The faculty in the Department of Teacher and Bilingual Education is united in our vision that we will become the program of choice for individuals wishing to pursue a career in education in south Texas. To this end, our mission is to serve the needs of south Texas, the state and nation by preparing qualified professionals to assume positions of responsibility and leadership in the classrooms and schools of the 21st century.

Through this mission, our goal is to establish and facilitate life-long professional development for both pre-service and professional educators through quality undergraduate and graduate programs. The Department of Teacher and Bilingual Education prepares education professionals for classroom and leadership roles in schools with diverse populations in the changing cultural and educational environments of south Texas. Our goal will be accomplished through a process of collaboration and commitment. Our strategies will utilize technology, research-based teaching methods, developmentally appropriate field-based experiences and outcome-based performance assessments. This process is aimed at maximizing learning for children, pre-service teachers, professional educators and university partners.

Admission requires successful completion of 60 hours of college/university course work with at least a 2.75 cumulative grade point average on a 4.0 scale. No course in the Department of Teacher and Bilingual Education (prefixes EDBL, EDEC, EDED, EDRG, EDSE, EDSL) may be counted toward any degree leading to teacher certification unless the grade is at least a C.

Faculty

Department Faculty

Bradley, Jack Professor, Department of Teacher and Bilingual Education; B.A., Michigan State University; M.Ed., University of West Florida; Ed.D., Texas A&M University.

Bradley, Karen Sue Professor, Department of Teacher and Bilingual Education; Regents Professor; B.A., Michigan State University; M.A., Michigan State University; Ed.D., Texas A&M University.

Desiderio, Michael Professor, Department of Teacher and Bilingual Education; B.S.Ed., John Brown University; M.Ed., Sul Ross State University; Ph.D., Texas A&M University.

Garcia-Obregon, Zonia Senior Lecturer, Department of Teacher and Bilingual Education; B.B.A., Texas A&I University; M.S., Texas A&I University; Ed.D., Texas A&M University-Kingsville.

Garza-Reyna, Gina Assistant Professor, Department of Teacher and Bilingual Education; B.I.S., The University of Texas-Pan American; M.Ed., The University of Texas-Pan American; Ed.D., Texas A&M University-Kingsville.

Goswami, Jaya Professor, Department of Teacher and Bilingual Education; Associate Vice President for Academic Affairs; B.A., Gauhati University (India); M.A., University of Delhi (India); M.Phil., University of Delhi (India); Ph.D., University of Connecticut, Storrs.

Guzman, Norma Associate Professor, Department of Teacher and Bilingual Education; B.A., Texas State University; M.A., The University of Texas-Pan American; Ph.D., The University of Texas at San Antonio.

Huskin, Patricia Assistant Professor, Department of Teacher and Bilingual Education; B.S., California State University, Fullerton; M.Ed., The University of La Verne; Ph.D., University of New Mexico.

McNair, Cheryl L Associate Professor, Department of Teacher and Bilingual Education; B.S., Texas A&I University; M.S., Texas A&M University-Corpus Christi; Ph.D., Texas A&M University-Corpus Christi.

Modesto, Olivia Assistant Professor, Department of Teacher and Bilingual Education; Bachelors, University of Santo Tomas (Philippines); M.Ed., University of Philippines (Philippines); Ed.D., Walden University.

Sherris, Arieh Associate Professor, Department of Teacher and Bilingual Education; B.A., Shimer College; M.S., University of Surrey (United Kingdom); Ph.D., George Mason University.

Sowell, Marsha Assistant Professor, Department of Teacher and Bilingual Education; B.A., Angelo State University; M.A., University of Texas-Permian Basin; Ph.D., Texas Tech University.
Torres, Roberto L. Associate Professor, Department of Teacher and Bilingual Education; B.A., Instituto Tecnologico de Estudios Superiores de Occident (Mexico); M.A., Northern Arizona University; Ph.D., University of Colorado.

Wong-Radcliff, Oi Yee Monica. Associate Professor, Department of Teacher and Bilingual Education; Bachelors, Hong Kong Shue Yan University (Hong Kong); M.B.A., Aberystwyth University (United Kingdom); Ed.D., University of Louisiana at Monroe.

Emeritus

Bogener, Jerry. Professor of Education, Department of Teacher and Bilingual Education; B.S., Missouri State Teachers College; M.A., Missouri State Teachers College; Ed.D., University of Kansas.

Gonzalez, Gustavo. Professor of Bilingual Education, Department of Teacher and Bilingual Education; B.A., The University of Texas at Austin; M.A., The University of Texas at Austin; Ph.D., The University of Texas at Austin.

Harvey, Frederick. Professor of Education, Department of Teacher and Bilingual Education; B.A., Kearney State College; M.Ed., University of Nebraska; Ed.D., University of Nebraska.

Hopkins, Grace. Professor of Curriculum and Instruction, Department of Teacher and Bilingual Education; B.A., DePaul University; M.Ed., University of Illinois; Ph.D., University of Illinois.

Morales, Maria. Professor of Bilingual Education, Department of Teacher and Bilingual Education; B.S., Texas Woman's University; M.S., Texas A&M University; Ph.D., The University of Texas at Austin.

Courses

**Bilingual Education (EDBL)**

**EDBL 3308** Survey Bilingual Educ 3 SCH (3-0)
Educational, psychological, historical and linguistic foundations of bilingual education; principles of learning relevant to bilingual-bicultural groups. Prerequisites: Admission to Educator Preparation Program; SPAN 1313, SPAN 1314, or two approved Spanish Courses.

**EDBL 3320** Tests and Meas in Bilg and ESL 3 SCH (3-0)
Assessment instruments and strategies used in local, state and national systems for culturally and linguistically diverse students. Development and assessment of literacy and biliteracy; formal and informal assessment of language proficiency for Bilingual and ESL classrooms. Prerequisite: Admission to Educator Preparation Program.

**EDBL 3325** Teach English Language Learner 3 SCH (3-0)
How to adjust the curriculum for English Language Learners by applying language, literacy and learning theories to instruction in the first and second languages. Strategies for developing literacy in English by using the student's primary language. Prerequisite: Admission to Educator Preparation Program.

**EDBL 3348** Teach the Curriculum in Span 3 SCH (3-0)
Methods and techniques of content-area instruction in Spanish for the bilingual child, using the first and second language to build curriculum in language arts, social studies, science, mathematics, music and art. Preparation for the Bilingual Target Language Proficiency Test (BTLPT) - Spanish. Prerequisites: Admission to Educator Preparation Program; SPAN 1313, SPAN 1314, or two approved Spanish courses.

**EDBL 4307** Advance Problems in TESL 3 SCH (3-0)
Major approaches of second language acquisition. Special materials and methods of instruction for the linguistically different child. Emphasis on organization, curriculum development and usage of learning techniques for teachers of English as a Second Language and of Bilingual Education.

**EDBL 4316** Literacy Dev Engl Lang Lrnrs 3 SCH (3-0)
Social, cultural, and linguistic factors that affect student literacy. Designing literacy plans to meet diverse needs of students. Adjusting curriculum to support English Language Learners. Includes English Language Proficiency Standards (ELPS). Prerequisite: Admission to Educator Preparation Program.

**EDBL 4354** Applied Linguistics 3 SCH (3-0)
Linguistic structures and the relationships found in first and second language learning; educational implications in public school classrooms; dialects and cognitive development of language. First and second language acquisition theories for English Language Learners. Prerequisite: Admission to the Educator Preparation Program.

**Early Childhood Education (EDEC)**

**EDEC 1310** Family and the Community 3 SCH (3-0)
A study of the relationship between the child, the family, the community and early childhood educators, including a study of parent education, family and community lifestyles, child abuse and current issues.
EDEC 3328  Foundations of Early Childhood Ed  3 SCH (3-0)
Historical, philosophical, sociological, psychological and research bases for programs for young children. Legislation for licensing, certification, handicapped children. Classroom management with emphasis on state public school curriculum for prekindergarten and kindergarten. Corequisite: EDEC 3324.

EDEC 4317  Cognitive Development in Early Child  3 SCH (3-0)
Development of logical thought and reasoning in young children. Theories and research on cognitive and aesthetic development. Methods and materials to facilitate quantitative and qualitative concepts in preschool children. Strategies for developing critical thinking skills in early childhood. Prerequisite: EDEC 3324.

EDEC 4318  Activities in Early Childhood  3 SCH (3)
Developmental stages of art and creative thinking, relationship of creative activities to problem-solving. Methods and materials for teaching fine arts. Theories and research on learning academic skills through play and creative activities. Prerequisite: EDEC 3324.

EDEC 4320  Assessment in Early Childhood Ed  3 SCH (3-0)
An introductory course in evaluation and assessment strategies; inclusion of formal and informal assessment; advantages and disadvantages of different evaluative instruments; issues regarding bias; assessment of special populations; and appropriate usage of evaluative results. Prerequisites: EDEC 3328, EDEC 4317 and EDEC 4349.

EDEC 4337  Physical Development in Early Childhood  3 SCH (3-0)
Strategies and materials for enhancing the physical development of young children. Units of health, nutrition, safety and other related topics. Field experiences.

EDED 1301  Teaching as a Profession  3 SCH (3-0)
Study of the foundations of education in the United States, with particular attention to Texas. Introduction to the history, purposes, structure and philosophies of education and to career options in teaching and other education fields. Students will apply critical thinking and communication skills as they structure their own educational philosophies about learning processes and professional responsibility. Students will develop personal and leadership qualities to succeed in the university and the teaching profession.

EDED 2310  Teaching in a Global Community  3 SCH (3-0)
Examination of global cultural diversity and the relationship between local and global issues in educational environments.

EDED 3302  Development of Child and Adolescent  3 SCH (3-4)
The child and adolescent in contemporary society: ethnic background, interests, attitudes, values and needs, self-concept, adjustment mechanisms; the learning process; social, emotional and sexual development. Identification and teaching mainstreamed and special populations of students. Methods for working effectively with the elementary and secondary student. Practical application in the classroom emphasized. 50% field-based. Prerequisite: admission to teacher education.

EDED 3304  Intro to the Teaching Profession  3 SCH (0-8)
Study of the organization, function, history and purpose of schools in the United States and Texas and the importance of instructional media. Requires 8 hours weekly of participation as a teacher assistant in an accredited school. Student must furnish own transportation. Prerequisite: admission to teacher education.

EDED 3331  Intro to Instructional Design  3 SCH (3-0)
Lesson plan design for various teaching approaches will be emphasized. In correlation with lesson design, assessment methods and learning styles will be covered in detail with emphasis on how these three aspects of education are interdependent. Prerequisite: admission to teacher education.

EDED 3313  Child Development  3 SCH (3-0)
Growth and development, teaching and learning processes. Emphasis on early childhood, elementary school children, and adolescent development. Prerequisite: admission to teacher education.

EDED 3316  Teach of Soc Studies Elem Sch  3 SCH (3-4)
Methods and techniques of presenting social studies materials and content, including audio-visual aids, testing and evaluation, historical background, public school curriculum and philosophical implications. Prerequisites: junior standing and admission to teacher education.
**EDED 3318** Principles of Learning  3 SCH (3-0)
Motivation, attention, interest, transfer, relevance and other principles of learning. Theories and models with emphasis on early childhood and elementary school students. Prerequisite: admission to teacher education.

**EDED 3322** Teaching Internship I  3 SCH (1-4)
Internship designed for inservice teachers seeking certification under the postbaccalaureate program. Prerequisite: bachelor’s degree from a regionally accredited institution, employment by a school district and criteria for admission to student teaching as set out in this catalog.

**EDED 3323** Teaching Internship II  3 SCH (1-4)
Internship designed for inservice teachers seeking certification under the postbaccalaureate program. Prerequisite: EDED 3322.

**EDED 3332** Curr Mats Developmt and Plan  3 SCH (3-0)
A foundation course in curriculum philosophy and practice. Curriculum organization, planning and evaluation are analyzed. Materials for classroom use are developed and studied. Legal issues are reviewed. Prerequisite: EDED 3302 and EDED 3333.

**EDED 3333** Clsrn Mgt and Org in Mid Sch  3 SCH (3-4)
Includes a general overview of the middle school, comparison and contrast to high school and uniqueness of the middle school scenario. Middle school students and their problems will be emphasized as well as teaching strategies and techniques with the middle school student in mind. Also included is a study of individual and group behavior change and behavior management with middle school students. Practical application in the classroom is emphasized. 50% field-based. Prerequisite: admission to teacher education.

**EDED 3341** Group Mgmt in Phys Activities  3 SCH (3-0)
Theory and application of group management skills that are appropriate for physical activities. Effects of litigation, facilities, design, program, equipment, class scheduling and lesson planning on group management. Prerequisite: completion of 90 semester hours. For Kinesiology majors only.

**EDED 3344** Assess/Teaching Mathematics  3 SCH (3-4)
Effective assessment and teaching of mathematics in elementary grades focusing on inquiry and other constructivist approaches. Field experience required. Prerequisite: admission to teacher education.

**EDED 3346** Assess/Teaching of Science  3 SCH (3-4)
Effective assessment and teaching of science in elementary grades focusing on inquiry and other constructivist approaches. Field experience required. Prerequisite: admission to teacher education.

**EDED 3362** Instr Mthds and Strat Sec Sch  3 SCH (3-4)
Focus on classroom stressing various methods, strategies and learning styles appropriate for a secondary situation. 50% field-based. Prerequisites: EDED 3302 and EDED 3333.

**EDED 4310** Technology & Media in Educ  3 SCH (3-0)
Emphasizes learning and mastery of technology and media tools that may be used to enhance learning in the public schools. Prerequisite: admission to teacher education.

**EDED 4318** Academics Creativity Play  3 SCH (3-0)
Emphasis on creative academic activity, fine arts, and physical activity in the elementary grades. Emphasis on developing the whole child through constructivist approaches. Prerequisite: admission to teacher education.

**EDED 4320** Curric Across Disciplines  3 SCH (3-0)
An initial study of the broad components of curriculum and the specific strategies to develop an integrated curriculum. Focus on construction and implementation of differentiated instruction for the EC-6 core content. Scope and language of mathematics, math, social studies and natural sciences. Curriculums in health, physical education, and fine arts. Prerequisite: admission to teacher education.

**EDED 4328** Tops and Issue in Elem and Sec  3 SCH (3-0)
In-depth study of current problems and issues facing teaching and public education. Course may be repeated for credit when topics differ.

**EDED 4613** Elem Sch Student Teaching  3-6 SCH (3-6)
Students will demonstrate, in a laboratory setting, knowledge of and an ability to effectively apply those skills necessary for successful teaching in the elementary school. Student teaching is a full-time assignment (8 a.m. to 5 p.m.) for 16 weeks in an accredited elementary school. Student is to furnish transportation. Prerequisite: admission to student teaching.

**EDED 4623** Sec Sch Student Teaching  3-6 SCH (3-6)
Students will demonstrate in a laboratory setting knowledge of and an ability to effectively apply those skills necessary for successful teaching in the secondary school. Student teaching is a full-time assignment (8 a.m. to 5 p.m.) for 16 weeks in an accredited secondary school. Student is to furnish transportation. Prerequisite: admission to student teaching.

**Reading (EDRG)**

**EDRG 3314** Found of Literacy Instr (WI)  3 SCH (3-4)
Introduction to the reading process. The study of essential reading abilities and foundations of reading with emphasis on the state public school curriculum in reading. Field experience required. Prerequisites: admission to teacher education.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDRG 3321</td>
<td>Literature for Public Sch</td>
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<td>Criteria for selection and evaluation of children’s literature in public schools; techniques for using literature in the classroom; integrating children’s literature into the content area and reading curriculum. Using literature to meet the needs of children and to complement the reading and content area curriculum in elementary schools. Prerequisite: 9 semester hours of English.</td>
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<td>EDRG 3344</td>
<td>English Language Arts</td>
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<td>Interrelationships between oral and written language; psycholinguistic and sociolinguistic theory and its application to English language learning; theories of writing development; criteria for evaluating oral and written language development. Field experience required.</td>
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<td>EDRG 4304</td>
<td>Teach Reading in Content Area</td>
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<td>Strategies for teaching reading in the content areas with emphasis on the skills necessary for helping students increase their reading vocabulary and reading comprehension. Prerequisite: EDRG 3314 or EDRG 3389.</td>
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<td>EDRG 4305</td>
<td>Effective Remediation</td>
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<td>Methods for remediating the reading of low achieving students, with a focus on using multi-sensory techniques. Prerequisites: EDRG 3314, EDRG 3344, EDRG 3389, EDRG 4330.</td>
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<td>EDRG 4307</td>
<td>Literacy Instruction 4-8</td>
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<td>Emphasis on materials, methods, and beliefs for teaching literacy in grades 4-8. Includes the reading process, comprehension strategies for both narrative and expository text, vocabulary development, word study, study skills, and reading-writing connections.</td>
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<td>EDRG 4314</td>
<td>Develop Correct Rdg for Sec Sch</td>
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<td>The nature of the reading process, reading styles, comprehension instruction, vocabulary development, readability and lesson planning in the content areas. Prerequisite: 9 advanced hours of education or the equivalent.</td>
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<td>EDRG 4330</td>
<td>CTrm Reading Assess/Remed</td>
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<td>Includes methods of assessment, both formal and informal, with attention given to special needs of the learning disabled and gifted readers. Development of diagnostic/prescriptive case study required. Lab experience is required. Prerequisites: EDRG 3314 and EDRG 3344.</td>
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### Special Education (EDSE)

The special education teaching profession offers many options. One may choose a career path that specializes in specific types of disabilities, focus on a specific age group, from infants through adults, and also have the option of working in many different settings in school and in the community. Special education teachers may have their own classrooms or may work as resource teachers and consultants with students who receive their primary instruction from other teachers. Special educators are in great demand in Texas and nationwide and have unlimited opportunities for career advancement through graduate studies in specific areas of special education, administration, counseling and educational diagnostics.

Contact the Coordinator of Special Education for admission requirements to the specialization (delivery system) in Special Education.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>EDS 4349</td>
<td>Foundations Special Educ (WI)</td>
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<td></td>
<td>History, legislation, practices, and opportunities inherent in teaching students with exceptionalities. Field experience required. This is the first course in the special education sequence.</td>
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<td>EDS 4350</td>
<td>Assessment of Exc Indiv</td>
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<td>Formal and informal assessment procedures applicable to identification of and instructional planning for exceptional individuals. The theory and content of instruments used to identify, analyze and evaluate the strengths and learning needs of exceptional individuals are emphasized. A minimum of 15 hours of field experience is included. Prerequisite: EDS 4391.</td>
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<td>EDS 4353</td>
<td>Transitioning Strategies</td>
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<td>Methods and strategies applicable to the educational needs of secondary students with disabilities including post-secondary education, life skills, vocational preparation and transition planning. Prerequisite: EDS 4391.</td>
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<tr>
<td>EDS 4357</td>
<td>Federal and State Regulations</td>
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<td>Historical background leading to current laws and regulations pertaining to the legal aspects of special education. Impact of the Texas Education Code in general. Prerequisite: EDS 4349.</td>
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<td>EDS 4358</td>
<td>Principles Behavior Management</td>
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<td>Comparison of theoretical models for individual and group behavior change and implications for behavior management. Field experience is required. Prerequisite: EDS 4349.</td>
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<td>EDS 4359</td>
<td>Teaching Exceptional Students</td>
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<td>Models and strategies applicable to the assessment and educational needs of exceptional students in various settings. This is the last course in the Special Education sequence. Prerequisites: EDS 4349, EDS 4357, EDS 4358.</td>
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<td>EDS 4383</td>
<td>Devel of Exceptional Indiv</td>
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<td>Emphasis is upon the growth and development of exceptional individuals, including comparisons of developmental milestones and the study of causes of behavior and recurring patterns of behavior. A minimum of 15 hours of field experience is included. Prerequisite: EDS 4391.</td>
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EDSE 4385 Special Educ Consultation  3 SCH  (3-0)
Consultation skills for effective collaboration with families and among professionals toward the goal of inclusion of students with exceptionalities in least restrictive environments. A minimum of 15 hours of field experience is required. Prerequisite: EDSE 4391.

Degree Requirements

Majors

- Interdisciplinary Studies, B.S. - Business and Finance 6-12
- Interdisciplinary Studies, B.S. - Core Subjects 4-8
- Interdisciplinary Studies, B.S. - Core Subjects EC - 6
- Interdisciplinary Studies, B.S. - Core Subjects EC-6 w/ Bilingual Supplemental
- Interdisciplinary Studies, B.S. - English Language Arts and Reading 4-8
- Interdisciplinary Studies, B.S. - English Language Arts and Reading 7-12
- Interdisciplinary Studies, B.S. - Mathematics 4-8
- Interdisciplinary Studies, B.S. - Science 4-8
- Interdisciplinary Studies, B.S. - Science 7-12
- Interdisciplinary Studies, B.S. - Social Studies 4-8
- Interdisciplinary Studies, B.S. - Special Education EC-12
- Interdisciplinary Studies, B.S. - Technology Applications 7-12
- Interdisciplinary Studies, B.S. - Technology Applications EC-12