DEPARTMENT OF LANGUAGE, LITERACY, & SPECIAL POPULATIONS

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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

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SPED 2301</td>
<td>Introduction to Exceptionality</td>
<td>3</td>
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<tr>
<td>SPED 3301</td>
<td>Learn and Instruct Child W/Disa</td>
<td>3</td>
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<tr>
<td>SPED 3302</td>
<td>Emotional/Behavioral Disorders</td>
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<td>or SPED 3312</td>
<td>Family &amp; Dvrsty Issues in SPED</td>
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<td>SPED 3303</td>
<td>Supporting Social Success</td>
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<td>SPED 3304</td>
<td>Stdy Lrng/Lrng Disabilities</td>
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<td>or SPED 3306</td>
<td>Behavioral Principles</td>
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<tr>
<td>SPED 3305</td>
<td>Assessment Practices in SPED</td>
<td>3</td>
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- 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.

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<th>Title</th>
<th>Hours</th>
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<td>Field Exp - Early Childhood Ed (taken twice, separate semesters, different placements)</td>
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<td>ECHE 3128</td>
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<td>ECHE 3229</td>
<td>Guidance Of Young Children</td>
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<td>ECHE 3243</td>
<td>Curriculum For Early Childhood</td>
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<td>ECHE 3315</td>
<td>Developmentally Appropriate Creative Expression</td>
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<td>ECHE 4333</td>
<td>Dev Appr Prog For Yng Children</td>
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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 (Student Teaching [http://www.shsu.edu/academics/education/educator-preparation-services/program-services/field-experiences/level-iii]). 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 (SHAEC)
- 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 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: Abdelilah Salim Sehlaoui

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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 Acquistions. 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.

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.
Prerequisite: 50 hours, BESL 3301 and TESL 4303.

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.

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 Mtlngr 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: BESL 4301.

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.

SPED 2301. Introduction to Exceptionality. 3 Hours.
Issues and trends in special education are examined. An overview of the characteristics of persons with disabilities is also presented. This course consists of essential issues and theories relating to special education. Special emphasis is placed upon multi-cultural and legal issues in the field of special education.

SPED 3301. Learn and Instruct Child W/Disa. 3 Hours.
This course provides pre-service teachers with instructional strategies for working with students who are at risk or identified with a disability. Pre-service teachers will demonstrate their knowledge of best practices by analyzing and critiquing various texts (including multimedia) and creating appropriate learning tasks for students at risk or with disabilities. The course will also provide opportunities for pre-service teachers to generate modifications or accommodations to curriculum and instruction to meet the individual needs of learners.
Prerequisite: SPED 2301.

SPED 3302. Emotional/Behavioral Disorders. 3 Hours.
This course provides a study of the defining characteristics, systems of assessment and classification, theories of causality, and interventions for students with Emotional and Behavioral Disorders.
Prerequisite: Sophomore, junior or senior classification and SPED 2301.

SPED 3303. Supporting Social Success. 3 Hours.
This course addresses a variety of instructional techniques that can be utilized to change, maintain, increase, or decrease individual and group behaviors. Proactive behavioral intervention techniques from a variety of theoretical models are examined. Behavioral change strategies emphasize functional assessment principles, positive behavioral supports, and self-management. The basic principles, tools, and techniques of communicating with parents of children with disabilities and implementing parent education programs also are addressed.
Prerequisite: SPED 2301.

SPED 3304. Sdry Lrng/Lrng Disabilities. 3 Hours.
Learning disabilities are examined with a focus on history, definition, causation, teaching methods and inclusive practices. Emphasis is placed on the appropriate selection of assessment and teaching strategies, lesson planning, and use of technology for students with special needs.
Prerequisite: SPED 2301.

SPED 3305. Assessment Practices in SPED. 3 Hours.
An overview of formal and informal assessment for special education is provided. This course includes basic concepts of measurement, assessment of academic achievement, screening tools, diagnostic testing, review of individual and group intelligence tests, perceptual skills, sensory acuity and adaptive behavior.
Prerequisite: Junior or senior classification, SPED 2301, SPED 3302, and SPED 3304.

SPED 3306. Behavioral Principles. 3 Hours.
This course examines basic behavioral principles including reinforcement, punishment, stimulus control, and measurement of behavior. Specific procedures are presented for establishing new behavior, increasing desirable behavior, and decreasing undesirable behavior for individuals with disabilities. Ethical considerations also are addressed.

SPED 3307. Behvr Asmtntnt & Eval. 3 Hours.
This course provides the interventionist with the techniques for designing, implementing, and evaluating behavioral interventions appropriate for individuals with Autism and related disabilities. Ethics of behavioral interventions will also be discussed. Junior or senior classification.
Prerequisite: SPED 3306.

SPED 3308. Behvr Intrvntn & Resrch Methd. 3 Hours.
All of the elements of single-subject research design are examined, providing practical information for assessing, designing, implementing, and evaluating behavior analytic techniques and curriculum for educating children with autism and related disorders. Ethics for practicing Behavior Analysts will also be examined.
Prerequisite: Junior or senior classification, SPED 3306 and SPED 3307.

SPED 3309. Ethics in Behavior Analysis. 3 Hours.
Students are introduced to ethics, standards and guidelines in the area of applied behavior analysis. Ethical standards and guidelines of professional organizations are presented along with an analysis of how they affect service delivery. Students are provided with an overview of various strategies for personnel supervision and management.
Prerequisite: SPED 3306.
SPED 3310. Advanced Behavior Analysis. 3 Hours.
Students are introduced to the advanced study of human behavior from a behavior-analytic perspective. Emphasis is placed on theory, knowledge of current issues, and techniques for evaluating and teaching verbal behavior to individuals with autism or related disorders. Prerequisite:

SPED 3312. Family & Diversity Issues in SPED. 3 Hours.
In this course, candidates learn about variations in family structure and the functions that contribute to diversity issues in special education. Students analyze and discuss various perspectives related to challenges and strengths of families of students with exceptionalities.

Prerequisite: SPED 2301.

SPED 4088. Special Topics in Special Ed. 3 Hours.

SPED 4089. Independent Study in Special Education. 1-3 Hours.
Designed to permit individual students to study specific areas of interest and need.

Prerequisite: Approval of Department Chair.

SPED 4301. Study-Cognitive/Low Incidnc Dis. 3 Hours.
This course includes a study of the characteristics and needs of students with intellectual disabilities. Topics include appropriate curriculum methods and instructional needs for all ages, life span issues, vocational, and transition issues. Twenty (20) hours of field placement required. This course must be taken concurrently with SPED 4302.

Prerequisite: SPED 2301, SPED 3302, SPED 3303 and SPED 3304.

SPED 4302. Collabrtv Partnr Across Lifesp. 3 Hours.
This course is designed to equip the prospective teacher with the collaborative skills needed in inclusive school and community environments. Areas that are emphasized include adaptations for instruction, transition planning, vocational/career education, and assistive technology. Twenty (20) hours of field placement required. This course must be taken concurrently with SPED 4301.

Prerequisite: SPED 2301, SPED 3302, SPED 3303 and SPED 3304.

SPED 4304. Transition Planning in SPED. 3 Hours.
In this course, students examine the intersection between ethics, collaboration, and transition planning for students with exceptionalities. Special emphasis is placed on creating a transition plan for adolescents with exceptionalities as they move from school to post-school activities. Fifteen hours of field experience in settings that serve individuals with severe and profound disabilities is required as part of this course.

Prerequisite: 60 hours of course credit and SPED 2301, SPED 3303, SPED 3312, and SPED 4314.

SPED 4305. Student Teaching In Spec Ed. 3 Hours.
(SH Prior Course ID: SPD 484); The candidate is assigned a student teaching placement in a special education classroom for a period of 7 weeks. This time is divided among classroom assistance, instructional planning, classroom and individual instruction, and conference activities. The candidate will create a Teacher Work Sample during this placement, a project demonstrating mastery of the components of effective instruction and student learning. Successful completion of the Teacher Work Sample is required for program completion. SPED 4305 must be taken with CIEE 4391 and other courses required during the student teaching semester.

Prerequisite: Senior status and admission to student teaching.

SPED 4311. Content Learning in SPED. 3 Hours.
In this course, candidates focus on learning characteristics and teaching methods in academic content areas for students with exceptionalities. Emphasis is placed on the selection and implementation of assessment, instructional strategies, lesson planning, and inclusive practices for students with high incidence disabilities. Fifteen hours of field experience is required as part of this course.

Prerequisite: 60 hours of course credit and SPED 2301, SPED 3303, SPED 3312, and SPED 4314.

SPED 4314. Literacy-Students with Exceptionalities. 3 Hours.
Candidates focus on methods of assessment and instruction related to teaching multiliteracies to students with exceptionalities. Students in this course gain competency in using formative assessments to identify students with severe and persistent literacy difficulties, and gain expertise in and knowledge of teaching approaches and curricula for improving children’s literacy. Fifteen hours of field experience is required as part of this course.

Co-requisite: TESL 4314 and ECHE 4343.

Prerequisite: SPED 2301.

TESL 3303. Litr Strat for Eng Lng Lmers. 3 Hours.
This course emphasizes linguistic and cultural principles, lesson planning, practical methods, curricula and materials for teaching English to speakers of other languages in pre-kindergarten to sixth grade classrooms. Students will gain first-hand experience working with linguistically and culturally diverse students in Texas schools.

Prerequisite: BESL 2301, BESL 3301.

TESL 3313. ESL Methodology I. 3 Hours.
In this course, candidates will study linguistic and cultural principles in language teaching and learning. Emphasis is placed on research-based English as a Second Language (ESL) methodology in the classroom. Students observe ESL classroom practices and create lesson plans and materials for English language learners. Ten hours of field experience is required as part of the course. Co-requisite: READ 3383, READ 3384 and CIEE 4336.

Prerequisite: BESL 3301.
TESL 4303. Teaching Eng As A Second Lang. 3 Hours.
The course identifies current instructional methods and approaches to teaching English as a second language to nonnative speakers of English beginning at the early childhood level through adult. Principles and concepts of second language learning, linguistic contrasts between English and other languages, and the instructional processes are emphasized. Field experience in PK-12 schools required.  
Prerequisite: Junior standing and BESL 2301.

TESL 4314. ESL Methodology II. 3 Hours.
In this course, candidates apply research based methods in planning and implementing instruction for English language learners in the content areas. Students develop curricular materials and assessments for English language learners at all levels of English language proficiency. Fifteen hours of field experience is required as part of the course. Co-requisite: SPED 4311 and ECHE 4343.  
Prerequisite: TESL 3313.