DEPARTMENT OF CURRICULUM AND INSTRUCTION

Education Building Room 3044
T: 512.245.2157 F: 512.245.7911
http://www.txstate.edu/ci

The Department of Curriculum and Instruction (C&I) offers a variety of degrees and programs, both master’s and doctoral, that are intended to enhance the professional development and career goals of teachers and other educators. C&I also offers post-baccalaureate initial teaching certificates (available only to those not already certified) that may be obtained at the graduate level with or without the master’s degree. Before proceeding into any field of education at Texas State, the degree applicant should inquire as to certification requirements associated with or prerequisites to the degree. Those seeking initial teacher certification must keep in mind that certification requirements and graduate degree requirements may not be related and that the satisfactory completion of degree requirements may not always lead to certification. You will find more information on specific programs as well as contact information on the College of Education and Department of C&I websites. For additional information regarding requirements for admittance to teacher certification, please visit the Office of Educator Preparation website.

Background Requirements
Students seeking either a master’s degree or certification combined with a master’s degree can typically begin their studies without completing background or leveling classes. An exception to this would be approximately 6-9 hours of college level math, speech communication, computer literacy, and 6 hours of English composition necessary for students seeking initial teacher certification. Additionally, students seeking initial secondary teacher certification may be required to take additional undergraduate or graduate course work in their desired teaching fields. Note: Criminal background checks are required by Texas law for all teachers, and no one convicted of a felony may be certified to teach in Texas.

Post-Baccalaureate Programs
- Post-Baccalaureate Initial Teaching Certification serves individuals who have earned bachelor’s degrees in fields other than education. Students may earn EC-6, 4-8, or 7-12 certification by taking graduate level courses that may count toward a graduate degree.
- Professional Certificates are also available for the reading specialist and educational diagnostician.

Initial Certification Options
An individual may seek initial teacher certification as a post-baccalaureate student in several of the certification areas offered by the State of Texas. Satisfactory performance on a State Board for Educator Certification test is required for provisional or professional certificates in education. For updated information please go to the website for The Office of Educator Preparation at: http://www.education.txstate.edu/oep/. Note: Criminal background checks are required by Texas law for all teachers, and no one convicted of a felony may be certified to teach in Texas.

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>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</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 5374</td>
<td>Bilingual/ESL Content Area Instruction</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>Course Code</th>
<th>Course 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>Course Code</th>
<th>Course 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 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.

**Doctor of Philosophy (Ph.D.)**

- Major in Developmental Education (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/developmental-education-phd)

**Doctor of Education (Ed.D.)**

- Major in Developmental Education (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/developmental-education-edd)

**Master of Arts (M.A.)**

- Major in Developmental Education (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/developmental-education-ma)
- Major in Elementary Education (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/elementary-education-ma)
- 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)

**Master of Education (M.Ed.)**

- Major in Educational Technology (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/educational-technology-med)
- Major in Elementary Education (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/elementary-education-med)
- Major in Elementary Education-Bilingual/Bicultural (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/elementary-education-bilingual-bicultural-med)
- Major in Reading Education (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/reading-education-med)
- Major in Secondary Education (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/secondary-education-med)
- Major in Special Education (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/special-education-med)

**Minors**

- Developmental Education (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/developmental-minor)
- Developmental Education (Community College Support) (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/developmental-community-college-support-minor)
- Elementary Education (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/elementary-education-minor)
- Elementary Education-Bilingual/Bicultural (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/elementary-bilingual-bicultural-minor)
- Gifted & Talented Education (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/gifted-talented-minor)
Methods & Materials (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/methods-materials-minor)

Reading Education (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/reading-minor)

Secondary Education (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/secondary-minor)

Special Education (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/special-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)
- Developmental Education (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/developmental-education-certificate)
- Learning Disabilities/Inclusion (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/learning-disabilities-inclusion-certificate)

Doctoral Faculty

Aece, Taylor W, Associate Professor, Curriculum & Instruction, Ph.D., University of Texas at Austin

Aragon, Steven R, Professor, Curriculum & Instruction, Ph.D., Univ of New Mexico Main Campus

Ash, Gwynne Ellen, Professor, Curriculum & Instruction, Ph.D., University of Georgia

Assaf, Lori Czop, Professor, Curriculum & Instruction, Ph.D., University of Texas at Austin

Bond, J Nathan, Professor, Curriculum & Instruction, Ph.D., University of Texas at Austin

Boutot, E Amanda, Associate Professor, Curriculum & Instruction, Ph.D., University of Texas at Austin

Busey, Christopher Lammons, Assistant Professor, Curriculum & Instruction, Ph.D., University of Central Florida

Caverly, David C, Professor, Curriculum & Instruction, Ph.D., Indiana University Bloomington

Collins, Kristina Henry, Assistant Professor, Curriculum & Instruction, Ph.D., University of Georgia

Davis, Barbara H, Professor Emeritus, Curriculum & Instruction, Ed.D., Texas Tech University

De la Colina, Maria G, Associate Professor, Curriculum & Instruction, Ph.D., Texas A&M University

Delaney, Carol, Associate Professor, Curriculum & Instruction, Ph.D., Syracuse University Main Campus

Fite, Kathleen E, Professor, Curriculum & Instruction, Ed.D., University of North Texas

Gainer, Jesse S, Associate Professor, Curriculum & Instruction, Ph.D., University of Texas at Austin

Garza, Ruben, Professor, Curriculum & Instruction, Ph.D., University of Texas at Austin

Goodwin, Marilyn Wilson, Associate Professor Emeritus, Curriculum & Instruction, Ph.D., University of Texas at Austin

Hodges, Russell B, Associate Professor, Curriculum & Instruction, Ed.D., Grambling State University

Holschuh, Jodi P, Chair - Professor, Curriculum & Instruction, Ph.D., University of Georgia

Huling, Leslie L, Professor, Curriculum & Instruction, Ed.D., Texas Tech University

Johannessen, Bertha Gloria, Professor, Curriculum & Instruction, Ed.D., University of Washington

Lang, Russell B, Associate Professor, Curriculum & Instruction, Ph.D., University of Texas at Austin

Lee, Kathryn S, Associate Professor, Curriculum & Instruction, Ph.D., University of Texas at Austin

Lopez, Minda M, Associate Professor, Curriculum & Instruction, Ph.D., Univ of Texas at San Antonio

Maldonado, Luz A, Assistant Professor, Curriculum & Instruction, Ph.D., University of Texas at Austin

O’Neal, Sharon F, Associate Professor, Curriculum & Instruction, Ph.D., University of Texas at Austin

Paulson, Eric J, Associate Dean, The Graduate College and Professor, Curriculum & Instruction, Ph.D., University of Arizona

Payne, Emily Miller, Associate Professor, Curriculum & Instruction, Ed.D., New Mexico State Univ Main Campus

Pimentel, Charise N, Associate Professor, Curriculum & Instruction, Ph.D., University of Utah

Resta, Virginia K, Assistant Dean, College of Education and Associate Professor, Curriculum & Instruction, Ph.D., Univ of New Mexico Main Campus

Saunders, Jane M, Associate Professor, Curriculum & Instruction, Ph.D., University of Texas at Austin

Schuermann, Brenda K, Professor, Curriculum & Instruction, Ph.D., University of Texas at Austin

Summers, Emily J, Associate Professor, Curriculum & Instruction, Ed.D., University of Houston

Waite, Susan F, Assistant Professor, Curriculum & Instruction, Ed.D., University of Georgia

Werner, Patrice H, Associate Dean, College of Education and Associate Professor, Curriculum & Instruction, Ph.D., University of North Texas
Graduate Faculty
Ace, Taylor W, Associate Professor, Curriculum & Instruction, Ph.D., University of Texas at Austin
Allsup, Roxane Cuellar, Associate Professor, Curriculum & Instruction, Ph.D., Texas A&M University
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Ash, Gwynne Ellen, Professor, Curriculum & Instruction, Ph.D., University of Georgia
Assaf, Lori Czop, Professor, Curriculum & Instruction, Ph.D., University of Texas at Austin
Beck, Brandon Luciani, Lecturer, Curriculum & Instruction, Ph.D., Texas State University
Billingssley, Glenna M, Assistant Professor, Curriculum & Instruction, Ph.D., Texas State University
Bond, J Nathan, Professor, Curriculum & Instruction, Ph.D., University of Texas at Austin
Bos, Beth, Associate Professor, Curriculum & Instruction, Ed.D., University of Houston
Boutot, E Amanda, Associate Professor, Curriculum & Instruction, Ph.D., University of Houston
Brooks, Maneka Deanna, Assistant Professor, Curriculum & Instruction, Ph.D., Stanford University
Busey, Christopher Lammons, Assistant Professor, Curriculum & Instruction, Ph.D., University of Oklahoma Norman Campus
Byrum, David C, Associate Professor, Curriculum & Instruction, Ph.D., University of Central Florida
Caverly, David C, Professor, Curriculum & Instruction, Ph.D., Indiana University Bloomington
Ciullo, Stephen P, Assistant Professor, Curriculum & Instruction, Ph.D., University of Texas at Austin
Colegrove, Kiyomi Sanchez-Suzuki, Assistant Professor, Curriculum & Instruction, Ph.D., University of Texas at Austin
Collins, Alyson Alexander, Assistant Professor, Curriculum & Instruction, Ph.D., Vanderbilt University
Collins, Kristina Henry, Assistant Professor, Curriculum & Instruction, Ph.D., University of Georgia
Davenport, Katy Elaine, Lecturer, Curriculum & Instruction, M.Ed., University of Texas at Austin
Davis, Barbara H, Professor Emeritus, Curriculum & Instruction, Ed.D., Texas Tech University
De la Colina, Maria G, Associate Professor, Curriculum & Instruction, Ph.D., Texas A&M University
Delaney, Carol, Associate Professor, Curriculum & Instruction, Ph.D., Syracuse University Main Campus
Dickinson, Gail, Associate Professor, Curriculum & Instruction, Ph.D., University of Texas at Austin
Fite, Kathleen E, Professor, Curriculum & Instruction, Ed.D., University of North Texas
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Holschuh, Douglas R, Senior Lecturer, Curriculum & Instruction, Ph.D., University of Georgia
Huerta, Mary E, Associate Professor, Curriculum & Instruction, Ph.D., Univ of Texas at San Antonio
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Jackson, Julie, Associate Professor, Curriculum & Instruction, Ph.D., University of Texas at Austin
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