Family Iss. 3 Hours.
This course has a focus on the diverse needs of children and families with exceptionalities. The course covers the interplay of diverse cultures, abilities, and communication within a context of professional collaboration.

SPED 6305. Std Behavior Disorder Children. 3 Hours.
This course focuses on theories, characteristics, and instruction for students with mild, moderate, and severe emotional and behavioral disorders. Issues involving definition, classification, and intervention for such disorders as aggression, autism, depression, and delinquency will be addressed.

SPED 6306. Eval & Measurement Of Behavior. 3 Hours.
This course addresses ethical issues in research, single-subject experimental design, descriptive statistics, visual analysis, and interpretation of data. KA research project is required.
Prerequisite: SPED 6301.

SPED 6307. Behvrl Assmnt Iss & Proc. 3 Hours.
This course presents methods and procedures of Applied Behavior Analysis including antecedent manipulations, consequence manipulations, and teaching functionally equivalent responses. Behavior Analytic methods and curriculum for the education and treatment of children with disabilities will be emphasized. Ethics for behavioral intervention will be presented. Demonstration of behavioral methods and strategies required.
Prerequisite: SPED 6303.

SPED 6308. Practicum for Ed Diag 1. 3 Hours.
Students gain direct experience in the use of curriculum, methods, and materials for learners with special needs. Additional topics include assessment, modifications, adaptations, learning strategies, direct instruction and collaboration.
Prerequisite: SPED 5301.

SPED 6309. Internship. 3 Hours.
Students in the internship develop and implement multiple Behavior Analytic programs in applied settings under the supervision of a Board Certified Behavior Analyst.
Prerequisite: SPED 6303, SPED 6306 and SPED 6307.

SPED 6310. Assmt-Yng Chld/Low Incidnc Pop. 3 Hours.
This course provides instruction and practice in administration, scoring, interpretation, and reporting results of individual tests and assessments for young children, individuals with intellectual disabilities and persons with low-incidence disabilities. Informal techniques such as play-based assessment, portfolio assessment, and contextual assessment are presented.
Prerequisite: SPED 5302, SPED 5305.

SPED 6311. Smnr Special Education. 3 Hours.
This course prepares students for the role of the educational diagnostician. Topics addressed include special education law, consultation and collaboration, second language learners with special needs, and research-based best practices in special education.
Prerequisite: SPED 5301.

SPED 6312. Practicum for Ed Diag 2. 3 Hours.
This course provides a field-based practicum under the direction of a certified educational diagnostician. It is designed to provide intensive study in the role of the educational diagnostician.
Prerequisite: SPED 5302, SPED 5305, permission of instructor.

SPED 6313. Seminar-Language/Learning Dis. 3 Hours.
This course presents a study of the research and professional literature related to language and learning disabilities. An overview of math disabilities is also presented.

SPED 6314. Thesis I-Rsch Mthd-Bhvr Analys. 3 Hours.
Studentsí conduct a literature review and develop a Behavior Analytic research proposal according to APA style for their masterís thesis.

SPED 6315. Thesis II. 3 Hours.
Students collect and analyze experimental data and defend their research thesis.
Prerequisite: Admission to Candidacy, SPED 6314.

SPED 6317. Applied Research In Spec Ed. 3 Hours.
Current research issues in special education will be discussed, with emphasis on research in behavior analysis. Students will conduct an experimental research project, collect and analyze data, and present results. Students will also present research related to experimental project.
Prerequisite: SPED 6314.

SPED 6318. Ethics for Behavior Analysts. 3 Hours.
This course provides students with knowledge and skills to apply ethical standards to guide their professional practices as behavior analysts. Ethical standards and guidelines of professional organizations or agencies are presented, with in-depth study of the standards of Applied Behavior Analysts International (ABAI), Association of Professional Behavior Analyst (APBA), and the Behavior Analyst Certification Board (BACB).
Prerequisite: Admission to graduate studies.

SPED 6319. Bilingual Cognitive Assessment. 3 Hours.
This course provides students with the theory base, knowledge of current issues, and techniques of administering individual tests of cognitive ability. Emphasis is placed on assessment of dual-language individuals in a valid and ethical manner. Each student will learn to administer, score, and interpret current cognitive assessment data that are conducted in English and Spanish.
Prerequisite: SPED 5302 and approval of instructor.

SPED 6321. Outcomes in Behav Intervent. 3 Hours.
This course focuses on research-based strategies for improving outcomes in student behavior. Essential principles of the course include ethical conduct, functional behavior assessment, behavior analysis, data collection, and specifically designed research-based classroom interventions.

SPED 6322. Bilingual Spec Ed Assessment. 3 Hours.
This course addresses measurement principles, formal and informal assessment, and connecting assessment to instruction. Students gain experience with assessment of achievement skills in Spanish and English, social behavior, adaptive behavior, and perceptual-motor skills for English Language Learners (ELLs) to determine eligibility in Special Education.

SPED 6328. Practicum in Behavior Analysis. 3 Hours.
In this course students gain direct experience in the use of behavioral principles, methods, and materials for learners with and without special needs while under the direct supervision of a Board Certified Behavior Analyst (BCBA).
Prerequisite: SPED 6307.

SPED 6329. Personnel Supervision in ABA. 3 Hours.
Students examine practices and develop competencies in assessing supervisee skills, training personnel, and evaluating the effects of supervision.This course focuses on how to supervise therapists who deliver interventions based on ABA principles.

SPED 6331. Advanced Concepts and Principles in ABA. 3 Hours.
Students examine advanced principles, processes, and concepts in Applied Behavior Analysis (ABA). Students are provided with an overview of the philosophical underpinnings of ABA and an in-depth study of human behavior from a radical behaviorist perspective.

SPED 7088. Speical Topics in Special Ed. 3 Hours.

SPED 7089. Ind Study Special Education. 1-3 Hours.

SPED 7101. Doctoral Seminar in Special Ed. 1 Hour.
Candidates will demonstrate their knowledge of real problems and needs in both national and local special education programs and policies. Identification of existing research problems and an action plan for implementation will be required.
Prerequisite: Admission to the Ed.D. Program in Special Education.

SPED 7301. Instrctnl Prac In Special Edu. 3 Hours.
Course content examines research-based programs and practices in academics, literacy, math, and behavior which is designed to document student learning under conditions of intensive, research-based instruction, including universal design. Response to Intervention programs will be included as part of a directed effort to meet the educational needs of students at a pre-referral phase. Family partnerships and collaboration with internal and external stakeholders are emphasized. Research-based practices in promoting student self-determination and independent functioning are emphasized.

SPED 7302. Legal Issues and Policies in Special Education. 3 Hours.
This course covers the major laws and policies affecting individuals with exceptionalities. The current body of research and literature in legal issues is emphasized.
Prerequisite: Admission to the Ed.D. program in Special Education.

SPED 7303. Fnctnl & Crclm-based Assmnt. 3 Hours.
Research and practice in the dynamics and critical decisions involving functional and curriculum-based assessment systems are covered. The relationship between interventions and assessment findings will be focused upon in both academic and behavioral contexts. Candidates will demonstrate proficiency in creating high quality Individualized Educational Programs (IEP) and Behavioral Support Plans (BSP).
Prerequisite: SPED 7302.

SPED 7304. Program Evaluation in Spec Ed. 3 Hours.
Course content will be devoted to the evaluation of the learning environments that foster student engagement and academic success, prevention of behavior problems, and recognition of diversity. Examination of theories, models, issues, and practices in conducting evaluations of special education programs will be emphasized. The promotion of continuous improvement of school programs and services along with lifelong professional growth for educators are designated course outcomes. School wide reform processes and procedures will be presented.
Prerequisite: SPED 7302.

SPED 7305. Personnel Preparation and Collaboration. 3 Hours.
The content and experiences provided in this course are directed toward the preparation and ongoing professional development of special education personnel in varied roles. Candidates will examine and apply practices and competencies that support and promote ethical and professional behaviors and value continuing professional growth and development. Prerequsite: SPED 7302.

SPED 7306. Small N Designs in Ed Research. 3 Hours.
This course addresses the rationale, logic, and methodology of single subject and small n research designs. Students will practice graphing data and conducting visual analysis. Students will read original research demonstrating single subject designs and will prepare research proposals using small N research designs.
Prerequisite: SPED 7302.

SPED 7316. Independent Research Spec Educ. 3 Hours.
This course will provide doctoral students an opportunity to engage in detailed and in-depth research study of a program or issue in special education. Students will work under the supervision of a doctoral faculty member in special education and will produce a written product presentation.
Prerequisite: Admission to doctoral studies and departmental approval.

Burcu Ates, PHD (bxa013@shsu.edu), *Associate Professor of Education*, *Department of School of Teaching & Learning*, PHD, Texas A&M University; MA, Michigan State University; BA, Middle East Technical Univ

Helen Berg, PHD (hberg@shsu.edu), *Professor of Education*, *Department of School of Teaching & Learning*, PHD, Univ of Colorado; MED, Lesley College; BS, Univ of N Carolina-Greensboro

William Hollis Blackwell, EDD (whb004@shsu.edu), *Assistant Professor of Education*, *Department of School of Teaching & Learning*, EDD, Boston University; EDM, Harvard University; BA, Colgate University

Benita Rutanya Brooks, PHD (bxd019@shsu.edu), *Assistant Professor of Education*, *Department of School of Teaching & Learning*, PHD, Univ of Nevada-Las Vegas; MA, Murray State University; BA, Johnson C Smith Univ

Lisa Ogle Brown, EDD (lob002@shsu.edu), *Associate Professor of Education*, *Department of School of Teaching & Learning*, EDD, Oklahoma State University; MED, Univ of Houston-Main; BS, Texas A&M University

William John Calderhead, PHD (wjc011@shsu.edu), *Assistant Professor of Education*, *Department of School of Teaching & Learning*, 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), *Associate Professor of Education*, *Department of School of Teaching & Learning*, PHD, Texas A&M 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 School of Teaching & Learning*, PHD, Texas A&M University; MED, Texas A&M University; BA, Texas A&M University

Jaime Leigh Coyne, PHD (jaime.berry@shsu.edu), *Associate Professor of Education*, *Department of School of Teaching & Learning*, PHD, Texas A&M University; MED, Stephen F Austin University; BS, Sam Houston State University

Frank Lane Creghan, EDD (flc003@shsu.edu), *Associate Professor of Education*, *Department of School of Teaching & Learning*, EDD, Lamar University; MED, Texas State Univ-San Marcos; BSED, Texas State Univ-San Marcos

Jaime Betancourt Duran, PHD (jbd023@shsu.edu), *Assistant Professor of Education*, *Department of School of Teaching & Learning*, PHD, Texas A&M University; MED, Univ of Texas-Pan American; BA, Univ of Texas-Pan American

Patricia Marie Durham, PHD (pmd006@shsu.edu), *Associate Professor of Education*, *Department of School of Teaching & Learning*, PHD, Texas A&M-Corpus Christi; MS, Texas A&M-Corpus Christi; BS, Texas Tech University

William D. Edgington, EDD (wedgington@shsu.edu), *Professor of Education*, *Department of School of Teaching & Learning*, EDD, Oklahoma State University; MED, Midwestern State University; BSED, Texas Christian University

Karla W Eidson, PHD (kwe002@shsu.edu), *Associate Professor of Education*, *Department of School of Teaching & Learning*, PHD, Texas A&M University; MS, Texas A&M University; BS, Texas A&M University

Andrea S Foster, PHD (asf004@shsu.edu), *Professor of Education*, *Department of School of Teaching & Learning*, PHD, Texas A&M University; MED, Texas A&M University; BS, Texas A&M University

Hannah R Gerber, PHD (hrg004@shsu.edu), *Associate Professor of Education*, *Department of School of Teaching & Learning*, PHD, Univ of Alabama-Tuscaloosa; MS, Florida State University; BA, Florida State University

Mertie Margaret Gomez, PHD (mxm211@shsu.edu), *Assistant Professor of Education*, *Department of School of Teaching & Learning*, PHD, Univ of Houston-Main; MED, Boston College; BSED, Univ of Houston-Main

Lory E Haas, EDD (leh015@shsu.edu), *Assistant Professor of Education*, *Department of School of Teaching & Learning*, EDD, Sam Houston State University; MED, Sam Houston State University; BAT, Sam Houston State University

Julie Kathleen Herron, PHD, *Associate Professor of Education*, *Department of School of Teaching & Learning*, PHD, Utah State University; MA, San Diego St Univ; BA, Univ of Oregon; BA, Univ of Oregon

Victoria Smith Hollas, PHD (torihollas@shsu.edu), *Associate Professor of Education*, *Department of School of Teaching & Learning*, PHD, Texas A&M University; BA, Houston Baptist University

James W Hynes, PHD (jwh009@shsu.edu), *Associate Professor of Education*, *Department of School of Teaching & Learning*, PHD, Texas A&M University; MS, Univ of Illinois-Urbana; BA, Univ of Illinois-Urbana

Daphne Diane Johnson, PHD (edu_dxe@shsu.edu), *Professor of Education*, *Department of School of Teaching & Learning*, PHD, Univ of Houston-Main; MS, Univ of Houston-Clear Lake; BSED, Univ of Houston-Main

Macie Gayle Kerbs, PHD (mxk061@shsu.edu), *Assistant Professor of Education*, *Department of School of Teaching & Learning*, PHD, Texas Woman's University; MED, Univ of S Carolina-Columbia; BA, Univ of S Carolina-Columbia

Andrey Vitalyevich Koptelov, PHD (axk022@shsu.edu), *Associate Professor of Education*, *Department of School of Teaching & Learning*, PHD, Academy of Pedagogical Science; BED, Kirov State Pedagogical Inst

Leena Jo Landmark, PHD (landmark@shsu.edu), *Associate Professor of Education*, *Department of School of Teaching & Learning*, PHD, Texas A&M University; MED, Texas A&M University; BA, Texas A&M University

Mae Ann Lane, EDD (mal024@shsu.edu), *Associate Professor of Education*, *Department of School of Teaching & Learning*, EDD, Sam Houston State University; MED, Texas A&M - Commerce; BA, Abilene Christian University

Elizabeth Lynne Lee, EDD (elz004@shsu.edu), *Assistant Professor of Education*, *Department of School of Teaching & Learning*, EDD, Univ of Houston-Main; MED, Univ of Houston-Main; BS, Texas Tech University

Robert Maninger, EDD (rmm023@shsu.edu), *Associate Professor of Education*, *Department of School of Teaching & Learning*, EDD, Univ of North Texas; MED, Tarleton State University; BSED, Lubbock Christian University

Joyce Kay McCauley, PHD (edu_jkm@shsu.edu), *Professor of Education*, *Department of School of Teaching & Learning*, PHD, Texas Woman's University; MED, Univ of Guam; BA, Univ of South Florida

Melinda Sue Miller, PHD (lls_msm@shsu.edu), *Professor of Education*, *Department of School of Teaching & Learning*, PHD, Texas A&M 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 School of Teaching & Learning*, EDD, Texas A&M University; MA, Louisiana Tech University; BA, Northwestern St Un of Louisana

Diana Kay Nabors, EDD (lls_dkn@shsu.edu), *Professor of Education*, *Department of School of Teaching & Learning*, EDD, Univ of Houston-Main; MED, Sam Houston State University; BS, Univ of Houston-Main

Lautrice Mc Carty Nickson, PHD (lmn005@shsu.edu), *Associate Professor of Education*, *Department of School of Teaching & Learning*, PHD, Prairie View A&M University; MED, Sam Houston State University; MED, Loyola University Maryland; BS, Mississippi State University

Mary Ann Petron, PHD (map042@shsu.edu), *Professor of Education*, *Department of School of Teaching & Learning*, PHD, Univ of Texas At Austin; MA, Northwestern University; BSED, Univ of Wisconsin-Madison

Jalene Paige Potter, PHD (jpp015@shsu.edu), *Associate Professor of Education*, *Department of School of Teaching & Learning*, PHD, Texas A&M-Corpus Christi; MS, Texas A&M-Corpus Christi; BS, Texas A&M-Corpus Christi

Debra P Price, PHD (edu_dpp@shsu.edu), *Professor of Education*, *Department of School of Teaching & Learning*, PHD, Univ of Texas At Austin; MED, LSU & A&M College; BS, Univ of Colorado

Amy E Ray, PHD (aer066@shsu.edu), *Assistant Professor of Curriculum and Instruction*, *Department of School of Teaching & Learning*, PHD, Michigan State University; MS, Michigan State University; MED, Texas Christian University; BS, Texas Christian University

Jolene Buxton Reed, PHD (jreed@shsu.edu), *Assistant Professor of Education*, *Department of School of Teaching & Learning*, PHD, Univ of New Mexico; MA, Univ of New Mexico; BS, Brigham Young University

Abdelilah Salim Sehlaoui, EDD (asehlaoui@shsu.edu), *Professor of Education*, *Department of School of Teaching & Learning*, EDD, Indiana University of Pennsyl; MA, Indiana University of Pennsyl; BA, Mohamed Ben Abdellah Univ

Regina Elizabeth Smith, PHD (regina.smith@shsu.edu), *Assistant Professor of Language, Literacy and Special Populations*, *Department of School of Teaching & Learning*, PHD, Univ of Nevada-Reno; MED, Univ of Virginia; BS, Colorado State University

Nancy Stockall, PHD (nxs016@shsu.edu), *Professor of Education*, *Department of School of Teaching & Learning*, PHD, Kent State University; MED, Kent State University; BSED, Kent State University

Baburhan Uzum, PHD (uzum@shsu.edu), *Associate Professor of Education*, *Department of School of Teaching & Learning*, PHD, Michigan State University; MA, Middle East Technical Univ; BA, Middle East Technical Univ

Kristina K Vargo, PHD (kkv003@shsu.edu), *Associate Professor of Education*, *Department of School of Teaching & Learning*, PHD, Southern Illinois U-Carbondale; MS, Southern Illinois U-Carbondale; BS, Univ of Wisconsin-Eau Claire

Nancy K Votteler, EDD (nkvotteler@shsu.edu), *Associate Professor of Education*, *Department of School of Teaching & Learning*, EDD, Univ of Houston-Main; MS, Univ of Houston-Clear Lake; BS, Univ of Houston-Main

Rebecca Ann Wentworth, PHD (raw034@shsu.edu), *Associate Professor of Education*, *Department of School of Teaching & Learning*, PHD, Colorado State University; MED, Oakland University; BSED, Central Michigan Univ

Chase Jonathan Young, PHD (cxy010@shsu.edu), *Associate Professor of Education*, *Department of School of Teaching & Learning*, PHD, Univ of North Texas; MS, Walden University; BA, Metropolitan St Univ of Denver