

# TEACHING AND LEARNING

The Department of Teaching and Learning offers a Bachelor of Science in Education Degree in Elementary Education/Exceptional Student Education (ESE) that leads to certification in Elementary Education (K-6) and ESE (K-12) with ESOL (English for Speakers of Other Languages, K-12) and Reading (K-12) endorsements. The requirements for the Elementary Education/ESE are a major in Elementary Education/ESE and a minor outside of the Department of Teaching and Learning.

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, Science or Social studies or other areas of recognized certification (see <http://www.fl.nesinc.com/tests.asp> for certification areas). 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 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

Henry S. West Laboratory Elementary, Sunset Elementary, Tropical 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 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. All admissions decisions for new, first-year students are handled by the Office of Admission.

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 all 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.

All students who wish to be considered for admission and/or retention in programs 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 Uniform Core Curriculum requirements.

Students who earn 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 with no grade lower than C in education classes.
4. For PTO Minors, a **2.5 GPA in the content area** teaching major
5. Completion of the Course Advisement Plan (CAP).
6. Completion of at least one field experience requirement.
7. All students must successfully complete the M-DCPS fingerprinting process. Forms are available in the Office of Undergraduate Academic Services.

NOTE: 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. Appeals to the policies stated 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 Teacher Preparation Program Director
4. Recommendations from two members of the TAL faculty familiar with the student's academic proficiency (solicited by the Program Director).
5. Earned a minimum of 90 credit hours.
6. Demonstrated proficiency in Uniform Core Curriculum (UCC) competencies as measured through Critical Task Assignments.
7. Completion of **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. Earned a grade of C or better in each course applied to the major.
10. Earned a minimum of a 2.5 grade point average overall.
11. Successful completion of pre-internship field experiences.
12. Satisfactory progress towards the completion of the UCC requirement, as indicated in #6 above.
13. Completion of the Florida General Knowledge Test.
14. Completion of 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 meet State of Florida requirements of proficiency in the UCCs (assessed through coursework and student teaching) and the P- 12 Student Impact Project requirements (assessed in student teaching). Monitoring of UCCs 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 the Elementary Education/ESE major will submit a student teaching portfolio at the end of TAL 480.

Seniors are required to participate in the General Education Assessment prior to graduation as a part of the SACSCOC 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 UCCs is required to receive the FLDOE stamp on the graduate's final transcript.

### Florida Teacher Certification Examination (FTCE) for Elementary Ed/ESE

The purpose of teacher certification is to provide evidence that educators in the State of Florida are professionally qualified to protect the educational interests of students, parents, and the public. Teachers who obtain certification in the State of Florida shall possess adequate pedagogical and relevant subject matter knowledge and demonstrate acceptable professional performance. The following four examinations are required to receive the FLDOE stamp on the graduate's final transcript:

1. General Knowledge Test  
The General Knowledge Test provides a basic foundation for instruction for teachers at all levels, and the competencies and skills focus on Writing, Reading, English Language Arts, and Mathematics. Suggested Testing Timeline: During TAL 306 or 30 credits. Must be completed prior to registering for courses above TAL 420.
2. Subject Area Examination in Elementary Education K-6  
The Elementary Education K-6 test consists of four subtests covering content and pedagogy in the following areas: Language Arts and Reading, Social Science, Science, and Mathematics [Suggested Testing Timeline: During TAL 480 - Student Teaching Semester or semester of graduation. Must be completed prior to graduation.]
3. Subject Area Examination in Exceptional Student Education K-12  
The Exceptional Student Education K-12 test focuses on foundation, instruction and assessment in ESE. [Suggested Testing Timeline: After completion of all ESE courses (TAL 330, 332, 432, & 434); before student teaching begins. Must be completed prior to graduation.]
4. Professional Education Test  
The Professional Education Test assesses a teacher's knowledge on instructional methods and practice (Instruction, Assessment, English Language Learners, and Literacy). Suggested Testing Timeline: During TAL 480 - Student Teaching Semester or semester of graduation. Must be completed prior to graduation.

### Florida Teacher Certification Examination for Professional Training Option

The following two examinations are required to receive the FLDOE stamp on the graduate's final transcript:

1. General Knowledge Test
2. Subject Area Examination in Secondary content area 6-12.

The 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

At a minimum, students will receive an automatic FAIL for any assignment that shows even minimal evidence of any of the violations listed in the Student Handbook such as cheating, plagiarism, misrepresentation, collusion, falsification of data and documents, or fabrication of findings. The professor of record will have absolute discretion to judge the severity of an offense involving plagiarism and/or violation of The Honor Code, including extending the penalty to an F in the course.

Students will receive an automatic FAIL on any **assignment** or **action** which shows a violation of the **Florida Educators Accomplished Practice (FEAP) 6: Professional Responsibility and Conduct** (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 FEAP 6 - Professional Responsibility and Conduct:

- 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.
- The 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, and/or Faculty Senate Grade Appeals Committee (grade appeal only).

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.

For additional information, please address all inquiries to:

EllenMarie McPhillip  
Associate Dean  
School of Education and Human Development  
University of Miami

Coral Gables, Florida 33124  
emcphillip@miami.edu

**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. Course equivalencies must be approved by department chair.

**Components:** LEC.

**Grading:** GRD.

**Typically Offered:** Fall & Summer.

**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. Requires Instructor approvals.

Only allows new First-Year or new Transfer students from any school/college.

**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 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 & Summer.

**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.

Co-requisite 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.

**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 & Spring.

**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. Credit for WRS 105 and WRS 106 (or equivalent) is required for this course.

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

**Components:** LEC.

**Grading:** GRD.

**Typically Offered:** Fall.

**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:** Offered by Announcement Only.

**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:** Offered by Announcement Only.

**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.

**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 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. Advanced written digital and/or oral communication proficiencies will be emphasized in this course. Credit for WRS 105 and WRS 106 (or equivalent) is required for this course.

Prerequisite: WRS 105 And WRS 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. This course is designated as an Upper Level Communications Requirement. Advanced written, digital, and oral communication proficiencies, to include research and report-writing as well as oral presentation skills, are emphasized in this course. Credit for WRS 105 and WRS 106 (or equivalent) is required for this course.

Prerequisite: TAL 308 and Co-requisite: TAL 429 And Prerequisite: WRS 105 And WRS 106 prerequisite of enrollment is required for this course.

**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 470. Student Teaching in the Elementary School. 12 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 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 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 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:** Offered by Announcement Only.

**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 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 Even Years.

**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:** Offered by Announcement Only.

**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:** Offered by Announcement Only.

**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:** Offered by Announcement Only.

**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:** Offered by Announcement Only.

**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:** 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 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 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.