

TEACHING AND LEARNING

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Students will receive an automatic FAIL on any **assignment** or **action** which shows a violation of the **Florida Educators Accomplished Practice (FEAP) 6: Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida**, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C. Students are required to fulfill the expected obligation to students, the public and the education profession. The student will not be allowed to improve that grade and, for students completing the teacher preparation program, pending a committee review, **FEAP 6** will be marked as permanently failed in the student's record of Uniform Core Curriculum mastery.

A failure of **FEAP 6** will result in disqualifying the student from earning the School of Education and Human Development's State certification and endorsements. Additionally, Faculty may recommend to the Dean or Dean's designee that students committing an honor code violation be dismissed from their teacher preparation program.

PROCESS

The process below will be followed when a student is found to have violated the Ethics/Professional FEAP (FEAP 6):

- Any violation of the Ethics/Professionalism FEAP will be reported to the TAL Chairperson and the Dean's Office and student will receive prior notice of the possibility of disqualification and/or dismissal from the accredited program
- A recommendation will be made to disqualify the student from earning the State of Florida accreditation and School of Education and Human Development transcript endorsement and/or dismiss the student from the accredited program.
- A decision will be made to convene a committee.
- A committee composed of TAL faculty and the Dean's designee will review all pertinent documentation and meet with the student.
- The student will have the opportunity to present documentation or mitigating circumstances.
- The committee will confer and render a decision about what action will be taken.
- Student will be notified of the committee's decision in writing. Consequences may include dismissal from the teacher preparation program and/or a report to the Dean of Student's Office for an Honor Council hearing.
- The student may file a written appeal within 30 days of the committee's decision to the Dean of the SEHD, University Ombudsperson, Faculty Senate Grade Appeals Committee.

Either the TAL Chair or the Dean's office will refer the student to the University Honor Council. The outcome of the University Honor Council hearing will be independent of the TAL Committee's decision to dismiss the student from the program. Consequences for violating the Honor Code include disciplinary warning, disciplinary probation, suspension or expulsion from the university.

Dept. Code: TAL

The Department of Teaching and Learning offers a Bachelor of Science in Education Degree in **Elementary Education (K-6)/Exceptional Student Education (K-12)** with ESOL (English for Speakers of Other Languages, K-12) and Reading (K-12) endorsements.

The Department offers two minors:

1. A traditional Education Minor consisting of 12 credit hours and
2. A Professional Training Option minor of 18 credit hours that fulfills the State of Florida "Professional Training Option" (PTO) for teaching in secondary-schools. Candidates must select a minor area of study in English, math, Secondary Science or Secondary Social studies or other areas of recognized certification. In order to obtain teaching credentials from the State of Florida, a PTO completer must successfully teach in an accredited school in Florida for one academic year.

Teacher Preparation Programs

One of the roles of the School of Education and Human Development is to serve as the professional school to conduct and coordinate programs for the preparation of teachers and other educational personnel at the University of Miami. Membership is held in the American Association of Colleges for Teacher Education, the National Association of State Directors of Teacher Education & Certification and in the Florida Association of Colleges for Teacher Educators. Teacher Preparation Programs (TPP) are accredited by the Florida Department of Education for the preparation of elementary/exceptional student education teachers, secondary teachers, music teachers and other school service personnel.

Professional Development Schools

Bel-Aire Elementary, Henry S. West Laboratory Elementary, Sunset Elementary, Ponce de Leon Middle School and Booker T. Washington Senior High School are operated by Miami-Dade County Public Schools. These schools provide the most up-to-date teaching environments, both in terms of design

and curriculum, in partnership with the University of Miami. Students are welcomed at these facilities for field experiences and student teaching, and both students and faculty have the opportunity to contribute to the high quality functioning of these professional development schools.

Teacher Preparation Programs

Teacher Preparation Programs/majors in Elementary/Exceptional Student Education and Secondary Education that lead to professional certification and applicable endorsements are approved by the Florida Department of Education (FLDOE). Please be advised that the State may implement new requirements for certification. **These requirements will be mandatory with or without notice in this bulletin.** The student is responsible for securing the application for certification and submitting the necessary documents and fees to the Florida Department of Education to obtain certification and endorsement. The DOE Certification Ombudsman in the School of Education and Human Development is available to assist with certification and re-certification matters.

Academic Policies

Admission

Selection for the Teaching Profession

The faculty of the School of Education and Human Development conceives its ultimate obligation to be to the children, adolescents, and adults who will be taught by teachers who have completed teacher preparation programs at the University. The quality of students admitted into the teacher education curriculum is as important as the skills, content, and concepts to be learned.

Students who intend to transfer to the University of Miami into the School of Education and Human Development's accredited program must take the General Knowledge Test (GKT) that is part of the Florida Teacher Certification Exam (FTCE). Official GKT results must be sent to the Associate Dean for Undergraduate Education prior to enrolling in any Teaching and Learning Course.

Most courses in the teacher education program require school site-based field experiences, culminating in a full-time 15-week internship. School districts require a criminal background check for field placement students and interns. Fingerprinting and FBI background check procedures are at the applicant's expense. Students with felony arrests may wish to consider these requirements carefully and, if necessary, seek advice from an advisor in the School before applying for admission to the program. Students without a valid social security number will not be eligible for placement in the school district.

All students who wish to be considered for admission and/or retention in curricula leading to Florida Teacher Certification will be formally screened at certain points in their program of study with respect to the following criteria:

1. Admission to Teacher Candidacy (see requirements below).
2. Acceptable grade point averages (C or better for courses in the major).
3. Acceptable evaluations by University of Miami faculty.
4. Evaluations by clinical faculty at various field experience sites.
5. Satisfactory progress toward the completion of the Florida Educators Accomplished Practices requirement.

Students who receive a grade below C in their Student Teaching semester will not be recommended for teacher certification.

Note: The Associate Dean of the School of Education & Human Development and the Chairperson of the Department of Teaching and Learning (TAL) jointly approve appeals to the above policies.

Requirements for Admission to Teacher Candidacy

1. Satisfactory performance on the **General Knowledge Test**.
2. Completion of 45 credit hours. In addition, transfer students must have a minimum of 9 credit hours of acceptable credit earned at the University of Miami.
3. A **2.5 GPA in education core** courses. No education classes lower than C.
4. A **2.5 GPA in the content area** teaching major (for secondary education majors).
5. Completion of the Course Advisement Plan (CAP).
6. Completion of at least one Field Experience requirement.
7. Further enrollment in teacher education course work offered by the School of Education and Human Development is contingent upon the student meeting requirements 1-6 above.
8. All students must successfully complete M-DCPS fingerprinting process. Forms are available in the Office of Undergraduate Academic Services.

NOTE: Appeals to the policies stated 1-6 above must be directed to the Associate Dean of the School of Education and Human Development.

Please note: **Students may not register for any class above TAL 420 without admission to Teacher Candidacy .**

Requirements for Admission to Student Teaching

Students submit a formal application to the Department of TAL for admission to Student Teaching. Application materials are available and are to be completed by students no later than October 15 (Fall semester) or March 15 (Spring semester).

The following requirements must be met:

1. Admission to a Teacher Preparation Program (Teacher Candidacy).
2. Completion of application for admission to Student Teaching
3. Approval of the Associate Dean for Undergraduate Studies and the Department of TAL Chairperson.
4. Recommendations from two members of the faculty familiar with the student's academic proficiency. One of these must be from a faculty member in the School of Education and Human Development.
5. Earned a minimum of 90 credit hours.
6. **Submission of the Florida Educator's Accomplished Practices (FEAP) Portfolio via Live Text to the Assistant Director of Accreditation in the Department of TAL. The FEAP Portfolio must include evidence at the indicator level in the first five FEAPs.**
7. All Elementary/ESE majors must have completed **ALL** of the courses for the Elementary/ESE major.
8. Earned a minimum of 2.5 grade point average in core courses offered by the School of Education and Human Development.
9. A grade of C or better is required of each course applied to the major.
10. Earned a minimum of a 2.5 grade point average overall.
11. Successfully completed pre-internship field experiences.
12. Demonstrate satisfactory progress towards the completion of the FEAP requirement, as indicated in #6 above.
13. Passed the Florida General Knowledge Test.
14. Taken and passed one of the following exams: the Professional Education Test or the Subject Area Exam in either Elementary Education (K-6) or ESE (K-12).

NOTE: A MAXIMUM OF 12 CREDIT HOURS MAY BE TAKEN DURING THE STUDENT TEACHING SEMESTER. No outside job may be held or additional classes taken during the Student Teaching semester.

NOTE: The Associate Dean and the Chairperson of TAL in the School of Education and Human Development must approve appeals to the above policies.

Students must complete the FEAPs and the P- 12 Student Impact Project requirements. Monitoring of FEAPs and progress made toward program completion in the Teacher Education program will occur at the following checkpoints:

1. TAL 306, and TAL 429 ; and application to student teaching
2. Students enrolled in all teacher-education programs will submit complete portfolios at the end of TAL 480/TAL 580.

In addition, students enrolled in all teacher-education programs will submit e-portfolios via Live Text as follows

- TAL 306 Field Experience Seminar I (Must submit artifacts in order to receive a passing grade).
- TAL 429 Field Experience Seminar II (Must submit artifacts in order to receive a passing grade).
- Seniors are required to participate in the General Education Assessment prior to graduation as a part of the SACS review process.

Licensure/Certification Information

Only students who have completed all requirements for any State approved degree or certificate program will have their transcripts stamped as meeting State approved requirements for certification as well as appropriate endorsements. Students must meet requirements of the School of Education and Human Development as well as the college or school issuing the second major. Evidence of successful completion of all twelve Florida Educator Accomplished Practices is required to receive the FLDOE stamp on the graduate's final transcript.

Transcript stamp is contingent upon the student taking at least half of the coursework in teacher education at the University of Miami, including the Student Teaching component. At least half of the coursework in the students teaching content area(s) must be taken at the University of Miami in the School of Education and Human Development, Frost School of Music, or other UM schools or colleges as determined by the program in which the student is enrolled.

Department's Honor Code, Ethics FEAP and Plagiarism Policy

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For further information, address all inquiries to:

Dr. Gina F. Astorini
Associate Dean
School of Education and Human Development
P.O. Box 248065
University of Miami

Coral Gables, Florida 33124
Telephone: (305) 284-3711

TAL 103. Psychological Foundations of Education. 3 Credit Hours.

The first half of this course addresses the following topics related to the psychological foundations of education: the teaching-learning process in the classroom, human development, learning theories, and motivation. The second half of the course will address the following topics related to the social foundations of education: critical perspectives of education and schooling in the USA, issues such as accessibility, language hegemony, and race and racism through the lens of history, philosophy, anthropology, sociology and cultural studies.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 107. American Sign Language I. 3 Credit Hours.

This course is designed to allow participants to learn about Deaf Culture and be able to sign with sufficient fluency to discuss work, social, and family topics using two to four sentence responses.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

TAL 191. Developmental Reading for College Students. 3 Credit Hours.

Instruction in college level reading strategies based on individual student needs. Emphasis on vocabulary, comprehension and techniques of test preparation.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 203. Children's Literature. 3 Credit Hours.

History, trends, and genres of children's literature with emphasis on children's literature as a curriculum resource.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 204. Building Positive Relationships in Diverse Inclusive Secondary Schools.. 3 Credit Hours.

Course is designed to assist general education teachers in meeting the needs of diverse secondary school students. Emphasis is placed on language and culture in the classroom, as well as students with disabilities.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 205. Contemporary Issues in Disability and Society. 3 Credit Hours.

This course allows students to explore contemporary issues individuals with disabilities face with an emphasis on the more personal aspects of living with a disability and issues that influence their daily lives.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

TAL 207. American Sign Language II. 3 Credit Hours.

This course is designed to allow participants to learn about Deaf Culture and be able to sign with sufficient fluency to discuss work, social, and family topics using four to six sentence responses. Students will be able to independently participate in a signed conversation without the use of voicing.

Prerequisite: TAL 107.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

TAL 305. Classroom and Behavior Management. 3 Credit Hours.

The principles of behavior analysis and classroom management strategies, both preventative and problem solving. Special emphasis includes effective communication with students, parents and other stakeholders; meeting the needs of all learners based on individual differences, cultural and linguistic diversity; knowledge of research-based strategies that support intellectual, personal and social well-being and development of all students; planning and conducting lessons in a safe, efficient and supportive learning environment. Field experience required.

Corequisite: TAL 306.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 306. Teacher Preparation Seminar I. 0 Credit Hours.

This hybrid zero credit course has been designed to provide additional support for students in our teacher preparation programs. Students will enroll in this course while they participate in a series of field experiences where they gain practical experience integrating theory and practice while working with students in K-12 settings. Major topics include: the Florida Educator Accomplished Practices, Live Text, and guidelines and procedures. Co-requisite TAL 305

Corequisite: TAL 305.

Components: SEM.

Grading: CNC.

Typically Offered: Fall & Spring.

TAL 307. American Sign Language 3. 3 Credit Hours.

This course is designed to allow participants to learn more about Deaf Culture and be able to sign with sufficient fluency to discuss work, social, and family topics at a conversational level.

Pre-requisite: TAL 107 And TAL 207.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

TAL 308. Language Development for Linguistically and Culturally Diverse Children. 3 Credit Hours.

Course provides an introduction to theories of linguistics as well as first and second language acquisition. Readings and lectures serve to highlight the development of language and language challenges faced by students for whom Standard English is a second language and/or a second dialect. Theories of linguistics are used to identify, explain and assess literacy challenges. Field experience required. This course counts as one of two required stand-alone ESOL courses.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

TAL 322. Mathematics Instruction in the Elementary School. 4 Credit Hours.

Principles and practices in the teaching of elementary school mathematics. Attention is paid to infusion of technology, linguistic and cultural diversity, students with exceptionalities, and the origins of gender bias. Field experience required.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

TAL 323. Interdisciplinary Methods in the Content Areas. 3 Credit Hours.

This course aims to discuss the goals and objectives for interdisciplinary learning in the content areas, and help practice, design, and enact interdisciplinary learning activities appropriate for elementary school. During the semester, the class will create an engaging environment to help you: Understand what is the nature of interdisciplinary understanding and practices; Examine elementary curricula and state/national standards that speak to interdisciplinary learning; Develop and enact authentic lessons/units for interdisciplinary learning; Create supportive learning environments that engage diverse students; Assess student interdisciplinary learning using multiple methods; and Learn to use a variety of innovative educational technologies that facilitate interdisciplinary learning. Field Experience required.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

TAL 324. Education and the Arts. 3 Credit Hours.

Exploration of the fine and performing arts and their relation to Pre-K to 12 education. Emphasis is placed on experiential learning and methods of incorporating the arts in school curricula. The course also includes a focus on the value of the arts to the individual and society.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 330. Introduction to the Education of Exceptional Individuals. 3 Credit Hours.

A survey course providing a general orientation to Exceptional Individual Education as an integral part of the general education structure. Includes an introduction to appropriate educational programs for exceptional individuals.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

TAL 332. Assessment of Exceptional Students. 3 Credit Hours.

A survey of assessment instruments used to classify, assess and evaluate exceptional students in inclusive and special education settings. Advanced written, digital, and oral communication proficiencies, to include research and report-writing as well as oral presentation skills, are emphasized in this course.

Prerequisite: ENG 105 And ENG 106 prerequisite of enrollment is required for this course.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

TAL 360. The Teacher in American Society. 3 Credit Hours.

This course focuses on the historical development of teaching in the US, contemporary educational reform and social change, issues involving teacher work, the impact of technology on schooling, ethical and legal issues in teaching, topics involving Race, Gender Social Class and Equity. Popular Culture sources are emphasized in the course's content.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 370. Pop Culture and Education. 3 Credit Hours.

This course examines how popular culture influences and is influenced by the work and culture of schools. In examining artifacts and trends in popular culture today and the past, the forms of popular culture we will analyze will include: motion pictures, television programs, mainstream news, music, books, magazines, zines, fashion, web-based content, graffiti, tattoos, street art, mobile communication, video games, social networking, and more.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 371. Race and Racism in the Making of US Public Education. 3 Credit Hours.

This course will examine the roles of race and racism in the social construction of education and schooling in United States, with an emphasis on how said constructions have impacted the lived experiences of marginalized racial and ethnic minorities, with a particular emphasis on Black Americans. The central themes of the course will be how and why schools in the United States of America were constructed and continue to act as sites of State-sponsored racism, paying attention not only to whom this process marginalizes but also whom it benefits. While the focus of the course will be on race, it is impossible to study race alone, in a vacuum. Therefore, a great deal of attention will be paid to issues of intersectionality, with particular emphases paid to the intersections of race and ethnicity, class, gender, sexual identity, geography, historical specificity, and disability. The semester will begin with a historical overview of the roles education and schooling have played in the lives of African Americans. Our starting point will be roughly 1850. It is important to note that the distinction is made between school and education. The course will examine the roles schools (Saturday Schools, public schools, religious schools, and Historically Black Colleges and Universities to name a few) have played, but it is also crucial to examine the roles of education outside of the context of formalized schooling. The course will examine crucial educational sites such as religious institutions and traditions (outside of religious schools), family life, community education, and oral traditions.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 390. Topics in Education. 3 Credit Hours.

Review of emerging policy, practice, empirical research and scholarly writing on important educational issues for which formal course title and syllabus have not been developed and formalized in the UM Bulletin. Allows for experimental instructional formats. Course number indicates appropriate student audience. See Course Notes for specific topic.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

TAL 404. Content Area Literacy in the Secondary Classroom. 3 Credit Hours.

Essentials of literacy instruction in various subject areas for middle, junior and senior high schools; instructional methods and materials for development of reading, writing and study strategies. Emphasis is also placed on selecting appropriate materials, motivating students, and helping students with exceptional needs and students who are English Language Learners.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

TAL 407. American Sign Language 4. 3 Credit Hours.

This course is designed to allow participants to learn more about Deaf Culture and be able to understand signed conversations in a small group and sign with sufficient fluency to discuss work, social, and family topics at a conversational level.

Prerequisite: TAL107, TAL 207, TAL 307.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

TAL 420. Introduction to Literacy, Assessment, and Instruction in Elementary School. 3 Credit Hours.

Multidisciplinary survey of reading and writing acquisition in the elementary school. Assessment and instruction in the major components of reading: phonological awareness, word identification and phonics, fluency, vocabulary, and comprehension. Field Experience required.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

TAL 421. Language Arts and Social Studies in the Elementary School. 3 Credit Hours.

Addresses Language Arts competencies in reading, writing, listening, speaking, viewing and visual literacy, following state/national standards.

Research based strategies and approaches for teaching content areas, with a focus on Social Studies competencies, are modeled and integrated through Social Studies content and literature. Field experience required.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

TAL 422. Mathematics Instruction in the Elementary School. 3 Credit Hours.

Principles and practices in the teaching of elementary-school mathematics. Attention is paid to infusion of technology, linguistic and cultural diversity, students with exceptionalities, and the origins of gender bias. Field experience required.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 425. Inclusive Classrooms in the Elementary School. 3 Credit Hours.

The course prepares elementary school teachers to meet the individual needs of students with exceptionalities who have been integrated into the general education classroom. Field experience required.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 426. Practicum in Reading. 3 Credit Hours.

Supervised practicum in reading and writing. Emphasis is on assessment and interventions for elementary students with a range of academic, linguistic and cultural challenges in becoming proficient readers. This course is a designated Upper Level Communications Requirement; advanced written digital and/or oral communication proficiencies will be emphasized in this course.

Prerequisite: ENG 105 And ENG 106 prerequisite of enrollment is required for this course.

Components: PRA.

Grading: GRD.

Typically Offered: Fall.

TAL 428. ESOL Curriculum and Methods and Assessments. 3 Credit Hours.

The course addresses the application of TESOL theories, principles, and current research to the use of curriculum, methods, and assessment. In doing so, the course focuses on an understanding of the differences between curriculum, methods, and assessment designed for children who are native speakers of Standard English and those designed for ESOL. Specific TESOL modifications appropriate for content areas are also addressed. Field experience required. This course counts as the second of two required ESOL specific courses. Advanced written, digital, and oral communication proficiencies, to include research and report-writing as well as oral presentation skills, are emphasized in this course.

Prerequisite: TAL 308 and Co-requisite: TAL 429.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

TAL 429. Teacher Preparation Seminar II. 0 Credit Hours.

This hybrid zero credit course has been designed to provide additional support for students in our teacher preparation programs. Students will enroll in this course while they participate in a series of field experiences where they gain practical experience integrating theory and practice while working with students in K-12 settings. Major topics include: the Florida Educator Accomplished Practices, Live Text, and guidelines and procedures. Co-requisite: TAL 428 for students in programs that lead to the ESOL Endorsement; TAL 506 for students in MED and SEC except Secondary English majors.

Corequisite: TAL 428 or TAL 506.

Components: SEM.

Grading: CNC.

Typically Offered: Fall & Spring.

TAL 432. Inclusive Models of Teaching. 3 Credit Hours.

This course focuses on models of inclusion and the educational roles to support student success in inclusive settings. Topics addressed include: differentiated staffing patterns; working as a member of a team; successful collaborative practices; effective communication; understanding of varied cultural backgrounds; strategies for facilitating successful inclusion including differentiation of instruction and application of principles of Universal Design for Learning (UDL); co-teaching; strategies for working effectively with students, families, parents, guardians, administrators, general education teachers, paraprofessionals and other professionals, including students, families, and team members; and creating school partnerships. Field Experience required.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

TAL 434. Specialized Instructional Strategies/Transition. 3 Credit Hours.

This course focuses on evidence-based interventions and models of support for students with disabilities in K – 12 settings and strategies for preparing students for transition from school. Topics addressed include: strategies for using Assistive Technology effectively; strategies for enhancing self-advocacy and self-determination for students with disabilities; strategies for enhancing family involvement in career development and post school employment; transition services and models; preparing students with disabilities for employment and post-secondary education; residential alternatives; recreation and leisure for students with disabilities. Field Experience required.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

TAL 444. Instruction in Secondary Science. 2-3 Credit Hours.

Analysis of methods, materials, and content appropriate for teaching science in the secondary school.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

TAL 461. Pidgins, Creoles and African-American English in Education. 3 Credit Hours.

The course examines some of the most commonly spoken languages in the African diaspora in North and South America as well as in the Caribbean, namely, pidgins, creoles and African-American English. The course also explores the linguistic contributions that West African and European languages have made to the development of Atlantic Pidgins, Creoles and African- American English. Analyses of their lexicons, morphological and grammatical features are addressed along with the ways in which these linguistic structures are used to index different identities in the African- American and Creole cultures. Additionally, the course renews the call for a responsive agenda that recognizes the obstacles faced in formal education by child speakers of Creoles and African-American English and the need for public awareness of the extensively researched merits of accommodating these vernaculars in the classroom.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

TAL 470. Student Teaching in the Elementary School. 9 Credit Hours.

A comprehensive semester-long program in observation and supervised teaching in the elementary school. The student spends full time in an elementary school participating in all activities of the teacher under the guidance of school and university personnel.

Components: PRA.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 471. Student Teaching in the Elementary Schools for K-12 Areas. 3-6 Credit Hours.

A comprehensive program in observation and supervised teaching in the elementary school. The student spends full-time for one half a semester in an elementary school, participating in all activities of the teacher under the guidance of school and university personnel.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 473. Associate Teaching in the Secondary School for K-12 Areas. 3-6 Credit Hours.

A comprehensive program in observation and supervised teaching in the secondary school. The student spends full time for one half a semester in a secondary school, participating in all activities of the teacher under the guidance of school and university personnel.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 480. Seminar On Teaching. 3 Credit Hours.

The seminar is designed to support teacher candidates during the associate teaching experience. Students receive support and assistance in completing Florida Educator Accomplished Practices (FEAP) electronic portfolios. Students share, reflect, and discuss their daily experiences in class during culminating experience in the field.

Components: SEM.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 491. Applied Research in Education. 3 Credit Hours.

Introduction to basic research methods, ethics in education research, and the implications of research on the practice of teaching. Assist a TAL faculty member with a research project.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 493. Online Teaching and Leadership. 3 Credit Hours.

Introduction to teaching-learning process in online learning environments, including asynchronous modalities, assessment and evaluation, technology and digital copyright usage.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 495. Individual Study. 1-3 Credit Hours.

Individual work on a special project under faculty guidance. Application for Admission to Advanced Individual Study will be required.

Components: THI.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

TAL 496. Undergraduate Research Honors. 1-3 Credit Hours.

Individual work on a special project under faculty guidance. Application for Admission to Advanced Individual Study will be required.

Components: LEC.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

TAL 501. Classroom Based Assessment. 1-3 Credit Hours.

Principles and classroom applications of educational measurement and assessment.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 502. Classroom Based Research. 3 Credit Hours.

Application of research principles to evaluation and improvement of teacher effectiveness. Use of scientific methods in problem solving and decision making in the classroom. Student experiences in the planning, conduct, analysis and reporting of classroom research are included.

Components: LEC.

Grading: GRD.

Typically Offered: Offered by Announcement Only.

TAL 503. Technology Applications in Education. 3 Credit Hours.

This course is designed to help you better understand why and how to use modern technologies in educational settings. Throughout the course, you will identify and share accessible technological resources, participate in hands-on activities, conduct mini-teaching, and create technology-enhanced instructional materials. You will examine the affordances and constraints of a variety of technologies including mobile learning, computer-based visualizations, web-based curriculum platforms, augmented and mixed reality, and online collaboration tools. You will discuss with the instructor and peers critical issues and policy relevant to the effective use of technologies in K-12 classrooms or informal learning environments.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 504. Building Positive Relationships in Inclusive Secondary Schools. 3 Credit Hours.

Designed to assist general education teachers in meeting the needs of diverse secondary school students. Focus on students with disabilities, language and culture in the classroom, and developing culturally competent classroom management methods.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 506. Issues and Strategies for ESOL. 3 Credit Hours.

This course provides a comprehensive foundation in ESOL (English for Speakers of Other Languages) competencies based on Florida's mandates and TESOL standards. Theory and practice will be emphasized in the areas of applied linguistics, cross cultural communication and understanding, methods of teaching, assessment, and curriculum and material development.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

TAL 508. Language Development for Linguistically and Culturally Diverse Students. 3 Credit Hours.

Course will provide an introduction to theories of linguistics, first and second language acquisition, as well as foundations of English learner education. Readings and lectures will serve to highlight the development of language and literacy, including challenges faced by students for whom Standard English is a second language and/or a second dialect. This course will be the first in a two- course ESOL sequence.

Components: LEC.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

TAL 517. Curriculum, Assessment, Teaching and Learning for Physical Science. 3 Credit Hours.

Analysis of content knowledge, pedagogy, and materials appropriate for teaching physical science in the elementary school. The course content focuses on instructional practice with an emphasis on developing teacher content knowledge in physical science, pedagogy, and student literacy in physical science.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 518. Curriculum, Assessment, Teaching and Learning for Number, Operations, and Algebra. 3 Credit Hours.

This course examines topics that address the mathematical ideas underlying number, operations and algebra. Related curriculum, instructional and assessment issues will be also discussed.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 522. Curriculum, Assessment, Teaching and Learning in the Earth Sciences. 3 Credit Hours.

Analysis of content knowledge, pedagogy, and materials appropriate for teaching Earth science in the elementary school. The course content focuses on instructional practice with an emphasis on developing teacher content knowledge in Earth science, pedagogy, and student literacy in life science.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 523. Curriculum, Assessment, Teaching and Learning for Data Analysis and Probability. 3 Credit Hours.

Data in the elementary school: how to gather (biased and unbiased samples), store, manage, represent, analyze. Probabilistic inferences in elementary school: chance, odds, counting, related topics.

Components: LEC.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

TAL 524. Education and the Arts. 3 Credit Hours.

Exploration of the fine and performing arts and their relation to PreK-12 education. Emphasis is placed on experiential learning and methods of incorporating the arts in school curricula. The course also includes a focus on the value of the arts to the individual and society.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 526. Practicum in Reading. 3 Credit Hours.

Supervised practicum in reading and writing. Emphasis is on assessment and interventions for elementary students with a range of academic, linguistic and cultural challenges in becoming proficient readers.

Components: PRA.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 527. Language and Assessment in ESOL. 3 Credit Hours.

Study of language systems with a focus on understanding and applying linguistic terms. Course prepares teachers to conduct informal and formal assessment procedures with English language learners. Field experience with English language learners is required.

Components: LEC.

Grading: GRD.

Typically Offered: Offered by Announcement Only.

TAL 528. ESOL Curriculum, Methods, and Assessment.. 3 Credit Hours.

This course focuses on applying TESOL theories, principles, and current research to the development and use of instructional materials, curriculum, and methods. The course will enhance participant's knowledge of the regular English language arts curriculum in comparison with the ESOL curriculum.

Components: LEC.

Grading: GRD.

Typically Offered: Offered by Announcement Only.

TAL 531. Educating Exceptional Students. 3 Credit Hours.

A survey course in special education emphasizing characteristics and problems associated with various categories of exceptional learners. Policy, issues, and trends in special education will be discussed.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 540. Instruction and Assessment in the Secondary School.. 3 Credit Hours.

Research-based instructional processes in the secondary school.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

TAL 541. Instruction and Assessment in Secondary English Language Arts. 3 Credit Hours.

Analysis of methods, materials, and content appropriate for teaching language arts in the secondary school.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 542. Instruction and Assessment in Secondary Mathematics. 3 Credit Hours.

Analysis of methods, materials, and content appropriate for teaching mathematics in the secondary school.

Components: LEC.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

TAL 543. Instruction and Assessment in Secondary Science. 3 Credit Hours.

Analysis of methods, content and assessments appropriate for teaching science in the secondary school.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 544. Instruction and Assessment in Secondary Social Studies. 3 Credit Hours.

Analysis of methods, materials, and content appropriate for teaching the social sciences in the secondary school.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 545. Methods of Teaching in the Elementary School. 3 Credit Hours.

Theories and research-based practices for reading/language arts, science, social studies, and math instruction for all learners, including diverse populations in elementary classrooms.

Components: LEC.

Grading: GRD.

Typically Offered: Offered by Announcement Only.

TAL 550. Language and Early Reading Instruction. 3 Credit Hours.

Factors related to emergent literacy with an emphasis on diverse aspects of language that influence literacy and learning; development of emergent literacy and word perception; emergent literacy curriculum development; appropriate assessment and instructional techniques. Understanding of reading as a process of student engagement in fluent decoding and construction of meaning. Writing intensive.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

TAL 552. Reading Comprehension. 3 Credit Hours.

Development of comprehension, rate, and study skills; reading in the content areas; evaluation of materials, organization of programs; issues, problems, and exceptional readers. Emphasis is placed on understanding reading as a process of student engagement in fluent decoding of words and construction of meaning.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

TAL 553. Mentoring and Internship in Classroom Teaching. 3-6 Credit Hours.

A comprehensive program of supervised teaching in elementary or secondary class rooms.

Components: LEC.

Grading: SUS.

Typically Offered: Fall & Spring.

TAL 554. Literacy and Learning Strategies in the Content Area. 3 Credit Hours.

Literacy instruction in content areas for grades 6 through 12; instructional methods and materials for development of language arts, reading, and study skills. Emphasis on appropriate materials, motivation, and support for students with exceptional needs and English language learners.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 557. Exceptional Student Education and Classroom Management. 1-5 Credit Hours.

Introduction to theories and methods of effective classroom management and learning environments, perceptions of disabilities, addressing disruptive behaviors in classrooms and behavioral assessment.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 558. ESOL Strategies and Classroom Management. 1-5 Credit Hours.

This course provides a general overview of foundation in ESOL (English for Speakers of Other Languages) competencies based on Florida's mandates and ESOL Standards. Theory and practice will be emphasized in the areas of applied linguistics, cross cultural communication and understanding, methods of teaching, assessment, and curriculum and material development. A Classroom Management Plan will be developed based on current issues and effective classroom strategies for diverse populations.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 567. Introduction to the Politics of Education, Teaching, and Learning. 3 Credit Hours.

Survey overview of political debates involving education as a nested and loosely-coupled system where pressures at one level can be supported or countermanded at another. Historical and critical take on present-day debates. Depending on student interests, may go in-depth on topics such as economic politics, cultural politics, state and local control.

Components: LEC.

Grading: GRD.

Typically Offered: Offered by Announcement Only.

TAL 568. Education Reform, Policy, and the Social Organization of Schooling. 3 Credit Hours.

This course is designed to introduce students to the politics and policy debates in American education, including how the U.S. K-12 public education is organized as a socially-constructed system. We will examine the politics of a variety of recent reforms at the local, federal and state levels and their impact on institutions, students and the public.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 569. Teaching and Management for Diverse Classrooms. 3 Credit Hours.

This course will emphasize building a classroom culture and community that meets the needs of all students, including learners with disabilities and learners with culturally and linguistically diverse backgrounds. A history of major legal requirements for diverse populations is examined, including the meaning of learning differences, definitions and causes of disabilities, language acquisition processes, and methods for teaching diverse populations. An introduction to theories and methods of effective classroom management for building learning communities is integrated throughout the course.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 570. Student Teaching in the Elementary School. 9 Credit Hours.

A comprehensive semester-long program in observation and supervised teaching in the elementary school. The student spends full-time in an elementary school participating in all activities of the teacher under the guidance of school and university personnel.

Corequisite: TAL 580.

Components: PRA.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 572. Student Teaching in the Secondary School.. 6-9 Credit Hours.

A comprehensive program in observation and supervised teaching in the secondary school. The student spends full-time in a secondary school participating in all activities of the teacher under the guidance of school and university personnel.

Corequisite: TAL 580.

Components: PRA.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 577. Human Development, Learning and Schooling. 3 Credit Hours.

Major theories of child development and learning will be discussed with a focus on how they apply to teaching and learning in K-12 schools.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 580. Seminar on Teaching. 1-3 Credit Hours.

Topical seminar to accompany associate teaching

Components: SEM.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 584. Topics in the Professional Development and Supervision of Teachers.. 3 Credit Hours.

Topics include the preparation of clinical teachers to induct, guide, and supervise the field experiences of students and associate teachers; techniques in the observation and supervision of in-service teachers; creation and implementation of professional development plans; reading in the research on teacher development across the career.

Components: LEC.

Grading: GRD.

Typically Offered: Offered by Announcement Only.

TAL 590. Topics in Education. 3 Credit Hours.

Review of emerging policy, practice, empirical research and scholarly writing on important educational issues for which formal course title and syllabus have not been developed and formalized in the UM Bulletin. Allows for experimental instructional formats. Course number indicates appropriate student audience. See Course Notes for specific topic.

Components: SEM.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

TAL 591. Workshop in Education. 1-6 Credit Hours.

A critical study of practical problems of teachers. Significant problems are defined, literature and research are reviewed, and individual or small group projects are required.

Components: LEC.

Grading: GRD.

Typically Offered: Offered by Announcement Only.

TAL 593. Online Teaching and Leadership. 3 Credit Hours.

Introduction to teaching-learning process in online learning environments, including asynchronous modalities, assessment and evaluation, technology and digital copyright usage.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 595. Research Honors Project. 2 Credit Hours.

Faculty mentored research project. This course is restricted to students in the SEHD who have been accepted into the Research Honors Program and are working with a Faculty mentor.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 596. Research Honors Project. 2 Credit Hours.

Faculty mentored research project. This course is restricted to students in the SEHD who have been accepted into the Research Honors Program and are working with a Faculty mentor.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 597. Research Honors Project - Thesis Writing. 2 Credit Hours.

Faculty mentored research project. This course is restricted to students in the SEHD who have been accepted into the Research Honors Program and are working with a Faculty mentor.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 598. Research Honors Project - Seminar. 1 Credit Hour.

Faculty mentored research project. This course is restricted to students in the SEHD who have been accepted into the Research Honors Program and are working with a Faculty mentor.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

TAL 599. Workshop in Education. 1-6 Credit Hours.

A critical study of practical problems of teachers. Significant problems are defined, literature and research are reviewed, and individual or small group projects are required.

Components: LEC.

Grading: GRD.

Typically Offered: Offered by Announcement Only.