**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 Certifications** are also available for the reading specialist and master mathematics teacher EC-4.

**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 of 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 certificates 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...
appeal to the chair and the dean within ten working days of receiving the
student's appeal. The chair need not meet with the student before making a
decision if the chair determines that the student's appeal is not valid.
Before making the decision, the chair will meet with the student. However,
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.
Within ten working days of receiving the student's appeal, the chair will notify
the student of the 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
to address the issues. The dean's decision is final.

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
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-devliteracy-edd)
• 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 Non-thesis Option) (http://mycatalog.txstate.edu/
  graduate/education/curriculum-instruction/developmental-
education-devmath-nonthesis-ma)
• Major in Developmental Education (Developmental Mathematics
  Concentration Thesis Option) (http://mycatalog.txstate.edu/
  graduate/education/curriculum-instruction/developmental-
education-devmath-thesis-ma)
• Major in Developmental Education (Generalist Concentration
  Non-thesis Option) (http://mycatalog.txstate.edu/graduate/education/
curriculum-instruction/developmental-education-gen-nonthesis-ma)
• Major in Developmental Education (Generalist Concentration
  Thesis Option) (http://mycatalog.txstate.edu/graduate/education/
curriculum-instruction/developmental-education-gen-thesis-ma)
• Major in Developmental Education (Learning Support Concentration
  Non-thesis Option) (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/developmental-education-learningsupp-nonthesis-ma)
• Major in Developmental Education (Learning Support Concentration
  Thesis Option) (http://mycatalog.txstate.edu/graduate/education/
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 (Early Childhood Concentration) (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/elementary-education-earlychildhood-med)
- Major in Elementary Education (Talent Development Concentration) (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/elementary-education-talentdev-med)
- Major in Elementary Education (Bilingual/Bicultural) (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/elementary-education-bilingual-bicultural-med)
- Major in Secondary Education (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/secondary-education-med)
- Major in Special Education (Teacher Fellows) (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/elementary-education-teacherfellows-med)
- Major in Special Education (Autism/Applied Behavior Analysis Concentration) (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/special-education-autism-med)
- Major in Special Education (Behavioral Disorders/Positive Behavior Supports Concentration) (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/special-education-behavioral-med)
- Major in Special Education (Teacher Certification CASE Concentration) (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/special-education-teachercert-med)
- Major in Special Education (Learning Disabilities/Inclusion Concentration) (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/special-education-learningdisabilities/med)
- Major in Special Education (Teacher Certification CASE Concentration) (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/special-education-teachercert-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-education-minor)
- Developmental Education (Community College Support) (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/developmental-education-learnsupp-med)
- Elementary Education (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/elementary-education-med)
- 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]
- 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]
- Learning Disabilities/Inclusion [http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/learning-disabilities-inclusion-certificate]