

Education Building Room 3044
 Telephone: 512-245-2157 Fax: 512-245-7911
[www.txst.edu/ci/](https://www.education.txst.edu/ci/) (<https://www.education.txst.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 (clinical teaching).

Levels of Certification

Students who wish to teach Elementary Core Subjects (Early Childhood through Grade 6 with specialization in English as a Second Language or Bilingual/Biliteracy Education), Middle Level (Grades 4 through 8 with specializations in Mathematics, Science, or English/Language Arts/Reading/Social Studies), or All-Level Special Education pursue the Bachelor of Science major in Education.

Students seeking other All-Level or Secondary (Grade 6, 7, or 8 through 12) certifications 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. Some programs also require a double major or a minor in education.

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

Education Majors

Students seeking this major as their primary 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, semester-by-semester course sequencing, and referrals to the application processes for Educator Preparation Program Admittance and Field-based Block placements. Students may be required to attend summer sessions in order to complete the program within a 4-year time period.

Teacher Certification

In addition to an earned baccalaureate degree, there are six criteria for earning certification;

- Admittance to the Educator Preparation Program
- A passing criminal history review
- Completion of Field-Based Block
- Passing scores on all required certification exams
- Satisfactory completion of Clinical Teaching
- Applications for graduation as well as state certification

Admittance to the Educator Preparation Program

In order to pursue teacher certification, students must apply and be invited to attend the Educator Preparation Program through the office of Educator Preparation. If a student accepts this invitation, the student must then pay a required \$35 Texas Education Agency technology fee before the student will be officially admitted. Please see <http://www.education.txstate.edu/oep/>

(<http://www.education.txstate.edu/oep/>) for current admittance requirements and procedures.

For more information about Admittance to the Educator Preparation Program, see the Teacher Certification Handbook on the Office of Educator Preparation website: <https://www.education.txst.edu/oep/current/initial-certification.html>

Note that the Texas Educational Agency (TEA) requires multiple background checks for progression through educator preparation programs. If a student has a criminal history, that student is advised to request a Preliminary Criminal History Evaluation from the Texas Education Agency; schedule an appointment for free legal counseling services through Texas State University's Attorney for Students (<https://attorney.dos.txst.edu/>) and disclose this information to the Office of Educator Preparation.

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 Arts (B.A.)

- Major in Education (Secondary Education; Teacher Certification with Double Major in another B.A. teacher certification degree program) (<http://mycatalog.txstate.edu/undergraduate/education/curriculum-instruction/education-ba/>)

Bachelor of Science (B.S.)

- Major in Education (Bilingual/Biliteracy Education; Teacher Certification in Early Childhood through Grade Six Core Subjects with Bilingual-Spanish) (<http://mycatalog.txstate.edu/undergraduate/education/curriculum-instruction/education-bilingual-biliteracy-teacher-certification-ec6-bilingual-spanish-bs/>)
- Major in Education (Elementary Education; Teacher Certification in Early Childhood through Grade Six Core Subjects with English as a Second Language) (<http://mycatalog.txstate.edu/undergraduate/education/curriculum-instruction/education-elementary-education-teacher-certification-ec6-esl-bs/>)
- Major in Education (Middle Level Education; Teacher Certification in Core Subjects, Grades Four through Eight) (<http://mycatalog.txstate.edu/undergraduate/education/curriculum-instruction/education-middle-teacher-certification-48-bs/>)
- Major in Education (Middle Level Education; Teacher Certification in English Language Arts and Reading/Social Studies, Grades Four through Eight) (<http://mycatalog.txstate.edu/undergraduate/education/curriculum-instruction/education-middle-teacher-certification-eng-langarts-reading-ss-48-bs/>)
- Major in Education (Middle Level Education; Teacher Certification in Mathematics, Grades Four through Eight) (<http://mycatalog.txstate.edu/undergraduate/education/curriculum-instruction/education-middle-teacher-certification-math-48-bs/>)
- Major in Education (Middle Level Education; Teacher Certification in Mathematics and Science, Grades Four through Eight) (<http://mycatalog.txstate.edu/undergraduate/education/curriculum-instruction/education-middle-teacher-certification-math-science-48-bs/>)

mycatalog.txstate.edu/undergraduate/education/curriculum-instruction/education-middle-teacher-certification-math-science-48-bs/)

- Major in Education (Middle Level Education; Teacher Certification in Science, Grades Four through Eight) (<http://mycatalog.txstate.edu/undergraduate/education/curriculum-instruction/education-middle-teacher-certification-science-48-bs/>)
- Major in Education (Secondary Education; Teacher Certification with Double Major in another B.S. teacher certification degree program) (<http://mycatalog.txstate.edu/undergraduate/education/curriculum-instruction/education-secondary-education-teacher-certification-double-bs/>)
- Major in Education (Special Education; Teacher Certification in Special Education, Early Childhood through Grade Twelve) (<http://mycatalog.txstate.edu/undergraduate/education/curriculum-instruction/education-special-education-teacher-certification-special-education-ec12-bs/>)

Minors

- Education (<http://mycatalog.txstate.edu/undergraduate/education/curriculum-instruction/education-minor/>)
- Special Education

Subjects in this department include: BILG (p. 2), CI (p. 3), ECE (p. 5), EDP (p. 6), RDG (p. 6), SPED (p. 7)

Courses in Bilingual Education (BILG)

BILG 3332. Foundations of Bilingual Education.

This course introduces the sociocultural, linguistic, cognitive, and policy foundations of bilingual education and ESL education. The course is taught in Spanish and English and is designed for students to gain practice in academic reading and writing in Spanish. Prerequisite: Admittance to the Educator Preparation Program and 2.75 Overall GPA; Education Core and SPAN 3308 and [SPAN 3371 or SPAN 3309] all with grades of "C" or better. Corequisite: Bilingual Block I.

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

Grade Mode: Standard Letter

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 4361. Transliterate Communities in Schools.

This course explores how to provide equitable educational opportunities to emergent bilinguals and their families within and outside of schooling. Using relationship building and instructional practices, learners incorporate the multicultural, translingual and cognitive competencies of bilingual learners that emerge from their community, representing learning resources that advance academic achievement. Prerequisite: Admittance to the Educator Preparation Program and a minimum 2.75 Overall GPA and Education Core and [SPAN 3307 or SPAN 3308] and [SPAN 3371 or SPAN 3309] both with grades of "C" or better. Corequisite: Bilingual Block I.

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

Grade Mode: Standard Letter

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

This course is 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. Prerequisite: Admittance to the Educator Preparation Program and 2.75 Overall GPA and Bilingual Block I with grades of "C" or better. Corequisite: Bilingual Block II.

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 2310. Education for Change.

In this course students will increase their understanding of education, teaching, and learning from a social justice perspective. They will learn about pedagogy as a form of cultural politics and how teachers serve as cultural workers. The course also includes a survey of learning theories and the foundational knowledge bases for schooling, teaching, and learning.

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

Grade Mode: Standard Letter

TCCN: EDUC 1301

CI 2311. Education and Equity in a Diverse Society.

This course will examine elementary education from a sociocultural, sociopolitical, and sociohistorical lens to reveal the need for equity in the current American schooling system. Students will question, analyze, and evaluate key issues and connections between schooling, community, society and policy.

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

Grade Mode: Standard Letter

CI 2355. STEM in Early Childhood and Elementary Education.

This course provides an overview of STEM (Science, Technology, Engineering, Mathematics) teaching and learning, including science and engineering practices. Students will participate in and learn how to facilitate asset-based, culturally responsive, inclusive, inquiry-based, and design-based learning experiences that promote the STEM literacy and identity of early childhood and elementary students. Prerequisite: [PHYS 1310 or PHYS 1315 or PHYS 1320 or PHYS 1325 or PHYS 1360 or PHYS 1365 or PHYS 1370 or PHYS 1410 or PHYS 1420] and [GS 2310 or GS 3310 or GS 3320] both with grades of C or better.

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

Grade Mode: Standard Letter

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. (WI) Prerequisite: A minimum 2.75 Overall GPA and departmental approval.

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

Course Attribute(s): Writing Intensive

Grade Mode: Standard Letter

CI 3322. The Design and Application of Curriculum in School Settings.

This course focuses on design and application of curriculum including content, instructional methodologies, assessment, data-informed decision making, and technology integration. Students will apply foundational theories of human development, learning, and social justice as they focus on the organization of content, instructional planning, classroom environment, and assessment. Prerequisite: A minimum 2.75 overall GPA and departmental approval.

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

Course Attribute(s): Lab Required|Writing Intensive

Grade Mode: Standard Letter

CI 3325. Adolescents and Society.

This course involves a study of contemporary biological, cognitive, and psychological theories and processes of adolescence that prepares prospective teachers to understand abilities, behaviors, and needs of learners and teachers within the context of teacher-student relationships. Roles of family, peer groups, and culture are examined with the aid of contemporary adolescent literature.

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: A minimum 2.75 overall GPA and departmental approval. (MULT & Mulp).

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

Course Attribute(s): Multicultural Perspective|Multicultural Content

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. Prerequisite: A minimum 2.75 Overall GPA.

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

Grade Mode: Standard Letter

CI 3340. Teaching for Linguistic Diversity.

This course provides pre-service content-area teachers a foundation to address the needs of multilingual learners in their classes. The course includes fundamental knowledge about language and communication, language acquisition, differentiated instruction and assessment, and ESL program types for pre-service teachers to implement appropriate and effective strategies to support the academic success of English learners. Prerequisite: A minimum 2.75 overall GPA.

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. (WI) Prerequisite: A minimum 2.75 overall GPA and departmental approval.

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. Prerequisite: A minimum 2.75 overall GPA and departmental approval.

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. Junior classification required.

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. (MULT) (WI) 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): Multicultural Content|Writing Intensive

Grade Mode: Standard Letter

CI 4343. Instructional Strategies for the Secondary Teacher.

This course focuses on research-based instructional strategies to engage diverse secondary student populations in rigorous and relevant learning. Preservice teachers develop instructional decision-making skills by creating, implementing, and reflecting on lesson plans that integrate technology and assessment of learning. Prerequisite: A minimum 2.75 overall GPA.

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

Grade Mode: Standard Letter

CI 4345. Teaching Mathematics to Diverse Children in Early Childhood through 2nd Grade Classrooms.

This course provides opportunities to develop knowledge and skills to elicit, understand, and extend children's thinking from early childhood to second grade. Through directed field experiences, students will participate in problem-solving and assessment practices that support inclusive, culturally sustaining mathematics teaching to racially, linguistically, and socioeconomically diverse children. Prerequisite: A minimum 2.75 Overall GPA; MATH 2311 and ECE 4300 and ECE 4301 all with grades of "C" or better.

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

Grade Mode: Standard Letter

CI 4350. Teaching Mathematics to Diverse Children in 3rd - 6th Grade Classrooms.

This course focuses on understanding and using children's mathematical thinking to inform teaching in third to sixth grade. Through directed field experiences, students will participate in problem-solving and assessment practices that support inclusive, culturally sustaining mathematics teaching to racially, linguistically, and socioeconomically diverse children. Prerequisite: MATH 2311 and CI 4345 both with grades of "C" or better and a minimum 2.75 Overall GPA.

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

Course Attribute(s): Multicultural Perspective|Multicultural Content

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. Prerequisite: [PHYS 1310 or PHYS 1315 or PHYS 1320 or PHYS 1325 or PHYS 1360 or PHYS 1370 or PHYS 1410 or PHYS 1420] and [GS 2310 or GS 3310 or GS 3320] and CI 2355, all with grades of "C" or better and a minimum 2.75 Overall GPA.

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. (MULT & Mulp) Prerequisites: A minimum 2.75 overall GPA and departmental approval.

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

Course Attribute(s): Multicultural Perspective|Multicultural Content

Grade Mode: Standard Letter

CI 4370. Building Relationships in the Secondary Classroom.

This course focuses on the development of appropriate classroom relationships based on current theory and research. This includes culturally responsive practices, social emotional practices, positive behavior interventions and supports, analysis of legal and ethical issues as they relate to classroom relationships, and field experiences in a variety of secondary environments. Prerequisite: A minimum 2.75 overall GPA and departmental approval.

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

Grade Mode: Standard Letter

CI 4372. Teaching in Communities.

In this course, students will engage in collaborative critical analysis and development of culturally responsive curriculum for their content as well as their pedagogical content knowledge. They will develop critical analyses of the educational community from cultural, historical, and social standpoints in order to more effectively respond to the educational needs of diverse learners in communities. Data-driven practices will be used to discuss issues of equity and access as well as to develop the ability to make evidence-based curricular choices. Additionally, students will engage in field work to develop relationships with community outreach programs in schools. Prerequisite: A minimum 2.75 Overall GPA and departmental approval.

3 Credit Hours. 3 Lecture Contact Hours. 3 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. (MULT).

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

Course Attribute(s): Multicultural Content

Grade Mode: Standard Letter

ECE 4301. Play in Educational Settings for Diverse Learners.

This course examines "play" as a fundamental mechanism for learning in schooling and society through historical, sociological, anthropological, and cultural perspectives with a focus on constructive play and sociodramatic play in educational settings. Students will explore equity in children's access to power and voice within play, deconstruct deficit-oriented views of children, examine the impact of play deprivation, and analyze how children acquire powerful cultural tools for problem-solving from home communities. In field experiences students will design inclusive play environments, utilize strategies designed to support and encourage children's play, and observe and document young children as they utilize play-based skills.

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. Prerequisite: A minimum 2.75 overall GPA and departmental approval.

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

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. Prerequisite: A minimum 2.75 overall GPA and departmental approval.

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

TCCN: EDUC 1300

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 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. (MULT) Prerequisite: Admittance to the Educator Preparation Program and a minimum 2.75 Overall GPA.

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

Course Attribute(s): Multicultural Content

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. Prerequisite: A minimum 2.75 overall GPA and departmental approval.

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. (WI) (MULP) Prerequisite: A minimum 2.75 overall GPA.

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

Course Attribute(s): Multicultural Perspective|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. (WI) Prerequisite: A minimum overall 2.75 Overall GPA and departmental approval.

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

Course Attribute(s): Writing Intensive

Grade Mode: Standard Letter

RDG 3323. Teaching Literacies in the Content Areas.

This course focuses on content-specific literacies in secondary teaching fields with an emphasis on reading, writing, and other 21st Century literacies in support of content-area learning. Topics include strategies for differentiating instruction across a variety of content areas, honoring socio-cultural dimensions of literacy, writing to learn, assessing literacies using various methods, and adapting instruction to meet student learning needs. Numerous content areas will be addressed. Prerequisite: A minimum 2.75 overall GPA and departmental approval.

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. Prerequisite: A minimum 2.75 overall GPA and departmental approval.

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. (MULT) Prerequisite: CI 2311 with a grade of "C" or better.

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. (MULT).

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

Course Attribute(s): Multicultural Content

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. (MULT) 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.

Course Attribute(s): Multicultural Content

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. (MULT) Prerequisites: SPED 4345 with grade of "C" or better.

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

Course Attribute(s): Multicultural Content

Grade Mode: Standard Letter

SPED 4310. Independent Study in Special Education.

This course is an-depth study of selected topics of current interest in special education. Coursework is completed on an independent study basis with a faculty member and available only with permission of program. (MULT) Prerequisite: Departmental approval.

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

Course Attribute(s): Multicultural Content

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. (MULT) Prerequisite: SPED 2360 with a grade of "C" or better.

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

Course Attribute(s): Multicultural Content

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. (MULT).

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

Course Attribute(s): Multicultural Content

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. (MULT) Prerequisites: SPED 2360 with a grade of "C" or better.

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

Course Attribute(s): Multicultural Content

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. (MULT) Prerequisites: SPED 2360 with a grade of "C" or better.

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

Course Attribute(s): Multicultural Content

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. (MULT) 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.

Course Attribute(s): Multicultural Content

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. (MULT) Prerequisites: SPED 2360 and SPED 3338 and SPED 3390 and SPED 4340 and SPED 4345 and SPED 4374 and SPED 4381 and a minimum 2.75 overall GPA.

3 Credit Hours. 3 Lecture Contact Hours. 5 Lab Contact Hours.

Course Attribute(s): Multicultural Content

Grade Mode: Standard Letter