

Department of Teacher and Bilingual Education

Contact Information

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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, EDSE) may be counted toward any degree leading to teacher certification unless the grade is at least a C.

Department Faculty

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.

Garza-Reyna, Gina Associate 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 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.

Hernandez, Fernando Assistant Professor, Department of Teacher and Bilingual Education; B.B.A., Southwest Texas State University; M.Ed., University of Texas-Pan American; Ph.D., Texas A&M University-Corpus Christi.

Hilliard, Donna Lecturer I, Department of Teacher and Bilingual Education; B.S., The University of Texas at Pan American; M.S., Texas A&M University-Kingsville.

Huskin, Patricia Associate 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 Associate Professor, Department of Teacher and Bilingual Education; Bachelors, University of Santo Tomas (Philippines); M.Ed., University of Philippines (Philippines); Ed.D., Walden University.

Sanatullova-Allison, Elvira E Professor, Department of Teacher and Bilingual Education; Chair, Department of Teacher and Bilingual Education; Interim Chair, Department of Educational Leadership and Counseling; B.A., Uzbekistan State University of World Languages (Uzbekistan); M.A., University of Nebraska-Lincoln; Ph.D., University of Nebraska-Lincoln.

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 Professor, Department of Teacher and Bilingual Education; B.A., Instituto Tecnológico de Estudios Superiores de Occidente (Mexico); M.A., Northern Arizona University; Ph.D., University of Colorado.

Wong-Radcliff, Oi Yee Monica 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.

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.

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.

Lassmann, Marie Professor, Department of Teacher and Bilingual Education; B.S., Texas A&I University; M.S., Texas A&I University; Ph.D., The University of Texas at Austin.

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

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 4316 Literacy Dev Engl Lang Lmrs **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 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 4337 Phys Devel 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.

Education (EDED)

Requirements for admission to teacher education and for admission to student teaching are set forth in the introduction to the College of Education and Human Performance.

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 Develop Behavr of Chl and Adol **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.

Fee: \$55.00

EDED 3304 Introd to the Teaching Prof **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 3310 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.

Fee: \$55.00

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 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/Corequisite: EDED 3310 or EDED 4320.

EDED 3333 Clsrm 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 (3-0-4)**

Emphasis will be given to practical activities in the 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 Cross-Curric Instruct Design **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 sequence of language, 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 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.

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.

EDRG 3321 Literature for Public Sch **3 SCH (3-0)**

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.

EDRG 3344 English Language Arts **3 SCH (3-4)**

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.

EDRG 4304 Teach Reading in Content Area **3 SCH (3-0)**

Strategies for teaching reading in the content areas with emphasis on the skills necessary for helping students increase their reading vocabulary and reading comprehension according to the Science of Teaching Reading (STR). Prerequisite: admission to teacher education..

EDRG 4307 Literacy Instruction **3 SCH (3-0)**

Emphasis on materials, methods, and beliefs for teaching literacy according to the Science Teaching Reading (STR). Includes the reading process, comprehension strategies for both narrative and expository text, vocabulary development, word study, study skills, and reading-writing connections.

EDRG 4314 Develop Correct Rdg for Sec Sch **3 SCH (3)**

The nature of the reading process, reading styles, comprehension instruction, vocabulary development, readability and lesson planning in the content areas according to the Science of Teaching Reading (STR). Prerequisite: 9 advanced hours of education or the equivalent.

EDRG 4330 Clrm Reading Assess/Remed **3 SCH (3-4)**

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.

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.

EDSE 4349 Foundations Special Educ (WI) **3 SCH (3-4)**

History, legislation, practices, and opportunities inherent in teaching students with exceptionalities. Field experience required. This is the first course in the special education sequence.

EDSE 4350 Assessment of Exc Indiv **3 SCH (3-0)**

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: EDSE 4349.

EDSE 4353 Transitioning Strategies **3 SCH (3-0)**

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: EDSE 4349.

EDSE 4357 Federal and State Regulations **3 SCH (3-0)**

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: EDSE 4349.

EDSE 4358 Principles Behavior Management 3 SCH (3-4)

Comparison of theoretical models for individual and group behavior change and implications for behavior management. Field experience is required. Prerequisite: EDSE 4349.

EDSE 4359 Teaching Exceptional Students 3 SCH (3-0)

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: EDSE 4349, EDSE 4357, EDSE 4358.

Majors

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