

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Education Building Room 3044
Telephone: 512-245-2157 Fax: 512-245-7911
www.txstate.edu/ci (<http://www.txstate.edu/ci>)

The Department of Curriculum and Instruction at Texas State University offers undergraduate degrees that focus on the preparation and development of teachers and teacher leaders. All undergraduate programs in the department lead to initial teaching certification and have robust field experiences in local schools prior to clinical practice (student teaching).

Levels of Certification

Students who wish to teach Early Childhood (EC) through Grade 6 (elementary with specializations in either English as a Second Language or Bilingual Education), 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 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.

For a list of teacher certifications available at Texas State, see <https://www.education.txstate.edu/oep/current/initial-certification/certification-exams/list.html>.

Interdisciplinary Studies Majors

Students seeking this major should consult with advisors in the College of Education Undergraduate Advising Center (<https://www.education.txstate.edu/advising>) 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 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. This acceptance includes payment to the university of a state mandated Texas Educational Agency technology fee.

Please see <http://www.education.txstate.edu/oep/> for current admittance requirements and procedures. Note that the Texas Educational Agency (TEA) requires multiple background checks for progression through Educator Preparation Programs. If you are concerned about your criminal history, you may obtain a Preliminary Criminal History Evaluation from TEA. For more information, click here (<https://tea.texas.gov/>)

[Texas_Educators/Preparation_and_Continuing_Education/Preparation_and_Continuing_Education](#)).

Admission Requirements

All degree programs within the Department of Curriculum and Instruction require formal admittance into the Educator Preparation Program.

Students must apply and be admitted to the Educator Preparation Program in order to enroll in Block coursework and Student Teaching in the Junior and Senior year. Refer to the requirements for Admittance to the Educator Preparation Program through the Office of Educator Preparation (<http://mycatalog.txstate.edu/undergraduate/education/office-of-educator-preparation>).

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

Subjects in this department include: BILG (p. 2), CI (p. 2), ECE (p. 5), EDP (p. 5), RDG (p. 5), SPED (p. 6)

Courses in Bilingual Education (BILG)

BILG 4350. Mathematics in the Bilingual Education Classroom.

The course provides an in-depth study of the mathematics content and methodology derived from research-based principles. To develop the mathematical understanding of emergent bilinguals through a field-based approach, the course emphasizes using cognition and bilingualism as learning resources to sustain mathematical knowledge using equity based-instruction and assessment. Prerequisite: 2.75 Overall GPA required. Junior classification required. Must be declared as seeking EC-6 Bilingual Generalist teacher certification. MATH 1315 (or one of the following: MATH 1319 or MATH 2417 or MATH 2471 or MATH 2472); MATH 2311 and MATH 2312 all with a grade of "C" or better.

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

Grade Mode: Standard Letter

BILG 4365. Biliteracy Development for Emergent Bilingual Learners.

This course targets the dynamic, reciprocal process of literacy development in Spanish and English for emergent bilinguals. 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 classification or higher; Admission to the Teacher Preparation Program; 2.75 Overall GPA; Education Core; grades of "C" or higher must be earned in all prerequisites.

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

Grade Mode: Standard Letter

BILG 5365. Biliteracy Development in the Bilingual Education Classroom.

This course is taught in Spanish and English, targeting the reciprocal process of literacy development in Spanish and English as a second language. Theories, methods, and approaches address learning and teaching processes that support biliteracy development of emergent bilingual within contexts framed by sociocultural, cognitive, linguistic, and affective factors. Prerequisite: CI 5337; CI 5387 SPAN 3308; SPAN 3371; upper levels of SPAN; or advanced studies in SPAN with a grade of B or better; or, Bilingual Education certification.

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

Grade Mode: Standard Letter

BILG 5367. Policy and Practice in Dual Language Immersion Education.

This course focuses on current research in bilingual education and language in education policy and practice that shapes program models, curricula, and instruction in two-way and one-way dual language education. The course will be taught in Spanish and English and requires student work in each language. Prerequisites: CI 5387, CI 5337; SPAN 3308; SPAN 3371; or upper level SPAN courses; or advanced studies in SPAN having earned a grade of B or higher; or Bilingual Education certification.

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

Grade Mode: Standard Letter

BILG 5374. Bilingual/ESL Academic Content Instruction.

The focus of this course is the integration of native language instruction (Spanish) and English as a second language (ESL) to teach the academic content areas (mathematics, science, social studies, and language arts) for English Language Learners (ELLs) with an emphasis on the cognitive and sociocultural considerations. Prerequisite: SPAN 3308 or SPAN 3371 with a grade of "B" or better; or upper level SPAN course(s); or advanced studies in SPAN with a grade of "B" or better; or Bilingual Education certification.

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

Grade Mode: Standard Letter

BILG 5388. The Politics of Language.

Using a critical linguistic perspective, this course examines the sociopolitical aspects of language in local, national, and global contexts. Students learn about language ideologies and gain a profound understanding for how languages and language practices are intricately tied to the racial and economic power relations embedded in schools and society.

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

Grade Mode: Standard Letter

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: Admittance to the Educator Preparation Program; 2.75 Overall GPA. (WI).

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

Course Attribute(s): Writing Intensive

Grade Mode: Standard Letter

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.

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

Grade Mode: Standard Letter

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. 0 Lab Contact Hours.

Course Attribute(s): Writing Intensive

Grade Mode: Standard Letter

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: Admittance to the Educator Preparation Program; CI 3310, CI 3315; RDG 4320; 2.75 Overall GPA. (WI).

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

Course Attribute(s): Lab Required|Writing Intensive

Grade Mode: Standard Letter

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.

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

Grade Mode: Standard Letter

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: Admittance to the Educator Preparation Program; CI 3315, CI 3310, ECE 4300; 2.75 Overall GPA.

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

Grade Mode: Standard Letter

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.

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

Grade Mode: Standard Letter

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: Admittance to the Educator Preparation Program; RDG 4310; RDG 3315; 2.75 Overall GPA. (WI).

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

Course Attribute(s): Writing Intensive

Grade Mode: Standard Letter

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: Admittance to the Educator 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.

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

Grade Mode: Standard Letter

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.

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

Grade Mode: Standard Letter

CI 4338. Social Studies Curriculum & Pedagogy for the Middle School.

This course examines how the teaching of social studies is informed by theory and research. In this course students will analyze the foundations of social studies as a discipline, social studies curricular issues, social studies pedagogy, controversial issues pedagogy, and the construction of conceptual, inquiry-based units. Prerequisites: 2.75 Overall GPA; Junior classification; must be declared as seeking 4-8 grade teacher certification.

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

Course Attribute(s): Writing Intensive

Grade Mode: Standard Letter

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: Admittance to the Educator Preparation Program; CI 3325 and CI 4332; 2.75 Overall GPA; Corequisites: CI 4370 and RDG 3323.

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

Grade Mode: Standard Letter

CI 4350. Mathematics in the Integrated Elementary Curriculum.

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 1315, MATH 1319, MATH 2417, MATH 2471, or MATH 2472; MATH 2311 and MATH 2312. Grades of "C" or better 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.

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

CI 4351. Middle School Mathematics Methods Course.

This course will explore the methods of teaching mathematics in intermediate and middle grades. Emphasis is placed on the equity principle (mathematics for all) and development of conceptual understanding of topics such as real numbers and operations on real numbers, geometry, statistics and probability, and algebra (patterns, variables, and functions). Prerequisites: 2.75 Overall GPA; Junior classification required; must be declared as seeking 4-8 grade teacher certification; MATH 1315 or MATH 1319 or MATH 1329 or MATH 2321 or MATH 2417 or MATH 2471 with grades of "C" or better must be earned in all prerequisites.

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

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 better 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.

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

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: Admittance to the Educator Preparation Program; ECE 4300 (for ESL Generalists); CI 3332, CI 4361 (for Bilingual Generalists); 2.75 Overall GPA.

3 Credit Hours. 3 Lecture Contact Hours. 1 Lab Contact Hour.
Grade Mode: Standard Letter

CI 4361. Psychological Foundations of Bilingual Education.

This course explores how bilingual learners navigate and manage the learning process within existing educational systems. The course examines how instructional practices that attend to the cultural, linguistic, and cognitive development of the bilingual learner impact academic achievement. Prerequisites: Admittance to the Teacher Preparation Program; Junior classification; 2.75 Overall GPA; must be declared as seeking EC-6 Bilingual Generalist certification: SPAN 3308 and SPAN 3371 with grades of "C" or better.

3 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours.
Grade Mode: Standard Letter

CI 4362. Teaching Across the Bilingual Content Areas EC-6.

A study of research-based content and instructional methods and strategies, materials and resources to teach bilingual learners the EC-6 academic curriculum based on content-related standards associated with the teaching of mathematics, science, social studies, and language arts. Prerequisites: Admittance to the Teacher Preparation Program; 2.75 Overall GPA; must be declared as seeking EC-6 Bilingual Generalist teacher certification; SPAN 3308 and SPAN 3371 with grades of "C" or better.

3 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours.
Grade Mode: Standard Letter

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: Admittance to the Educator Preparation Program; CI 3325 and CI 4332; 2.75 Overall GPA; Corequisites: CI 4343 and RDG 3323.

3 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours.
Grade Mode: Standard Letter

CI 4378. Problems in Education.

Individual problems related to areas of selected study for the undergraduate student, designed to meet individual differences for the purpose of certification. A letter following the course title on the permanent record will indicate the area of emphasis according to this code: (i) Elementary, (j) Secondary, and (l) Bilingual. Repeatable for credit with different emphasis. Prerequisite: Admittance to the Educator Preparation Program; 2.75 Overall GPA.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter

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.

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

Grade Mode: Standard Letter

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: Admittance to the Educator Preparation Program; CI 3310, CI 3315, ECE 4300; Co-requisite: ECE 4352; 2.75 Overall GPA.

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

Course Attribute(s): Exclude from 3-peat Processing

Grade Mode: Standard Letter

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: Admittance to the Educator Preparation Program; CI 3310, CI 3315, ECE 4300; Co-requisite: ECE 4310; 2.75 Overall GPA.

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

Grade Mode: Standard Letter

ECE 4380. 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: Admittance to the Educator Preparation Program; 2.75 Overall GPA.

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

Course Attribute(s): Exclude from 3-peat Processing

Grade Mode: Standard Letter

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.

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

Grade Mode: Standard Letter

EDP 2150. Strategic Learning.

Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for college-level academic strategies. Students use assessment instruments to help them identify their own strengths and weaknesses as strategic learners.

1 Credit Hour. 1 Lecture Contact Hour. 0 Lab Contact Hours.

Grade Mode: Standard Letter

Courses in Reading (RDG)

RDG 1300. Reading Improvement.

Course provides instruction in vocabulary, reading comprehension, critical reading, study and test-taking skills for students who fail to pass the reading placement subtest. Concurrent enrollment in specific sections of general education courses is required. Credit earned for this course does not count toward degrees offered by the university.

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

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: Admittance to the Educator Preparation Program; RDG 3315, RDG 4310; 2.75 Overall GPA.

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

Grade Mode: Standard Letter

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: Admittance to the Educator 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.

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

Grade Mode: Standard Letter

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: Admittance to the Educator Preparation Program; Co-requisites: RDG 3315, RDG 3321; 2.75 Overall GPA. (WI).

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

Course Attribute(s): Writing Intensive

Grade Mode: Standard Letter

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: Admittance to the Educator 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).

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

Course Attribute(s): Writing Intensive

Grade Mode: Standard Letter

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: Admittance to the Educator Preparation Program; CI 3325, CI 4332; Co-requisites: CI 4343, CI 4370; 2.75 Overall GPA.

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

Grade Mode: Standard Letter

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: Admittance to the Educator Preparation Program; CI 3310, CI 3325; Co-requisite: RDG 3315; 2.75 Overall GPA.

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

Grade Mode: Standard Letter

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. (MULT).

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

Course Attribute(s): Multicultural Content

Grade Mode: Standard Letter

RDG 4330. Teaching Reading/Language Arts in Middle School.

This course examines how the teaching of reading/language arts is informed by theory and research. In this course students will analyze the foundations of reading and language arts as disciplines, reading/language arts curricular issues, reading/language arts pedagogy, controversial issues in reading/language arts pedagogy, and the construction of conceptual, inquiry-based units. Prerequisites: Admittance to Educator Preparation Program; must be declared as seeking 4-8 grade teacher certification; junior or senior classification required; grades of "C" or better must be earned in all prerequisites; 2.75 Overall GPA required.

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

Course Attribute(s): Writing Intensive

Grade Mode: Standard Letter

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: Admittance to the Educator Preparation Program; 2.75 Overall GPA.

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

Course Attribute(s): Exclude from 3-peat Processing

Grade Mode: Standard Letter

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.

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

Grade Mode: Standard Letter

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: If SPED 2360 is taken prior to this course, students must have earned a "C" or better. Corequisites: SPED 2360.

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

Grade Mode: Standard Letter

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: Must be declared as seeking All-Level Special Education teacher certification or with a Special Education minor; if SPED 2360 is taken prior to this course, a grade of "C" or better must be earned. Corequisite: SPED 2360.

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

Grade Mode: Standard Letter

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: Admittance to the Educator Preparation Program; 2.75 Overall GPA.

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

Course Attribute(s): Exclude from 3-peat Processing

Grade Mode: Standard Letter

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 and targets curricular and instructional design for students who need specialized methods for successful learning. Topics include curriculum-based measurement and progress monitoring, evidence-based strategies matched to presenting characteristics, and evidence-based inclusion models. Prerequisite: 2.75 Overall GPA, SPED 2360 with a grade of "C" or better. Corequisite: SPED 3390 with a grade of "D" or better.

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

Grade Mode: Standard Letter

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 Educator Preparation Program or Minor in Special Education.

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

Grade Mode: Standard Letter

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: Admittance to the Educator Preparation Program and Minor in Special Education; SPED 2360 with a grade of "C" or better; 2.75 Overall GPA.

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

Grade Mode: Standard Letter

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 Educator Preparation Program or Minor in Special Education; 2.75 Overall GPA.

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

Grade Mode: Standard Letter

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: Must be declared as seeking All-Level Special Education teacher certification or with a Special Education minor; if SPED 2360 is taken prior to this course, students must have earned a "C" or better. Corequisite: SPED 2360.

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

Grade Mode: Standard Letter

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 Educator Preparation Program; SPED 2360 and SPED 4345 and SPED 4374 and SPED 3338 or SPED 4381, all with a grade of "D" or better; 2.75 Overall GPA.

3 Credit Hours. 0 Lecture Contact Hours. 20 Lab Contact Hours.

Grade Mode: Standard Letter