

SCHOOL OF TEACHING AND LEARNING

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

Highlights

- Preparation of elementary, middle, and secondary teachers
- Field based experiences in school settings
- Research based curriculum
- Paid residency opportunities
- Close working relationship with faculty
- Field experience in diverse settings
- High pass rate on the Texas Examination of Educator Standards (TEXES)
- Courses taught on the Huntsville campus, online, and the Woodlands Center campus

Suggested Minors

- Special Education can be designated as a minor for other degree programs.
- 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.
- Applied Behavior Analysis (ABA) minor can be designated as a minor for other degree programs. This minor is designed to provide students with a general understanding of the scientific application of behavioral principles to socially significant behaviors. This minor does not lead toward Texas Teacher Certification.

Program Specific Requirements

Required Field Experiences

Candidates for any teaching certificate participate in extensive field experiences in the public schools. Requirements for these activities vary by course and certification area. Teacher candidates must apply to and be accepted into the Educator Preparation Program (EPP) prior to placement in public schools.

Teacher candidates will apply for all field experiences in the Educator Preparation Services office. Teacher candidates will be provided teaching opportunities in public schools in all content areas and in diverse settings and placements. Teacher candidates seeking Special Education and Bilingual Education certification with the EC-6 Core will also complete coursework with field experiences in those specialized areas.

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

Student teaching or year-long residency is the culminating experience in a candidate's preparation to become a teacher. Candidates should enroll in student teaching or year-long residency the final year of their preparation program ([Student Teaching \(http://www.shsu.edu/academics/education/educator-preparation-services/program-services/field-experiences/level-III/\)](http://www.shsu.edu/academics/education/educator-preparation-services/program-services/field-experiences/level-III/)). For candidates seeking 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.

Criminal background checks will be conducted on all teacher candidates/students placed in public schools and/or childcare centers for field placements. Badges will be provided for all field placements by the College of Education.

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).

Career Opportunities

- Classroom Teachers
- Bilingual Education, Special Education, Mathematics, and Science are all high-need areas

Educator Preparation Program

The primary purpose of the Educator Preparation Program is to prepare teacher candidates to become exemplary teachers in elementary, middle, and secondary schools. The Educator Preparation Program provides the coursework necessary for candidates to receive certification for teaching grades PK-3, EC-6, 4-8, 7-12, and certain all-level subjects.

Certification Areas

- PK-3
- EC-6 Core (Generalist)
- EC-6 Bilingual Core (Generalist)
- EC-6 Core (Generalist) with EC-12 Special Education
- 4-8 Core (Generalist)
- 4-8 English-Language Arts and Reading (ELAR)
- 4-8 Social Studies
- 4-8 Science
- 4-8 Mathematics
- EC-12 Special Education for 4-8 and Secondary
- Secondary Education double major in content areas

Majors

- Bachelor of Science, Major in Education, EC-6 Core
- Bachelor of Science, Major in Education, EC-6 Core: 4+1 MED in Teaching & Learning
- Bachelor of Science, Major in Education, EC-6 Bilingual Core
- Bachelor of Science, Major in Education, EC-6 Bilingual Core: 4+1 MED in Teaching & Learning
- Bachelor of Science, Major in Education, EC-6 Special Education Core
- Bachelor of Science, Major in Education, EC-6 SPED Core: 4+1 MED in Teaching & Learning
- Bachelor of Science, Major in Education: 4-8 Core
- Bachelor of Science, Major in Education, 4-8 Core, 4+1 MED in Teaching & Learning
- Bachelor of Science, Major in Education: 4-8 ELAR
- Bachelor of Science, Major in Education, 4-8 ELAR: 4+1 MED in Teaching & Learning
- Bachelor of Science, Major in Education: 4-8 Mathematics
- Bachelor of Science, Major in Education, 4-8 Mathematics: 4+1 MED in Teaching & Learning
- Bachelor of Science, Major in Education: 4-8 Science
- Bachelor of Science, Major in Education, 4-8 Science: 4+1 MED in Teaching & Learning
- Bachelor of Science, Major in Education, 4-8 Social Studies
- Bachelor of Science, Major in Education, 4-8 Social Studies: 4+1 MED in Teaching & Learning
- Bachelor of Science, Major in Education, PK-3
- Bachelor of Science, Major in Education, PK-3: 4+1 MED in Teaching & Learning
- Bachelor of Science, Major in Education, PK-3 Bilingual
- Bachelor of Science, Major in Education, PK-3 Special Education
- Bachelor of Science, Major in Education, Early Childhood Education (Does not lead to Texas Teacher Certification)

Double Majors

- Bachelor of Arts, Double Major in Education and English
- Bachelor of Arts, Double Major in Education and Spanish
- Bachelor of Arts, Double Major in Education and Mass Communication: Journalism
- Bachelor of Science, Double Major in Education and Composite Science
- Bachelor of Science, Double Major in Education and History
- Bachelor of Science, Double Major in Education and Interdisciplinary Agriculture
- Bachelor of Science, Double Major in Education and Kinesiology
- Bachelor of Science, Double Major in Education and Mathematics

Majors with Teaching Certification

- Bachelor of Fine Arts Major in Animation with Teaching Certification
- Bachelor of Fine Arts, Major in Graphic Design with Teaching Certification
- Bachelor of Fine Arts, Major in Photography with Teaching Certification
- Bachelor of Fine Arts, Major in Studio Art 2D with Teaching Certification
- Bachelor of Fine Arts, Major in Studio Art 3D with Teaching Certification
- Bachelor of Fine Arts, Major in Theatre with Teaching Certification
- Bachelor of Music, Major in Music with Teaching Certification: Choral
- Bachelor of Music, Major in Music with Teaching Certification: Choral/Piano
- Bachelor of Music, Major in Music with Teaching Certification: Instrumental
- Bachelor of Music, Major in Music with Teaching Certification: String
- Bachelor of Science, Major in Agricultural Business with Teaching Certification
- Bachelor of Science, Major in Agricultural Engineering Technology with Teaching Certification
- Bachelor of Science, Major in Animal Science with Teaching Certification
- Bachelor of Science, Major in Plant and Soil with Teaching Certification

Minors

- Minor in Applied Behavior Analysis
- Minor in Early Childhood Education
- Minor in Special Education

Student Organizations

- Bilingual Education Student Organization (BESO)
- Diversity, Equity, and Inclusion Student Advisory Board
- College of Education Ambassadors
- Sam Houston Association for the Education of Young Children (SHAEYC)
- Sam Houston Student Council for Exceptional Children (SHCEC)
- Project Sunshine
- Texas Association of Future Educators (TAFE)

Bilingual Education

BESL 2301. Multicultural Influence 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.

BESL 3301. Second Language Acquisition. 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. Special Topics in Bilingual/ESL Education. 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. Course Equivalents: BESL 4302 .

BESL 4089. Independent Study in Bilingual/ESL/Education. 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. Curriculum In Bilingual and Second Language Programs. 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 completed.

BESL 4304. Language Learning & Literacy Dev in Multilingual Students. 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 completed.

BESL 4305. Academic Language in Dual Language Programs. 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. Student Teaching in the Bilingual/ESL Classroom. 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.

Early Childhood Education

ECHE 3128. Field Experience - Early Childhood Education. 1 Hour.

Students will practice behavior management techniques with children in public school pre-kindergarten or kindergarten classrooms. This course is taken concurrently with ECHE 3229.

Prerequisite: 60 hours.

ECHE 3229. Guidance Of Young Children. 2 Hours.

Classroom and behavior management techniques which are appropriate for young children will be presented with an emphasis on inductive discipline which leads to self-discipline.

Prerequisite: 60 hours.

ECHE 3301. Social Guidance - Young Child. 3 Hours.

Students study the theory, principles, and methods employed in the socialization, guidance, and management of children birth-3 years. The emphasis of the course is on promoting children's successful adjustment to multiple ecological systems to encourage the development of self-discipline and executive function. Ten hours of field experience required.

ECHE 3302. Early Childhood Education Theories. 3 Hours.

Students focus on philosophies of learning through examination of the cognitive, behavioral, and social learning theories relevant to early childhood education. Students examine the strengths and weaknesses of each theoretical perspective to gain an understanding of how they impact the early childhood learning environment and curriculum.

ECHE 3313. Early Childhood Cognition. 3 Hours.

This course is intended to provide a foundation for viewing the early years of life as a distinctly different period in the child's life. The early childhood view of the world is based on the child's developing physical, cognitive, linguistic, and socio-emotional skills and processes. Focus will include an emphasis on the child, the family, and the environment in which the child lives. Course Equivalents: ECHE 2313.

ECHE 3316. Assessment in Early Childhood. 3 Hours.

Students develop knowledge about a variety of assessment procedures appropriate for use with young children. Advantages and limitations of assessment techniques, including standardized test results, are examined. Observation techniques and authentic, classroom-based assessments are major areas of emphasis in the course. Ten hours of field experience required.

ECHE 3325. Creative Arts for Educators. 3 Hours.

In this course, students explore the underlying concepts of art, music, dramatic interpretation, theater, and dance and movement. Students learn to integrate these artistic expressions throughout the early childhood curriculum.

ECHE 3363. Working With Families in Diverse Communities. 3 Hours.

This course is an in-depth study of the relationships between families and schools in diverse communities. Topics addressed in this course 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; communication with parents; and the rights and responsibilities of parents, children and teachers. Field experience with young children, their families, and the community will be required.

Prerequisite: 60 hours.

ECHE 4088. Special Topics in Early Childhood Education. 1-3 Hours.

This course is designed to permit individual students to study specific areas of interest and need. Course Equivalents: ECHE 4388

Prerequisite: Approval of Department Chair.

ECHE 4089. Independent Study in Early Childhood Ed. 1-3 Hours.**ECHE 4333. Developmentally Appropriate Programs for Young Children. 3 Hours.**

An in-depth study will be made of developmentally appropriate practices in schools for young children. Appropriate curriculum and instruction, thematic unit development, and a study of the Texas Essential Knowledge and Skills are major areas of emphasis. Field experience is required.

Prerequisite: 60 hours.

ECHE 4343. Curriculum for Early Childhood. 3 Hours.

In this course, students analyze and practice developmentally appropriate pedagogy that strengthens the link between age appropriate, active, engaged learning with identified state standards for the early childhood classroom (preschool - kindergarten). Fifteen hours of field experience in preschool/kindergarten classrooms are required as part of this course.

ECHE 4349. Language and Literacy Development. 3 Hours.

Candidates will investigate language acquisition and early literacy experiences of children from birth through kindergarten. Special emphasis is given to the characteristics of early learning environments and the teacher's role in the development of language processes, early experiences with print, and integrating early language and literacy activities into experiences of young children.

Prerequisite: ECHE 3313.

ECHE 4350. Preschool Child Wellness. 3 Hours.

In this course candidates will identify and analyze principles of wellness in the early childhood setting. Topics include health and physical fitness, signs of neglect and abuse, educator legal and ethical responsibilities, and communication with parents regarding young children's well being.

Prerequisite: 60 hours.

ECHE 4373. Early Childhood Theory and Cognition. 3 Hours.

This course is a required course for the Bachelor of Arts in Applied Science in Early Care and Education. The class is designed for early childhood preschool and Head Start teachers who are not seeking Texas Teacher Certification. Topics include an emphasis on the young child's cognitive, physical, and social abilities as a foundation for planning appropriate classroom experiences.

ECHE 4399. Student Teaching in the Kindergarten Classroom. 3 Hours.

Approximately six to seven weeks of student teaching experience in a public pre-kindergarten or kindergarten is provided.

Prerequisite: Admission to Student Teaching Program.

Education

EDUC 1101. Educator Preparation. 1 Hour.

In this course, candidates are introduced to the details of the teacher education program. Candidates learn about educator preparation, state certification requirements, and application into the program for all EC-6 and 4-8 teaching certification majors. Restricted to education majors only.

Prerequisite: 12-15 hours in the core content related to the student's certification field.

EDUC 2302. Foundations of Public Education. 3 Hours.

Students explore the development of public educational systems and structures in historical context. Students develop an understanding of the relationship between society and education, including relevant terminology, theory, and policy relevant to the American educational system.

EDUC 2303. Introduction to Comparative Education. 3 Hours.

Students examine educational goals, policies, and practices around the world through a comparative lens. The multidisciplinary field of comparative education is explored through a focus on selected national systems of education in their differing cultural settings with particular reference to administration, curriculum development, and educational opportunity.

EDUC 2304. Philosophical Influences on Educational Systems. 3 Hours.

Students are introduced to significant philosophical theories and their influence on modern education. Students explore how these theories relate to learning and engagement in diverse educational settings.

EDUC 3301. Issues in Education. 3 Hours.

Students explore critical and contemporary educational issues across P-20. Students investigate these issues through multiple points of view including social and political contexts. Students reflect on and interpret the purpose of education in a diverse culture and examine the moral and ethical responsibilities of education professionals.

EDUC 3302. Educational Finance. 3 Hours.

Students critically examine the political and economic factors impacting finance in public education. Students explore sources of revenue, the distribution of revenue, and the budgeting and expenditure of revenue in educational settings.

EDUC 3303. Science of Learning. 3 Hours.

Students learn how the brain processes information and how this affects learning. Research on brain function and converting information into effective learning strategies and activities in education will be explored.

EDUC 3304. Educational Curriculum Design. 3 Hours.

Students develop an understanding of curriculum design as the intentional planning, organization, and design of learning strategies, processes, materials, and experiences toward defined learning and/or performance outcomes. Curriculum design approaches across diverse educational and professional contexts are explored.

EDUC 4301. Teacher Education Capstone. 3 Hours.

In this culminating course for Interdisciplinary Studies majors, students will focus on reflection and problem-solving during the student teaching experience.

Prerequisite: CIEE 4391.

EDUC 4302. Educational Law & Policy. 3 Hours.

Students examine federal and state law impacting educational institutions. Topics include organizational structures of school, federal and state systems, church-state related issues, teacher rights, rights of students with disabilities, instructional issues, tort liability, and equal opportunities in education.

Prerequisite: 15 Hours of EDUC courses.

EDUC 4303. Program Evaluation in Education. 3 Hours.

Students examine the history, professional standards, and theories of program evaluation in educational settings. Students explore professional evaluators' roles and the contexts in which program evaluation occurs.

Prerequisite: 15 Hours of EDUC courses.

EDUC 4367. Capstone in Educational Studies. 3 Hours.

Students engage in reflective activities to demonstrate cumulative knowledge in their major. Students develop a professional portfolio, construct a culminating project, and practice job seeking skills.

Prerequisite: Senior Standing.

Elementary Education

CIEE 2333. Becoming A Teacher. 3 Hours.

This required course for those seeking EC-6 or 4-8 certification is an introduction to the concept of teaching as a professional career that makes a difference in the lives of children, youth and their families. The course engages the teacher candidates in the examination of social economics, language diversity, historical, political, curriculum, theoretical, and philosophical issues related to making a commitment to education.

Prerequisite: 18 Hours.

CIEE 3323. Curriculum for Intermediate Grades. 3 Hours.

Curriculum for Intermediate Grades will prepare teacher candidates to analyze and plan EC-6 and 4-8 content using the Texas Essential Knowledge and Skills. For those seeking EC-6 and 4-8 certification only. Must be completed before content methods.

Prerequisite: 54 Hours.

CIEE 3334. Mathematics Instruction In Elementary Grades. 3 Hours.

This course emphasizes making mathematics meaningful to children. Experience is provided in the selection and evaluation of mathematics curriculum and audio-visual materials and the preparation of appropriate instructional materials. Students observe and teach mathematics lessons in elementary grades classroom. Field experiences required. This course is taken as part of Field I Block for EC-6 Certification. Course Equivalents: CIEE 4334

Prerequisite: CIEE 3374 and Admission to Educator Preparation Program and Departmental Approval.

CIEE 3335. Science Instruction In Elementary Grades. 3 Hours.

This course emphasizes making science meaningful to children. Experience is provided in the selection and evaluation of science curriculum resources and the preparation of appropriate instructional materials. Students observe and teach science lessons in an elementary grades classroom. Field experiences required. This course is taken in semester 1 of Year Long Residency. Course Equivalents: CIEE 4335

Prerequisite: Admission to Educator Preparation Program and Departmental approval.

CIEE 3336. Social Studies Instruction In Elementary Grades. 3 Hours.

This course emphasizes making social studies meaningful to children. Experience is provided in the selection and evaluation of social studies curriculum resources and the preparation of appropriate instructional materials. Students observe and teach social studies lessons in elementary grades classroom. Field experiences required. This course is taken in semester 1 of Year Long Residency. Course Equivalents: CIEE 4336

Prerequisite: Admission to Educator Preparation Program and Departmental approval.

CIEE 3343. Curriculum and Assessment. 3 Hours.

In this course, teacher candidates focus on design, implementation, and evaluation of curriculum including components of highly successful programs. Emphasis is on assessment strategies that strengthen the link between curriculum and responsive instructional practices for meeting the needs of all learners. Admission to Educator Prep Prg (TCHR)

CIEE 3374. Human Growth & Learning. 3 Hours.

This course examines growth and learning in elementary environments. Major theories of the teaching-learning process are studied. Human development related to education is emphasized. Special attention is paid to the cultural milieu. Field experiences in public schools (10 hours). Required for EC-6 certification.

CIEE 3385. Creating Positive Classroom Communication. 3 Hours.

The purpose of this course is to provide the prospective elementary school teacher with the experiences in classroom management and discipline theories appropriate for the diverse population of students in the elementary school. This course is taken as part of the Elementary Methods Block for EC-6 Certification.

Prerequisite: CIEE 3374, admission to Educator Preparation Program and departmental approval.

CIEE 4088. Special Topics in Elementary Education. 1-3 Hours.

This course will examine special topics in the field of Elementary Education. Variable credit (1-3.)

CIEE 4089. Independent Study in Elementary Education. 1-3 Hours.

Designed to permit individual students to study specific areas of interest and need. Course Equivalents: CIEE 4375

Prerequisite: Departmental Approval.

CIEE 4116. Integrating Technology II. 1 Hour.

The purpose of this course is to plan, organize, deliver, assess, and evaluate instruction for diverse learners in a public school. Incorporating the effective use of technology at each level of the instructional cycle. In addition, this course incorporates the implementation of appropriate media for communication with and among colleagues, mentors, and students. For those seeking EC-6 certification only.

Prerequisite: Senior standing.

CIEE 4117. Assessment. 1 Hour.

This course focuses on the study and application of assessment to ascertain the development of knowledge and skills of children in the classroom. Emphasis is placed on the integration of assessment with technology and complexities in working with ELL learners. This course is offered in conjunction with student teaching. For those seeking EC-6 certification only.

Prerequisite: Senior standing and completion of the Methods Block coursework.

CIEE 4227. Integrating Technology I. 2 Hours.

This course will apply technology and computers to support instruction in various content areas. The course will explore, evaluate, and utilize computer/technology resources to design and deliver instruction as well as to assess student learning. Field experience required.

Prerequisite: Senior standing, CIEE 3374 and CIEE 3385.

CIEE 4367. Integrating Technology Into Instruction In Elementary Grades. 3 Hours.**CIEE 4376. Developing a Professional Teacher Portfolio. 3 Hours.**

The purpose of this course is to provide the prospective elementary or middle school teacher the opportunity to organize artifacts on the development, exploration, integration, application, and teaching of content knowledge, pedagogical knowledge and skill development in the development of a professional teacher portfolio.

Prerequisite: Concurrent enrollment in student teaching and Departmental Approval.

CIEE 4377. Early Adolescent Learners. 3 Hours.

In this course, teacher candidates focus on the developmental changes that occur in early adolescence and the best practices that influence instruction in middle grades (grades 4-6).

Prerequisite: CIEE 3374.

CIEE 4384. Assessment Of Student Learning. 3 Hours.

This course will prepare teacher candidates to become successful in developing assessment strategies that help strengthen the link between the elementary school curriculum and responsive instructional practices for meeting the needs of diverse learners. This course is taken as part of student teaching.

Prerequisite: Admission to Educator Preparation Program and Departmental approval.

CIEE 4391. Student Teaching Elementary School. 3 Hours.

The student is assigned to student teach in an elementary school classroom for two placements totaling approximately twelve to fourteen weeks. This time is divided among observation, participation, teaching and conference activities in two classrooms that span certification grades. This course corresponds to one of those placements. As an example, an EC-6 student will have one placement in a lower grade such as 1st grade and the second placement in a higher level such as 5th grade.

Prerequisite: Senior status and admission to Student Teaching.

CIEE 4392. Student Teaching Elementary School. 3 Hours.

The student is assigned to student teach in elementary school classrooms for two placements totally approximately twelve to fourteen weeks. This time is divided among observation, participation, teaching and conference activities in two classrooms that span the certification grades. This course corresponds to one of those placements. Substitutions in specialized program areas include BESL 4320, SPED 4384, or CISE 4397. Corequisite: EDUC 4301.

Prerequisite: Senior status and admission to Student Teaching.

Middle Level Education

CIME 2313. Teaching as a Profession. 3 Hours.

In this course, candidates are introduced to teaching as a profession focusing on the examination of political, social, historical, theoretical, and philosophical issues related to making a commitment to education.

CIME 3327. Integrating Technology in the Middle Grades. 3 Hours.

Candidates in this course learn to plan, organize, deliver, assess, and evaluate instruction for all learners in middle grades, while integrating the effective use of technology at each level of the instructional cycle. In addition, implementation of appropriate media for communication with and among colleagues, mentors, and students is addressed.

Prerequisite: CIME 3374.

CIME 3374. Human Growth & Learning. 3 Hours.

Candidates examine human growth and learning with an emphasis in the middle grades environment. Major theories of the teaching-learning process are studied and human development related to middle level education is emphasized. Required for 4-8 certification.

Prerequisite: Junior status.

CIME 3375. The Middle Level Child. 3 Hours.

This course focuses on effective programs and practices at middle-level schools. Emphasis is placed on a historical perspective and philosophy, components of highly successful programs, and current trends and issues in middle-level education. Field experiences in public schools at appropriate levels included in this course.

Prerequisite: CIME 3374; Admission to Educator Preparation Program and Departmental approval.

CIME 3376. Curriculum and Assessment For Middle Grades. 3 Hours.

This course will prepare teacher candidates to become successful in teaching in the middle grades by using effective models of teaching and learning. Emphasis is placed on assessment strategies that reflect responsive instructional practices. Field experiences in public schools at appropriate levels included in this course.

Prerequisite: CIME 3374; Admission to Educator Preparation Program and Departmental Approval.

CIME 3385. The Middle Grades Classroom. 3 Hours.

This course provides a survey of classroom management and discipline approaches appropriate in a middle grades setting. Candidates will explore multiple components that produce a productive learning environment.

Prerequisite: Junior status.

CIME 4088. Special Topics in Middle Level Education. 1-3 Hours.

This course is designed to be a multi-topic course. The student can take the course under various special topics being offered.

CIME 4089. Independent Study in Middle Level Education. 1-3 Hours.

CIME 4116. Integrating Technology in the Middle Grades II. 1 Hour.

Candidates in this course will learn to plan, organize, deliver, assess, and evaluate instruction for diverse learners in middle schools, while incorporating the effective use of technology at each level of the instructional cycle. It builds upon the knowledge and skills candidates acquired during methods block (in CIME 4227) in relation to using technology in classroom instruction. This course is taken as part of student teaching. For those seeking 4-8 certification only.

Prerequisite: Senior standing and admission to student teaching.

CIME 4227. Integrating Technology in the Middle Grades I. 2 Hours.

Candidates in this course will learn to plan, organize, deliver, assess and evaluate instruction for diverse learners in middle schools, while incorporating the effective use of technology at each level of the instructional cycle. This course, taken with the other middle school methods block courses, focuses on the implementation of technology instruction in the middle level grades. All candidates seeking 4-8 certification must make the connections between technology and instructional practice as they begin working with children of this age group. This course is taken as part of the Middle Level Methods Block for 4-8 certification.

Prerequisite: CIME 3374 and CIME 3385; Admission to Educator Preparation Program and Departmental approval.

CIME 4334. Teaching Math in Middle Grades. 3 Hours.

This course emphasizes mathematics lesson planning and the preparation of instructional materials appropriate for mathematics content and skills in middle level grades. This course is taken in semester 1 of Year Long Residency.

Prerequisite: CIME 3374 and CIME 3385; Admission to Educator Preparation Program and Departmental approval.

CIME 4335. Teaching Science in the Middle Grades. 3 Hours.

This course emphasizes science lesson planning and the preparation of instructional materials appropriate for science content and skills in middle level grades. This course is taken as part of the Middle Level Methods Block for 4-8 Mathematics/Science certification.

Prerequisite: CIME 3374 and CIME 3385; Admission to Educator Preparation Program and Departmental approval.

CIME 4336. Teaching Social Studies in the Middle Grades. 3 Hours.

This course emphasizes social studies lesson planning and the preparation of instructional materials appropriate for social studies content and skills in middle level grades. This course is taken as part of the Middle Level Methods Block for 4-8 English-Language Arts-Reading/Social Studies certification.

Prerequisite: CIME 3374 and CIME 3385; Admission to Educator Preparation Program and Departmental approval.

CIME 4337. Integrating Literacy and Social Studies. 3 Hours.

This course focuses on the study of methods used in the teaching of middle level language arts and social studies. Emphasis is placed on basic models, strategies, and skills necessary for teaching language arts and social studies in an integrated curriculum, and the application in middle-level grades.

CIME 4338. Integrating Math And Science. 3 Hours.

This course focuses on the integration of mathematics and science content and pedagogy for middle grades 4-8. Emphasis is placed on a historical perspective and philosophy of mathematics and science integration, problem-based approaches to teaching and learning science and mathematics, planning, teaching, and managing the integration of mathematics and science experiences for the middle school classroom.

CIME 4391. Student Teaching in the Middle Grades. 3 Hours.

The student is assigned to student teach in a middle grade classroom for approximately 14 – 15 weeks. This time is divided among observation, participation, teaching and conference activities in a classroom that spans the certification grades. This course is semester 1 of Year Long Residency.

Prerequisite: Senior status and admission to student teaching.

CIME 4392. Student Teaching in the Middle Grades. 3 Hours.

The student is assigned to student teach in a middle grades classroom for approximately fourteen to fifteen weeks. This time is divided among observation, participation, teaching and conference activities in a classroom that spans the certification grades. This course is in semester 2 of Year Long Residency.

Prerequisite: Senior status and admission to student teaching.

Secondary Education

CISE 3383. Planning Instruction With Technology Integration. 3 Hours.

This course is designed to provide teachers who seek certification at the secondary level (grades 7-12) with an introductory overview of the teacher education program, with an introduction into instructional issues and teaching models, and with an introduction into how technology impacts education both in terms of increasing teacher productivity and in terms of integrating technology into instruction.

Prerequisite: Junior status.

CISE 3384. The Teaching Profession. 3 Hours.

This course is for those seeking 7-12 certification and is an introduction to the concept of teaching as a professional career that makes a difference in the lives of children, youth, and their families. The course will introduce students to lesson planning, writing clear learning objectives, instructional strategies, formative and summative assessment methods, classroom management, professional ethics, and the use of technology as an instructional tool.

Prerequisite: 32 Hours.

CISE 4088. Special Topics in Secondary Education. 3 Hours.

This course will examine special topics in the field of Secondary Education. Variable Credit (1-3.)

CISE 4089. Independent Study in Secondary Education. 1-3 Hours.

This course is designed to permit individual students to study specific areas of interest and need. Course Equivalents: CISE 4375

Prerequisite: Departmental approval.

CISE 4363. Teaching Mathematics in Secondary Schools. 3 Hours.

Students will learn the methods and activities used to actively engage secondary school students in the construction of mathematical concepts. Topics may include the development of instructional methods and materials for the teaching of mathematics in the secondary classroom.

Prerequisite: CISE 3384.

CISE 4364. Methods of Teaching in Secondary Schools. 3 Hours.

This course focuses on developing strategies that are effective in secondary schools. Candidates use the TEKS to develop objectives and plan effective instruction. Extensive field experience required. Co-requisite: CISE 4379 Admission to Methods.

Prerequisite: CISE 4380 and READ 4378.

CISE 4374. Human Growth and Learning. 3 Hours.

This course examines growth and learning primarily in secondary environments. Major theories of teaching-learning processes are studied. Human development related to education is emphasized. Special attention is paid to diversity in the public school environment. Required field experience in 8-12 public schools. This course is taken as part of the Secondary Methods Block for 7-12 certification. Course Equivalents: CISE 3374

Prerequisite: Admission to Educator Preparation Program and Departmental Approval.

CISE 4376. Developing a Professional Teacher Portfolio. 3 Hours.

The purpose of this course is to provide the prospective secondary teacher the opportunity to organize artifacts on the development, exploration, integration, application, and teaching of content knowledge, pedagogical knowledge and skill development in the development of a professional teacher portfolio.

Prerequisite: Concurrent enrollment in student teaching and departmental approval.

CISE 4377. Assessment of Student Learning In Secondary Grades. 3 Hours.

This course is designed to provide the prospective secondary teacher the opportunity to construct and use teacher made tests and performance assessments that support the alignment process. Students will study various facets and strategies relating to assessment. Co-requisite: CISE 4364 Admission to Educator Prep Prg (TCHR).

Prerequisite: READ 4378.

CISE 4379. Differentiated Pedagogy. 3 Hours.

In this course, teacher candidates focus on differentiation of curriculum and pedagogy that addresses student differences in order to promote academic rigor for all learners. Co-requisite CISE 4364; Admission to Educator Prep Prg (TCHR)

Prerequisite: CISE 3384 and READ 4378.

CISE 4380. Responsibilities of the Professional Educator. 3 Hours.

This course is designed to assist future teachers in understanding the structure, organization, and management of public schools at the national, state, and local levels. Course content will include a study of the needs of the special learner and students from various cultures.

Prerequisite: 3384.

CISE 4394. Creating an Environment For Learning-Secondary Education. 3 Hours.

(The Companion Course for Secondary and All-Level Student Teaching) This course provides a survey of classroom management and discipline approaches appropriate in a public school setting. Candidates will explore multiple components that produce a well managed classroom. Candidates will create a classroom management plan that will be a functional model for their classrooms. ; Admission to Educator Preparation Program.

Prerequisite: CISE 3384.

CISE 4396. Student Teaching - Secondary Classroom. 3 Hours.

The student is assigned to teach in secondary classrooms (grades 8-12) for a placement totally approximately twelve to fourteen weeks. This time is divided among observation, participation, teaching and conference activities in two classrooms that span the certification grades. This course corresponds to one of those placements. As an example, a student will have one placement in a lower grade such as 7th grade and the second placement in a higher level such as high school.

Prerequisite: Senior status and admission to student teaching.

CISE 4397. Student Teaching - Secondary Classroom. 3 Hours.

The student is assigned to teach in secondary classrooms (grades 8-12) for a placement totally approximately twelve to fourteen weeks. This time is divided among observation, participation, teaching and conference activities in two classrooms that span the certification grades. This course corresponds to one of those placements.

Prerequisite: Senior status and admission to student teaching.

Special Education

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. Learning and Instruction for Children with Disabilities. 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.

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. Study of Learning and Learning 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 Special Education. 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: SPED 2301.

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. Behavioral Assessment, Intervention, and Evaluation. 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.

Prerequisite: SPED 3306.

SPED 3308. Behavioral Intervention and Research Methods. 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: SPED 3306.

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:

Prerequisite: SPED 3306,3307,3308.

SPED 3312. Family and Diversity Issues in Special Education. 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 Education. 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. Course Equivalent: SPED 4303

Prerequisite: Approval of Department Chair.

SPED 4301. Study of Cognitive and Low Incidence Disabilities. 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. Collaborative Partners Across Lifespans. 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 Special Education. 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 Special Education. 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 master of the components of effective instruction and student learning. Successful completion of the Teacher Work Sample is required for program completion.

Prerequisite: Senior status and admission to student teaching.

SPED 4311. Content Learning in Special Education. 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 childrens' literacy. Ten hours of field experience is required as part of this course.

Prerequisite: SPED 2301.

Teaching English Second Language

TESL 3303. Literacy Strategy for English Language Learners. 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. English Second Language 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.

Prerequisite: BESL 3301 with a grade of C or higher.

TESL 4303. Teaching English As A Second Language. 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.

TESL 4314. English Second Language 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.

Prerequisite: TESL 3313 .

TESL 4330. Teaching Second Language Online. 3 Hours.

Students explore theory, design, and research related to meaningful online instruction in second/foreign language learning. Current teaching practices and research in Computer Assisted Language Learning (CALL) are examined. Credit 3 .

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