DEPARTMENT OF CURRICULUM AND INSTRUCTION

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

Levels of Certification
Students who wish to teach Early Childhood (EC) through Grade 6 (elementary), Grades 4-8 (middle school), or All-Level Special Education pursue the Bachelor of Science major in Interdisciplinary Studies.

Students seeking 6-12, 7-12, or 8-12 (Grade Six, Seven, or Eight through Grade Twelve) certification or All-level certification in other disciplines will instead complete an academic major within their chosen teaching field in the department and college where that major is housed and should consult with advisors in that college.

Interdisciplinary Studies Majors
Students seeking this major should consult with advisors in the College of Education Undergraduate Advising Center for detailed information regarding specific degree requirements, the semester-by-semester sequence, and other requirements such as block applications. Because courses must be taken in a predetermined sequence, it is likely that students will be required to attend summer sessions in order to complete the program within a 4-year time period.

Admittance to the Teacher Preparation Program
With exception of the minor in Special Education, all degree programs within the Department of Curriculum and Instruction require formal admittance into the Teacher Preparation Program. (Refer to the Office of Educator Preparation (http://mycatalog.txstate.edu/undergraduate/education/office-of-educator-preparation) section.)

Bachelor of Science (B.S.)
- Major in Interdisciplinary Studies (Teacher Certification in Bilingual Generalist-Spanish, Early Childhood Through Grade 6) (http://mycatalog.txstate.edu/undergraduate/education/curriculum-instruction/interdisciplinary-studies-teacher-certification-bilingual-generalist-spanish-grades-ec6-bs)
- Major in Interdisciplinary Studies (Teacher Certification in English as a Second Language Generalist, Early Childhood Through Grade 6) (http://mycatalog.txstate.edu/undergraduate/education/curriculum-instruction/interdisciplinary-studies-teacher-certification-english-second-language-generalist-grades-ec6-bs)
- Major in Interdisciplinary Studies (Teacher Certification in English, Language Arts, Reading and Social Studies, Grades 4-8) (http://mycatalog.txstate.edu/undergraduate/education/curriculum-instruction/interdisciplinary-studies-teacher-certification-english-language-arts-reading-social-studies-grades-48-bs)
- Major in Interdisciplinary Studies (Teacher Certification in Generalist, Grades 4-8) (http://mycatalog.txstate.edu/undergraduate/education/curriculum-instruction/interdisciplinary-studies-teacher-certification-generalist-grades-48-bs)
- Major in Interdisciplinary Studies (Teacher Certification in Mathematics, Grades 4-8) (http://mycatalog.txstate.edu/undergraduate/education/curriculum-instruction/interdisciplinary-studies-teacher-certification-mathematics-grades-48-bs)
- Major in Interdisciplinary Studies (Teacher Certification in Mathematics and Science, Grades 4-8) (http://mycatalog.txstate.edu/undergraduate/education/curriculum-instruction/interdisciplinary-studies-teacher-certification-mathematics-science-grades-48-bs)
- Major in Interdisciplinary Studies (Teacher Certification in Science, Grades 4-8) (http://mycatalog.txstate.edu/undergraduate/education/curriculum-instruction/interdisciplinary-studies-teacher-certification-science-grades-48-bs)
- Major in Interdisciplinary Studies (Teacher Certification in Special Education, Early Childhood Through Grade 12) (http://mycatalog.txstate.edu/undergraduate/education/curriculum-instruction/interdisciplinary-studies-teacher-certification-special-education-grades-ec12-bs)

Minors
- Secondary Education
- Special Education

Information about graduate programs can be found in the Graduate Catalog (http://mycatalog.txstate.edu/graduate).

Subjects in this department include: CI (p. 1), ECE (p. 4), EDP (p. 4), RDG (p. 4), SPED (p. 5)

Courses in Curriculum and Instruction (CI)
CI 3300. Middle School Curriculum and Instruction.
Overview of developmentally appropriate curriculum adhering to state and national standards for grades 4-8. Includes the application of learning theory in a safe classroom environment with a focus on cooperative learning, direct instruction, discovery learning, technology, and learner-centered instruction. Prerequisites: Admission to the Teacher Preparation Program; 2.75 Overall GPA. (WI). about Middle School Curriculum and Instruction
3 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours. Course Attribute(s): Writing Intensive
Grade Mode: Standard Letter
about Middle School Curriculum and Instruction

CI 3310. Public Education in a Multicultural Society.
Course utilizes historical, sociocultural, and political lenses to provide an overview of public schooling as a complex system within a multicultural society. Key concepts include: educational philosophy, legal and policy issues, curriculum and instruction, equity, school-community connections, and teachers as change agents. Prerequisite: 2.75 overall GPA. Junior classification required. Must be declared in a degree program that leads to teacher certification.
about Public Education in a Multicultural Society
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours. Grade Mode: Standard Letter
about Public Education in a Multicultural Society
CI 3315. Human Development: Learning and Being in Social Contexts. Drawing from psychological, sociological, anthropological, and historical traditions, this course explores human development, learning theories, identity issues, and multicultural education, especially as these pertain to second-language learners. Implications for classrooms and teaching are included. Prerequisite: 2.75 overall GPA. Junior Classification required. Must be declared in a degree program that leads to teacher certification. (WI).

3 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours.

Course Attribute(s): Writing Intensive

Grade Mode: Standard Letter

about Human Development: Learning and Being in Social Contexts

CI 3322. The Design and Application of the EC-6 Curriculum. Course focuses on design and application of curricula including content, instructional methodologies and assessment. Foundational theories of human development and learning will be used as students focus on the organization of content, instructional strategies, classroom environment, utilization of materials, and assessment. Prerequisites: Admission to the Teacher Preparation Program; CI 3310, CI 3315; RDG 4320; 2.75 Overall GPA. (WI).

about The Design and Application of the EC-6 Curriculum

3 Credit Hours. 3 Lecture Contact Hours. 1 Lab Contact Hour.

Course Attribute(s): Lab Required|Writing Intensive

Grade Mode: Standard Letter

about The Design and Application of the EC-6 Curriculum

CI 3325. Adolescent Growth and Development. Study of biological, cognitive, and psychological theories and processes of adolescence. Prepares prospective teachers to understand abilities, behaviors, and needs of learners. Roles of family, peer groups, and culture examined with the aid of contemporary adolescent literature. Prerequisite: 2.75 overall GPA. Junior classification required. Must be declared in a degree program that leads to teacher certification.

about Adolescent Growth and Development

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

about Adolescent Growth and Development

CI 3332. Foundations of Bilingual and ESL Education. This course examines the rationale, history, and philosophy of bilingual and ESL education and develops students’ understanding of the cultural and psychological influences that mediate the learning process. Prerequisites: Admission to the Teacher Preparation Program; CI 3315, CI 3310, ECE 4300; 2.75 Overall GPA.

about Foundations of Bilingual and ESL Education

3 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours.

Grade Mode: Standard Letter

about Foundations of Bilingual and ESL Education

CI 3338. Social Studies in the Elementary and Middle School. The course provides learner-centered approaches to social studies knowledge, instruction, equity, communication, and professional development and prepares educators with strong foundations for powerful social studies teaching and learning practices including: (a) deep understanding/appreciation, (b) increased awareness of non-traditional approaches, (c) practical methods and applications, and (d) daily integration into teaching. Prerequisites: Junior Classification; 2.75 overall GPA. Restriction: Students majoring in Interdisciplinary Studies.

about Social Studies in the Elementary and Middle School

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

about Social Studies in the Elementary and Middle School

CI 4300. Middle Level Philosophy and Schooling. Physical, social, emotional, cognitive, and moral characteristics of young adolescents in contexts of family, community, school, society. History and philosophy of middle school as a developmentally appropriate environment for young adolescents. Continued study of instruction that is affectively and cognitively appropriate for young adolescents. Prerequisites: Admission to the Teacher Preparation Program; RDG 4310; RDG 3315; 2.75 Overall GPA. (WI).

about Middle Level Philosophy and Schooling

3 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours.

Course Attribute(s): Writing Intensive

Grade Mode: Standard Letter

about Middle Level Philosophy and Schooling

CI 4325. Classroom Management and Teacher-Student Relationships. Course will focus on classroom management theories and models. Personal philosophy, beliefs, and style of teaching will be examined as they relate to the various methods of classroom management, student discipline, and teacher-student relationships. Prerequisites: Admission to the Teacher Preparation Program; CI 3310, CI 3315, CI 3332, CI 4360; RDG 4320; ECE 4300, ECE 4310, ECE 4352; Co-requisites: RDG 3315, RDG 3321; 2.75 Overall GPA.

about Classroom Management and Teacher-Student Relationships

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

about Classroom Management and Teacher-Student Relationships

CI 4332. Secondary Teaching: Curriculum and Technology. This course investigates secondary curriculum, its history, organization, development, and representation in instructional materials. Students learn how curriculum is decided, impacted, and assessed, and the role of technology in curriculum. Topics include local, state, and national standards, trends, and roles of culture and technology in teaching and learning. Prerequisite: 2.75 overall GPA. Junior classification required. Must be declared in a degree program that leads to teacher certification.

about Secondary Teaching: Curriculum and Technology

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

about Secondary Teaching: Curriculum and Technology
CI 4343. Instructional Strategies for the Secondary Teacher.
This course focuses on the study of models for instruction, with attention
to assessment and classroom management. Students develop and
practice strategies for building classroom communities, teaching all
learners, and integrating technology into instruction. The focus is on
meeting the needs of individual learners while maintaining academic
rigor. Prerequisites: Admission to the Teacher Preparation Program; CI
3325 and CI 4332; 2.75 Overall GPA; Corequisites: CI 4370 and RDG 3323.
about Instructional Strategies for the Secondary Teacher
3 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours.
Grade Mode: Standard Letter
about Instructional Strategies for the Secondary Teacher

Course provides an in-depth study of the mathematics content and
methodology derived from principles of learning and research. Primary
focus will be on the development of mathematics understanding and
relevant applications rather than manipulation of numbers without
context, purpose, or concepts. Students will develop the skills needed
in cooperative planning, provide methods of organizing mathematical
principles into lessons for pupils, and develop techniques for evaluating
pupil progress within a field-based environment. Prerequisites: MATH
MATH 1315, MATH 1319, MATH 2417, MATH 2471, or MATH 2472; MATH
2311 and MATH 2312. Grades of "C" or higher must be earned in all
prerequisites. 2.75 overall GPA required. Junior classification required.
Must be declared in a degree program that leads to teacher certification.
about Mathematics in the Integrated Elementary Curriculum
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Mathematics in the Integrated Elementary Curriculum

CI 4355. Science in Elementary Education.
Course provides an overview of science standards and content, research-
based science pedagogy, and the scientific process skills required for
a developmentally appropriate, inquiry-driven science curriculum that
facilitates the development of scientific literacy for all students, including
second language learners. Prerequisites: PHYS 1310 or PHYS 1315 or
PHYS 1410; and PHYS 1320 or PHYS 1325 or PHYS 1420; and PHYS
1110 or PHYS 1115 or PHYS 1125; and BIO 1320 or BIO 1430 or BIO 1330
or BIO 1431 or BIO 1331 or BIO 1421. Grades of "C" or higher must be earned in all prerequisites. 2.75 overall GPA required. Junior classification required. Must be declared in a degree program that leads to teacher certification.
about Science in Elementary Education
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Science in Elementary Education

CI 4360. Methods and Materials for Teaching ESL in the Content.
This course addresses content, methods, and materials of elementary
ESL classroom instruction, including curricula, strategies, and materials
for meeting the needs of English language learners in all academic
content areas. Prerequisites: Admission to the Teacher Preparation
Program; ECE 4300 (for ESL Generalists); CI 3332, CI 4361 (for Bilingual
Generalists); 2.75 Overall GPA.
about Methods and Materials for Teaching ESL in the Content
3 Credit Hours. 3 Lecture Contact Hours. 1 Lab Contact Hour.
Grade Mode: Standard Letter
about Methods and Materials for Teaching ESL in the Content

CI 4361. Psychological Foundations of Bilingual Education.
The study of the educational foundation and development of bilingual
education. The evaluation of achievement and learning ability of the
Limited English Proficient (LEP) pupil will be examined. The psychological
development of the LEP pupil and relationship of cultural values,
socialization practices and learning styles will be analyzed. Prerequisites:
Admission to the Teacher Preparation Program; Junior classification;
2.75 Overall GPA.
about Psychological Foundations of Bilingual Education
3 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours.
Grade Mode: Standard Letter
about Psychological Foundations of Bilingual Education

CI 4362. The Elementary Bilingual Content Areas.
A study of the mathematics, science, social studies, and language
arts curriculum of the bilingual elementary classroom. Prerequisites:
Admission to the Teacher Preparation Program; CI 3332, CI 4361, and
2.75 Overall GPA.
about The Elementary Bilingual Content Areas
3 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours.
Grade Mode: Standard Letter
about The Elementary Bilingual Content Areas

CI 4365. Biliteracy for Bilingual Learners.
This course targets the dynamic, reciprocal process of literacy
development in Spanish and English for bilingual learners. Theories,
instructional methods and strategies, texts, and materials will be
examined through an integrated approach that considers sociocultural,
cognitive, linguistic, and political factors. The course will be taught in
both Spanish and English. Prerequisites: Junior standing or higher;
Admission to the Teacher Preparation Program; 2.75 Overall GPA; CI
3332, CI 4362.
about Biliteracy for Bilingual Learners
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Biliteracy for Bilingual Learners

CI 4370. Classroom Management, Ethics, and Legal Issues in Secondary
Teaching.
This course focuses on the development of an appropriate classroom
management system based on current theory and research, analysis
of legal and ethical issues as they relate to classroom teachers and
students, and field experiences in a variety of secondary classroom
environments. Prerequisites: Admission to the Teacher Preparation
Program; CI 3325 and CI 4332; 2.75 Overall GPA; Corequisites: CI 4343
and RDG 3323.
about Classroom Management, Ethics, and Legal Issues in Secondary
Teaching
3 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours.
Grade Mode: Standard Letter
about Classroom Management, Ethics, and Legal Issues in Secondary
Teaching
**Courses in Early Childhood Education (ECE)**

**ECE 4300. The Languages of Children: Acquisition and Use.**
This course is designed to provide pre-service teachers with pertinent information regarding the development of language and cognition in pre-school and school-aged children. Information regarding language structure, the sequence of development as well as the cognitive and social aspects of language acquisition and use will be included. Prerequisites: 2.75 overall GPA. Junior classification required. Must be declared in a degree program that leads to teacher certification.

*about The Languages of Children: Acquisition and Use*

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about The Languages of Children: Acquisition and Use

**ECE 4310. Seminar for Teachers of Young Children.**
Directed field experiences in observation, participation, problem solving, assessing and teaching in programs for young children. A minimum of 1.5 hour seminar per week is required in addition to assignment (three hours weekly) in an approved preschool or kindergarten program. Prerequisites: Admission to the Teacher Preparation Program; CI 3310, CI 3315, ECE 4300; Co-requisite: ECE 4352; 2.75 Overall GPA.

*about Seminar for Teachers of Young Children*

3 Credit Hours. 3 Lecture Contact Hours. 1 Lab Contact Hour.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter
about Seminar for Teachers of Young Children

**ECE 4352. Curriculum for Preschool and Kindergarten Children.**
Emphasizes research, program development, and developmentally appropriate teaching strategies, materials and activities for children ages 3-6 and collaboration with families. Prerequisites: Admission to the Teacher Preparation Program; CI 3310, CI 3315, ECE 4300; Co-requisite: ECE 4310; 2.75 Overall GPA.

*about Curriculum for Preschool and Kindergarten Children*

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Curriculum for Preschool and Kindergarten Children

**ECE 4350. Independent Study in Early Childhood.**
In-depth study of selected topics of current need or interest in early childhood education. Work due on independent study basis with faculty member and only with permission of department. Repeatable for credit with different emphasis. Prerequisites: Admission to the Teacher Preparation Program; 2.75 Overall GPA.

*about Independent Study in Early Childhood*

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter
about Independent Study in Early Childhood

**Courses in Educational Psychology (EDP)**

**EDP 1350. Effective Learning.**
A study of the acquisition of procedural knowledge through the application of human learning theory, cognitive behavior modifications, and developmental psychology. Generalization and transfer of this knowledge will be emphasized. Repeatable for credit with different emphasis.

*about Effective Learning*

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Effective Learning

**Courses in Reading (RDG)**

**RDG 1300. Reading Improvement.**
A content-based learning strategies course for students who require compensatory instruction in vocabulary, reading comprehension, critical reading, study skills, and test-taking skills. Required for students who fail to make passing scores on the TASP reading subtest. Concurrent enrollment in specific sections of appropriate general education courses is required. Credit earned for this course will not count toward any baccalaureate degree offered by the University.

*about Reading Improvement*

3 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing|Developmental|Remedial|Lab Required
Grade Mode: Developmental
about Reading Improvement

**RDG 3312. Reading and Writing Instruction for Children with Special Needs.**
Course focuses on classroom reading instruction for children not making average progress in literacy. Course topics: nature and identification of literacy difficulties, including dyslexia; modification of instruction for children with special needs; diagnostic teaching, teacher/program effectiveness and legal requirements of special populations. Prerequisites: Admission to the Teacher Preparation Program; RDG 3315, RDG 4310; 2.75 Overall GPA.

*about Reading and Writing Instruction for Children with Special Needs*

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Reading and Writing Instruction for Children with Special Needs
RDG 3315. Assessing Literacy: Early Childhood Through Grade Six. Students will understand principles of literacy assessment to guide literacy instruction for all children, including culturally and linguistically diverse students, and plan appropriate instruction in a field-based setting. Prerequisites: Admission to the Teacher Preparation Program; CI 3315, CI 3310, CI 3332, CI 4360, ECE 4300, ECE 4310, ECE 4352; Co-requisites for EC-6: RDG 3321, RDG 3320; Co-requisite for 4-8: RDG 4310; 2.75 Overall GPA.

about Assessing Literacy: Early Childhood Through Grade Six
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Assessing Literacy: Early Childhood Through Grade Six

RDG 3320. Integrating Reading and Writing. Course focuses on the integration of reading and writing with other subject areas, especially social studies, with special attention given to ESL methodologies for language arts instruction. The workshop approach for reading and writing is emphasized. Prerequisites: Admission to the Teacher Preparation Program; Co-requisites: RDG 3315, RDG 3321; 2.75 Overall GPA. (WI).

about Integrating Reading and Writing
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Writing Intensive
Grade Mode: Standard Letter
about Integrating Reading and Writing

RDG 3321. Literacy Instruction for Early Childhood Through Grade Six. Course provides for the understanding, critical analysis, and application of current literacy methods and materials, with a focus on ESL theories and methodologies. Course is taught in a field-based setting. Prerequisites: Admission to the Teacher Preparation Program; CI 3315, CI 3310, CI 3332, CI 4360, ECE 4300, ECE 4310, CI 4352; Co-requisites: RDG 3315, RDG 3320; 2.75 Overall GPA. (WI).

about Literacy Instruction for Early Childhood Through Grade Six
3 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours.
Course Attribute(s): Writing Intensive
Grade Mode: Standard Letter
about Literacy Instruction for Early Childhood Through Grade Six

RDG 3323. Teaching Reading in the Content Areas. Provides information about reading in secondary content areas emphasizing selection and use of materials, including textbooks in print and electronic formats. Topics include instructional strategies, assessment of comprehension, and adapting instruction to meet student needs. Prerequisites: Admission to the Teacher Preparation Program; CI 3325, CI 4332; Co-requisites: CI 4343, CI 4370; 2.75 Overall GPA.

about Teaching Reading in the Content Areas
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Teaching Reading in the Content Areas

RDG 4310. Content Reading. Course provides information about instruction in the elementary content areas with emphasis on the effective use of textbooks and tradebooks. Course topics include: nature and purpose of content instruction and reading, text selection, use of tradebooks, comprehension, inquiry learning and problem solving, and assessment and meeting individual needs in content reading. Prerequisites: Admission to the Teacher Preparation Program; CI 3310, CI 3325; Co-requisite: RDG 3315; 2.75 Overall GPA.

about Content Reading
3 Credit Hours. 3 Lecture Contact Hours. 3 Lab Contact Hours.
Grade Mode: Standard Letter
about Content Reading

RDG 4320. Language and Literacy in Diverse Communities. Course includes the examination of sociolinguistic theories and an introduction to culturally responsive teaching of literacy. Topics address social identity factors, ethnicity, language variation, bilingualism, and the acquisition of Standard American English with implications for effective literacy instruction. Prerequisite: 2.75 overall GPA. Junior classification required. Must be declared in a degree program that leads to teacher certification. (MC).

about Language and Literacy in Diverse Communities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
Grade Mode: Standard Letter
about Language and Literacy in Diverse Communities

RDG 4380. Independent Study in Reading Instruction. Analysis and interpretation of selected topics of special interest in reading and language arts instruction. Topics and instructors will vary from semester to semester. Repeatable for credit with different emphasis. Prerequisites: Admission to the Teacher Preparation Program; 2.75 Overall GPA.

about Independent Study in Reading Instruction
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter
about Independent Study in Reading Instruction

Courses in Special Education (SPED)
SPED 2360. Survey of Exceptionalities. Course provides for the examination of types, characteristics, and causes of various exceptionalities; identifies federal laws as they relate to various populations; and serves as an introduction to the education of exceptional students in the home, school, and community. Prerequisite: Sophomore classification.

about Survey of Exceptionalities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Survey of Exceptionalities
SPED 3338. Educating Students with Emotional/Behavioral Disorders. This course addresses topics associated with teaching students with emotional/behavioral disorders. Content includes an overview of definitions and characteristics, etiological factors, assessment for diagnosis and intervention planning, treatment options, including methods and materials for effective instruction, collaborative interagency services, and current issues. Prerequisites: Admittance to the Teacher Preparation Program or Minor in Special Education; 2.75 Overall GPA. Co-requisites: SPED 2360.

about Educating Students with Emotional/Behavioral Disorders
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Educating Students with Emotional/Behavioral Disorders

SPED 3390. Assessing Students with Disabilities. The course provides information about formal and informal assessment for the identification of cognitive aptitude; academic achievement; social, emotional, and motor development; and includes implications of these results for instruction or remediation. Prerequisites: Admission to the Teacher Preparation Program or Minor in Special Education; 2.75 Overall GPA.

about Assessing Students with Disabilities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Assessing Students with Disabilities

SPED 4310. Selected Topics in Special Education. In-depth study of selected topics of current interest in special education. Work done on an independent study basis with faculty member and available only with permission of department. Prerequisites: Admission to the Teacher Preparation Program; 2.75 Overall GPA.

about Selected Topics in Special Education
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter
about Selected Topics in Special Education

SPED 4340. Evidence-Based Instructional Practices for Students with Mild or Moderate Disabilities. This course delineates evidence-based instructional theories and practices for students with mild or moderate disabilities. The course targets curricular and instructional design for students who need specialized methods for successful learning. Topics include curriculum-based measurement and progress monitoring, specialized evidence-based strategies matched to presenting characteristics, and evidence-based inclusion models. Prerequisites: 2.75 Texas State GPA, SPED 2360. Prerequisite/corequisite: SPED 3390.

about Evidence-Based Instructional Practices for Students with Mild or Moderate Disabilities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Evidence-Based Instructional Practices for Students with Mild or Moderate Disabilities

SPED 4344. Educating Students with Mild Disabilities. Course provides information about modifications for students with mild disabilities. Characteristics of special education categories discussed with primary emphasis on learning disabilities. Role of classroom management and classroom teacher’s role with students with mild disabilities addressed. Methods for individualizing instruction under a variety of classroom conditions presented. Prerequisite: 2.75 overall GPA. Junior classification required. Must be admitted to the Teacher Preparation Program or Minor in Special Education.

about Educating Students with Mild Disabilities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Educating Students with Mild Disabilities

SPED 4345. Teaching Language Arts to Students with Disabilities. Course provides effective, research-based instruction for struggling readers, including basic literacy and adaptations to facilitate students’ access to the general education curriculum. Basic literacy content will be presented, including information about phonological awareness, word study and spelling, fluency, comprehension, and writing across content areas. Prerequisites: Admission to the Teacher Preparation Program and Minor in Special Education; SPED 2360, 2.75 Overall GPA.

about Teaching Language Arts to Students with Disabilities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Teaching Language Arts to Students with Disabilities

SPED 4374. Classroom and Behavior Management Strategies for Students with Disabilities. Effective strategies for classroom management. Topics include: common management problems, evaluation of classroom management approaches, strategies for preventing behavior problems, teaching new behaviors, increasing desired group and individual behaviors, and positive strategies for reducing inappropriate group and individual behaviors. Prerequisites: Admittance to the Teacher Preparation Program or Minor in Special Education; 2.75 Overall GPA.

about Classroom and Behavior Management Strategies for Students with Disabilities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Classroom and Behavior Management Strategies for Students with Disabilities

SPED 4381. Educating Students with Intellectual and Developmental Disabilities. This course provides an overview of student characteristics and appropriate instructional techniques pertaining to individuals with intellectual and developmental disabilities. Techniques include specialized assessment and instructional strategies, functional curriculum development, transition planning, positive behavior supports, and assistive technologies. Prerequisites: Admittance to the Teacher Preparation Program or Minor in Special Education, 2.75 Overall GPA, SPED 2360.

about Educating Students with Intellectual and Developmental Disabilities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Educating Students with Intellectual and Developmental Disabilities
SPED 4389. Special Education Practicum.
This course provides opportunities for students to design and apply assessment, planning, and instructional strategies. Students may be required to instruct in one or more content areas including academic, life, social, prevocational or vocational and/or communication skills.
Prerequisites: Admittance to the Teacher Preparation Program; SPED 2360, SPED 3338 or SPED 4381, SPED 4345, SPED 4374; 2.75 Overall GPA.

3 Credit Hours. 0 Lecture Contact Hours. 20 Lab Contact Hours.
Grade Mode: Standard Letter

Texas State University
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

Davis, Catherine C, Lecturer, Curriculum & Instruction, Ph.D., University of Texas at Austin

Davis, Laura L, Senior Lecturer, Curriculum & Instruction, M.Ed., Texas State 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

Dennis, Cheryll I, Lecturer, Curriculum & Instruction, Ph.D., Texas Woman’s University

Dickinson, Gail, Associate Professor, Curriculum & Instruction, Ph.D., University of Texas at Austin

Dombroski, Maria Leonor, Senior Lecturer, Curriculum & Instruction, M.Ed., Texas State University

Duchaine, Ellen L, Senior Lecturer, Curriculum & Instruction, Ph.D., Georgia State University

Duhen, Laura Latiolais, Senior Lecturer, Curriculum & Instruction, M.Ed., Texas State University

Everman, Daphne Jane, Lecturer, Curriculum & Instruction, M.Ed., Southern Methodist University

Fanning, Lily Simms, Lecturer, Curriculum & Instruction, M.Ed., University of Houston

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

Flint, Mary Jo, Lecturer, Curriculum & Instruction, Ph.D., University of Texas at Austin

Fugate, Margrette Katherine, Lecturer, Curriculum & Instruction, Ph.D., University of Texas at Austin

Gabro, Mary C, Lecturer, Curriculum & Instruction, Ed.D., Stephen F Austin State Univ

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

Gilmore, Sherri Wells, Lecturer, Curriculum & Instruction, M.Ed., Texas State University

Goodhue, Nancy Ellen, Lecturer, Curriculum & Instruction, M.Ed., Lamar University

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

Gorence, Deborah M, Lecturer, Curriculum & Instruction, M.Ed., University of Texas at Austin

Goudeau, Rita Louise, Lecturer, Curriculum & Instruction, M.S., Univ of Houston - Clear Lake

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