All students seeking initial or professional certification must apply and be accepted into the Educator Preparation Program (Refer to the Office of Educator Preparation section.) This acceptance includes payment to the university of a state mandated Texas Educational Agency technology fee.

**Supplementary Certificates (Endorsements)**

These certifications may be added to a teaching certificate.

Supplementary certificates (formerly called endorsements) are offered in addition to majors and specializations associated with the degree programs in bilingual/bicultural, educational reading specialist, gifted and talented education, and special education. Satisfactory performance on a State Board for Educator Certification test is required for provisional or professional certificates in education.

**Bilingual Education Certificate**

These courses are required for bilingual education:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RDG 5331</td>
<td>Literacy Methods for Linguistically and Culturally Diverse Students</td>
<td>3</td>
</tr>
<tr>
<td>CI 5336</td>
<td>Methods and Materials for Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>CI 5387</td>
<td>Bilingual Education: Principles and Practices</td>
<td>3</td>
</tr>
</tbody>
</table>

**Generic Special Education Certificate**

These courses are required for generic special education:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 5311</td>
<td>Teaching Language Arts to Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5313</td>
<td>Education Students with Emotional/Behavioral Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5340</td>
<td>Principles and Practices of Effective Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5327</td>
<td>Educating Students with Autism and Other Developmental Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5334</td>
<td>Assessment and Evaluation of Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5360</td>
<td>Survey of Exceptionality</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5375</td>
<td>Behavior Management: School Application of Applied Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5389</td>
<td>Special Education Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

**Gifted and Talented Education Certificate**

These courses are required for gifted and talented education:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 5308</td>
<td>Introduction to Gifted/Talented Education</td>
<td>3</td>
</tr>
<tr>
<td>CI 5309</td>
<td>Talent Development</td>
<td>3</td>
</tr>
<tr>
<td>CI 5310</td>
<td>Creativity: Theories, Research, and Applications</td>
<td>3</td>
</tr>
<tr>
<td>CI 5311</td>
<td>Practicum in Talent Development</td>
<td>3</td>
</tr>
<tr>
<td>CI 5319</td>
<td>Social, Emotional, and Cultural Contexts of Advanced Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**Student Fitness and Performance**

**Program Standards**

Students enrolled in all academic programs in The Graduate College must maintain high scholastic standards and develop a mastery of the knowledge and methods of their respective discipline. Students are expected to demonstrate emotional and mental fitness in their
interactions with others, use skills and methods that are generally accepted by others in the profession, and conform to the code of ethics of their respective discipline, and the university’s honor code. A student’s acceptance in any program does not guarantee the student’s fitness to remain in that program. The faculty is responsible for verifying that only those students who continue to meet program standards are allowed to continue in any program.

**Evaluation of Student Fitness and Performance**
Members of the faculty, using their professional judgments, evaluate student fitness and performance continuously. The criteria used by the faculty to make such judgments include instructors’ observations of student performance in class or in activities related to courses, evaluations of student performance on theses and practica, site supervisors’ evaluations of student performance in practica, and the codes of ethics noted above. Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program.

In this context, the term “satisfactory progress” refers to an academic judgment made regarding the student’s fitness and performance. It is a judgment that the student has failed to meet program standards rather than a judgment made on the basis of the student’s violation of valid rules of conduct. Disciplinary matters are referred to Student Justice.

**Student Review Process**
If a faculty member believes that a student is not making satisfactory progress or meeting program standards, he or she should discuss the situation with the student. If the faculty member believes that the student’s performance cannot improve to acceptable standards, the faculty member should refer the student to the Program Standards Committee of the appropriate department. The Program Standards Committee consists of three faculty members appointed by the department chair in consultation with the department’s senior faculty.

The Committee will notify the student of the reasons that he or she is not making satisfactory progress or meeting program standards and will give the student an opportunity to meet with the Committee to respond and to present information and witnesses to the Committee. The Committee will also meet with the faculty member who referred the student to the Committee. After considering the matter, and within ten working days of meeting with the student, the Committee will report its decision to the student and the department chair, stating that the student should either remain in or leave the program. The Committee may make other decisions, such as placing restrictions or conditions on the student’s continuing in the program. Within ten working days of receiving the Committee’s decision, the student will notify the department chair of the student’s acceptance or rejection of the Committee’s decision. If the student rejects the Committee’s decision, he or she may appeal to the department chair.

Within ten working days of receiving the student’s appeal, the chair will make a decision as to the student’s continued presence in the program. Before making the decision, the chair will meet with the student. However, the chair need not meet with the student before making a decision if the student was given a reasonable opportunity to meet, and the student either failed or refused to meet. The chair will notify the student of the decision.

If the student is dissatisfied with the chair’s decision, he or she may appeal to the dean of the appropriate college. However, in order for the dean to consider an appeal, the student must submit a written notice of appeal to the chair and the dean within ten working days of receiving the chair’s decision. The dean will consider the matter based on information compiled by the chair and notify the student of the decision within ten working days of the dean’s receipt of the appeal from the chair. The dean may meet with the student and give the student an opportunity to address the issues. The dean’s decision is final.

**Admittance to the Educator Preparation Program**
All degrees that lead to teaching certification require formal admittance into the Educator Preparation Program by the Office of Educator Preparation Program by the Office of Educator Preparation. Please see http://www.education.txstate.edu/oep/ for current admittance requirements and procedures.

**Doctor of Philosophy (Ph.D.)**
- Major in Developmental Education (Developmental Literacy Concentration) (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/developmental-education-devliteracy-phd)
- Major in Developmental Education (Developmental Mathematics Concentration) (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/developmental-education-devmath-phd)
- Major in Developmental Education (Learning Support Concentration) (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/developmental-education-learningsupport-phd)

**Doctor of Education (Ed.D.)**
- Major in Developmental Education (Developmental Literacy Concentration) (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/developmental-education-literacy-ma)
- Major in Developmental Education (Developmental Mathematics Concentration) (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/developmental-education-devmath-edd)
- Major in Developmental Education (Learning Support Concentration) (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/developmental-education-learningsupport-edd)

**Master of Arts (M.A.)**
- Major in Developmental Education (Developmental Mathematics Concentration) (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/developmental-education-devmath-ma)
- Major in Developmental Education (Learning Support Concentration) (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/developmental-education-learningsupp-ma)
- Major in Developmental Education (Literacy Concentration) (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/developmental-education-literacy-ma)
- Major in Elementary Education (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/elementary-education-ma)
- Major in Elementary Education (Early Childhood Concentration) (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/elementary-education-earlychildhood-ma)
- Major in Elementary Education (Talent Development Concentration) (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/elementary-education-talentdev-ma)
Department of Curriculum and Instruction

Master of Education (M.Ed.)

• Major in Elementary Education Bilingual/Bicultural (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/elementary-education-bilingual-bicultural-ma)
• Major in Secondary Education (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/secondary-education-ma)
• Major in Secondary Education (Education Technology Concentration) (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/secondary-education-edtech-med)
• Major in Secondary Education (Talent Development Concentration) (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/secondary-education-talentdev-med)
• Major in Secondary Education (Teacher Recruitment Program) (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/secondary-education-trp-med)

Minors

• Creativity Studies in Education (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/creativity-studies-minor)
• Developmental Education (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/developmental-minor)
• Elementary Education Bilingual/Bicultural (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/elementary-bilingual-bicultural-minor)

Certificates

• Autism (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/autism-certificate)
• Behavioral Disorders/Positive Behavioral Support (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/behavioral-disorders-positive-support-certificate)
• Learning Disabilities/Inclusion (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/learning-disabilities-inclusion-certificate)