

website: www.sbec.state.tx.us. The Certification Officer will recommend the issuance of the appropriate certificate by the State of Texas. The certification process includes the following steps:

1. Completion of at least a baccalaureate degree and the posting of the degree to the official transcript.
2. Verification of satisfactory completion of student teaching experience.
3. Passing scores on the appropriate Texas Examination of Educator Standards (TExES).

Dispositions for the Teaching Profession

Students in teacher certification programs are preservice teachers who are expected to exhibit professional dispositions and behaviors that are appropriate to the school environment and that support learners' academic success. These dispositions and behaviors include professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.

A candidate who does not meet the expectations for the behaviors and dispositions for the teaching profession will be identified by a professor, supervisor, cooperating teacher, or principal and will meet with an administrator in the Office of Educator Preparation to discuss the case. If further action is necessary, the candidate's case will be reviewed by the Teacher Education Admission and Retention (TEAR) Committee to determine continuation in the Teacher Preparation Program. Appeals regarding the TEAR Committee's decision must be made to the Dean of the College of Education whose decision is final.

Post-Graduate Certificate Requirement

Persons who hold at least a bachelor's degree and who are seeking either initial or additional Texas teaching certificates need to follow information listed in the Graduate Catalog. More information regarding admittance into teacher education is available at: www.education.txstate.edu/oep.

Courses in Education Student Teaching (EDST)

- 4380 Student Teaching All-Level I EC-6/4-8. (.5-20) This half-semester student teaching course is designed for undergraduate students seeking All-Level teacher certification. Students will engage in teaching experiences in EC-6 or 4-8 settings for half of a 14-week assignment with university guidance and supervision. Repeatable for credit. Prerequisite: Admittance to teacher education; All coursework complete; 2.75 overall GPA. Co-requisite: EDST 4381.
- 4381 Student Teaching All-Level II 8-12. (.5-20) This half-semester student teaching course is designed for undergraduate students seeking All-Level teacher certification. Students will engage in teaching experiences in 8-12 settings for half of a 14-week assignment with university guidance and supervision. Repeatable for credit. Prerequisite: Admittance to teacher education; All coursework complete; 2.75 overall GPA. Co-requisite: EDST 4380.
- 4680 Student Teaching 4-8. (.5-40) Students will integrate and apply knowledge and skills learned from their program of study while student teaching with experienced 4-8 teachers in the public schools with university supervision. Students will demonstrate exit-level proficiency in state-adopted and

Texas State teacher proficiencies. Prerequisite: Admittance to teacher education; All coursework complete; 2.75 overall GPA.

- 4681 Student Teaching 8-12. (.5-40) Students will integrate and apply knowledge and skills learned from their program of study while student teaching with experienced 8-12 teachers in the public schools with university guidance and supervision. Students will demonstrate exit-level proficiency in state-adopted and Texas State proficiencies for teachers. One conference hour per week is required. Prerequisite: Admittance to teacher education; All coursework complete; 2.75 overall GPA.
- 4687 Student Teaching EC-6. (.5-40) Students will integrate and apply knowledge and skills learned from their program of study while student teaching with experienced EC-6 teachers in the public schools with university supervision. Prerequisite: Admittance to teacher education; All coursework complete; 2.75 overall GPA. Students will demonstrate exit-level proficiency in state-adopted and Texas State teacher proficiencies.

Department of Curriculum and Instruction

Education Building 3044

T: 512.245.2157 F: 512.245.7911

www.txstate.edu/ci

DEGREE PROGRAMS OFFERED

- Bachelor of Science (BS), major in Interdisciplinary Studies (Early Childhood through Grade 6 ESL Generalist Teacher Certification)
- Bachelor of Science (BS), major in Interdisciplinary Studies (Early Childhood through Grade 6 Bilingual Generalist)
- Bachelor of Science (BS), major in Interdisciplinary Studies (Grades 4-8 Generalist)
- Bachelor of Science (BS), major in Interdisciplinary Studies (Grades 4-8 Science)
- Bachelor of Science (BS), major in Interdisciplinary Studies (Grades 4-8 Mathematics)
- Bachelor of Science (BS), major in Interdisciplinary Studies (Grades 4-8 Mathematics/Science)
- Bachelor of Science (BS), major in Interdisciplinary Studies (Grades 4-8 English/Language Arts/Reading/Social Studies)
- Bachelor of Science (BS), major in Interdisciplinary Studies (All-Level Special Education)

MINORS OFFERED

- Secondary Education
Special Education

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

Interdisciplinary Studies Majors

Students seeking this major should consult with advisors in the College of Education Undergraduate Advising Center prior to each registration for detailed information regarding specific degree requirements. The following schedules represent a typical year-by-year progression toward the degree; however, students should develop their plans following semester consultations with advisors in the Center.

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.

The Department of Curriculum and Instruction provides the following teacher preparation course sequences:

Elementary and Middle School Programs (Grades EC-6 and 4-8)

EC-6 ESL Generalist

Education Core: CI 3310, 3315, ECE 4300, RDG 4320
ECE Block: ECE 4310, ECE 4352
ESL Block: CI 3332, CI 4360
Field Based Block: CI 4325, RDG 3315, 3320, 3321
Student Teaching: EDST 4687

EC-6 Bilingual Generalist

Education Core: CI 3310, 3315, ECE 4300, RDG 4320
Bilingual Block I: CI 3332, CI 4361
Bilingual Block II: CI 4360, CI 4362
Field Based Block: CI 4325, RDG 3315, 3320, 3321
Student Teaching: EDST 4687

Grades 4-8:

Education Core: CI 3310, 3325*
Field Based Block I: RDG 3315, 4310
Field Based Block II: CI 3300, 4300
Student Teaching: EDST 4680

*Note: 4-8 English Language Arts/Reading/ Social Studies requires RDG 4320 as part of the Education Core.

Secondary Programs (High School/Grades 8-12)

Education Core: CI 3325, CI 4332
Field Based Block: CI 4343, CI 4370, RDG 3323
Student Teaching: EDST 4681

All-Level Programs (Grades EC-12)

Education Core: CI 3325, CI 4332
Field Based Block: CI 4343, CI 4370, RDG 3323*
Student Teaching: EDST 4380, EDST 4381

*Note: All-Level Special Education will complete the ESL, Elementary and High School Field Based Blocks.

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 by the Office of Educator Preparation. (See the "Admittance to the Teacher Preparation Program" section above.)

Bachelor of Science (BS)
Major in Interdisciplinary Studies
(Early Childhood through Grade 6 ESL Generalist Teacher Certification)
Minimum required: 127 semester hours

General Information and Requirements:

1. Students must apply for formal admittance into the teacher preparation program in order to enroll in the teacher preparation course sequence completed in the junior and senior year. For more information, refer to "Admittance to the Teacher Preparation Program" section in this catalog or visit the Office of Educator Preparation website at www.education.txstate.edu/oep.
2. A 2.75 overall GPA is required to be admitted to the teacher preparation program, enroll in the teacher preparation course sequence, enroll in student teaching, and to graduate. A 2.5 major GPA is required to graduate. For more information about all requirements for student teaching, graduation, and certification, refer to the "Student Teaching" and "Graduation and Certification" sections of this catalog.

Freshman Year		Sophomore Year		Junior Year		Senior Year	
Course	Hr	Course	Hr	Course	Hr	Course	Hr
ENG 1310, 1320	6	BIO 1320	3	CI 3310, 3315 (WI), 3332, 4360	12	CI 4325, 4350, 4355	9
MATH 1315 or 1319	3	English Literature 2310, 2320,		ECE 4300, 4310, 4352	9	RDG 3315, 3320 (WI), 3321 (WI)	9
PFW	2	2330, 2340, 2359, or 2360	3	FGD 3355	3	EDST 4687	6
PHYS 1310/1110, 1320	7	ESS or H ED 3321	3	GS 3310, 3320	6		
POSI 2310, 2320	6	GEO 1310	3	RDG 4320	3		
US 1100	1	HIST 1310 (WI), 1320 (WI)	6	SPED 4344	3		
ART, DAN, MU, or TH 2313	3	MATH 2311	3				
COMM 1310	3	PHIL 1305 or 1320 (WI)	3				
		MATH 2312	3				
		ARTT, MU, and TH 3370	9				
Total	31	Total	36	Total	36	Total	24

Bachelor of Science (BS)
Major in Interdisciplinary Studies
(Early Childhood through Grade 6 Bilingual Generalist Teacher Certification)
Minimum required: 124 semester hours

General Information and Requirements:

1. Students must apply for formal admittance into the teacher preparation program in order to enroll in the teacher preparation course sequence completed in the junior and senior year. For more information, refer to "Admittance to the Teacher Preparation Program" section in this catalog or visit the Office of Educator Preparation website at www.education.txstate.edu/oep.
2. A 2.75 overall GPA is required to be admitted to the teacher preparation program, enroll in the teacher preparation course sequence, enroll in student teaching, and to graduate. A 2.5 major GPA is required to graduate. For more information about all requirements for student teaching, graduation, and certification, refer to the "Student Teaching" and "Graduation and Certification" sections of this catalog.

Freshman Year		Sophomore Year		Junior Year		Senior Year	
Course	Hr	Course	Hr	Course	Hr	Course	Hr
ENG 1310, 1320	6	BIO 1320	3	CI 3310, 3315 (WI), 3332, 4361	12	CI 4360, 4362, 4325	9
MATH 1315 or 1319	3	English Literature 2310, 2320, 2330,		ECE 4300	3	GS 3310	3
PFW	2	2340, 2359, or 2360	3	RDG 4320	3	RDG 3315, 3320, 3321(WI)	9
PHYS 1310/1110, 1320	7	ESS or H ED 3321	3	CI 4350, 4355,	6	EDST 4687	6
POSI 2310, 2320	6	HIST 1310 (WI), 1320 (WI)	6	GS 3320	3		
US 1100	1	MATH 2311, 2312	6	SPED 4344	3		
ART, DAN, MU, or TH 2313	3	SPAN 3308 (WI), 3371	6				
COMM 1310	3	ARTT, MU, or TH 3370	3				
		GEO 1310	3				
		PHIL 1305 or 1320 (WI)	3				
Total	31	Total	36	Total	30	Total	27

Bachelor of Science (BS)
Major in Interdisciplinary Studies
(Grades 4-8 Generalist Teacher Certification)
Minimum required: 131 semester hours

General Information and Requirements:

1. Students must apply for formal admittance into the teacher preparation program in order to enroll in the teacher preparation course sequence completed in the junior and senior year. For more information, refer to "Admittance to the Teacher Preparation Program" section in this catalog or visit the Office of Educator Preparation website at www.education.txstate.edu/oep.
2. A 2.75 overall GPA is required to be admitted to the teacher preparation program, enroll in the teacher preparation course sequence, enroll in student teaching, and to graduate. A 2.5 major GPA is required to graduate. For more information about all requirements for student teaching, graduation, and certification, refer to the "Student Teaching" and "Graduation and Certification" sections of this catalog.

Freshman Year		Sophomore Year		Junior Year		Senior Year	
Course	Hr	Course	Hr	Course	Hr	Course	Hr
ENG 1310, 1320	6	BIO 1320, 1421	7	BIO 3351, 4402	7	BIO 4403	4
MATH 2417	4	English Literature 2310, 2320, 2330,		CI 3310, 3325	6	CI 3300 (WI), 4300 (WI)	6
PFW	2	2340, 2359, or 2360	3	MATH 2328, 3315	6	GEO 4340	3
PHYS 1310/1110, 1320	7	ENG 3304 (WI), 3386 (WI)	6	CHEM 1310	3	MATH 4302	3
POSI 2310, 2320	6	HIST 1310 (WI), 1320 (WI), 3372 (WI)	9	PHYS 1340 or 1350	3	SPED 4344	3
US 1100	1	MATH 2311, 2312, 2321	9	RDG 3315, 4310	6	EDST 4680	6
ART, DAN, MU, or TH 2313	3	PHIL 1305 or 1320 (WI)	3	3 hrs advanced level GEO, HIST, POSI, ECO, SOCI, or ANTH	3		
COMM 1310	3						
ANTH 1312, ECO 2301, ECO 2314, GEO 1310, PSY 1300, or SOCI 1310	3						
Total	35	Total	37	Total	34	Total	25

Bachelor of Science (BS)
Major in Interdisciplinary Studies
(Grades 4-8 Science Teacher Certification)
Minimum required: 128 semester hours

General Information and Requirements:

1. Students must apply for formal admittance into the teacher preparation program in order to enroll in the teacher preparation course sequence completed in the junior and senior year. For more information, refer to "Admittance to the Teacher Preparation Program" section in this catalog or visit the Office of Educator Preparation website at www.education.txstate.edu/oep.
2. A 2.75 overall GPA is required to be admitted to the teacher preparation program, enroll in the teacher preparation course sequence, enroll in student teaching, and to graduate. A 2.5 major GPA is required to graduate. For more information about all requirements for student teaching, graduation, and certification, refer to the "Student Teaching" and "Graduation and Certification" sections of this catalog.

Freshman Year		Sophomore Year		Junior Year		Sophomore Year - 2nd semester	
Course	Hr	Course	Hr	Course	Hr	Course	Hr
ENG 1310, 1320	6	BIO 1330/1130, 1331/1131	8	BIO 2450, 4305, 4402, 2411, 4403	19	BIO 3421, 4416	8
MATH 1315 or 1319	3	CHEM 1341/1141, 1342/1142	8	CI 3310, 3325	6	CI 3300 (WI), 4300 (WI)	6
PFW	2	English Literature 2310, 2320, 2330,		MATH 3315	3	SPED 4344	3
PHYS 1310/1110, 1320	7	2340, 2359, or 2360	3	RDG 3315, 4310	6	EDST 4680	6
POSI 2310, 2320	6	HIST 1310 (WI), 1320 (WI)	6				
US 1100	1	MATH 2321, 2328	6				
ART, DAN, MU, or TH 2313	3	PHIL 1305 or 1320 (WI)	3				
COMM 1310	3	PHYS 1340 or 1350	3				
ANTH 1312, ECO 2301, ECO 2314, GEO 1310, PSY 1300, or SOCI 1310	3						
Total	34	Total	37	Total	34	Total	23

Bachelor of Science (BS)
Major in Interdisciplinary Studies
(Grades 4-8 Mathematics Teacher Certification)
Minimum required: 120 semester hours

General Information and Requirements:

1. Students must apply for formal admittance into the teacher preparation program in order to enroll in the teacher preparation course sequence completed in the junior and senior year. For more information, refer to "Admittance to the Teacher Preparation Program" section in this catalog or visit the Office of Educator Preparation website at www.education.txstate.edu/oep.
2. A 2.75 overall GPA is required to be admitted to the teacher preparation program, enroll in the teacher preparation course sequence, enroll in student teaching, and to graduate. A 2.5 major GPA is required to graduate. For more information about all requirements for student teaching, graduation, and certification, refer to the "Student Teaching" and "Graduation and Certification" sections of this catalog.

Freshman Year		Sophomore Year		Junior Year		Senior Year	
Course	Hr	Course	Hr	Course	Hr	Course	Hr
ENG 1310, 1320	6	BIO 1320, 1421	7	CHEM 1341/1141, 1342/1142	8	CI 3300, 4300	6
PHYS 1310/1110, 1320	7	English Literature 2310, 2320,		CI 3310, 3325	6	MATH 2328, 4302, 4311	9
PFW	2	2330, 2340, 2359, or 2360	3	CS 1428	4	EDST 4680	6
POSI 2310, 2320	6	HIST 1310 (WI), 1320 (WI)	6	MATH 2472 or 2331, 4303	6-7		
MATH 2417	4	MATH 2311, 2312; and 2471		RDG 3315, 4310	6		
US 1100	1	or 2321; 3315	12-13	SPED 4344	3		
ART, DAN, MU, or TH 2313	3	PHIL 1305 or 1320 (WI)	3				
COMM 1310	3						
ANTH 1312, ECO 2301, ECO 2314, GEO 1310, PSY 1300, or SOCI 1310	3						
Total	35	Total	31-32	Total	33-34	Total	21

Bachelor of Science (BS)
Major in Interdisciplinary Studies
(Grades 4-8 Mathematics/Science Teacher Certification)
Minimum required: 133 semester hours

General Information and Requirements:

1. Students must apply for formal admittance into the teacher preparation program in order to enroll in the teacher preparation course sequence completed in the junior and senior year. For more information, refer to "Admittance to the Teacher Preparation Program" section in this catalog or visit the Office of Educator Preparation website at www.education.txstate.edu/oep.
2. A 2.75 overall GPA is required to be admitted to the teacher preparation program, enroll in the teacher preparation course sequence, enroll in student teaching, and to graduate. A 2.5 major GPA is required to graduate. For more information about all requirements for student teaching, graduation, and certification, refer to the "Student Teaching" and "Graduation and Certification" sections of this catalog.

Freshman Year		Sophomore Year		Junior Year		Sophomore Year	
Course	Hr	Course	Hr	Course	Hr	Course	Hr
BIO 1330/1130, 1331/1131	8	BIO 2410 or 2411	4	ART, DAN, MU, or TH 2313	3	SPED 4344	3
ENG 1310, 1320	6	CHEM 1341/1141, 1342/1142	8	BIO 2450, 4402, 4403	12	BIO 4305	3
MATH 2417	4	English Literature 2310, 2320, 2330,		CI 3310, 3325	6	CI 3300 (WI), 4300 (WI)	6
POSI 2310, 2320	6	2340, 2359, or 2360	3	MATH 2328, 4302, 3315	9	MATH 4311	3
PHYS 1310/1110, 1320	7	HIST 1310 (WI), 1320 (WI)	6	RDG 3315, 4310	6	EDST 4680	6
US 1100	1	MATH 2311 and 2321 or 2471	6-7				
ANTH 1312, ECO 2301, ECO 2314, GEO 1310, PSY 1300, or SOCI 1310	3	MATH 2312 and 2331 or 2472	6-7				
COMM 1310	3	PHIL 1305 or 1320 (WI)	3				
		PFW	2				
Total	38	Total	38	Total	36	Total	21

Bachelor of Science (BS)
Major in Interdisciplinary Studies
(Grades 4-8 English Language Arts/Reading, and Social Studies Teacher Certification)
Minimum required: 124 semester hours

General Information and Requirements:

1. Students must apply for formal admittance into the teacher preparation program in order to enroll in the teacher preparation course sequence completed in the junior and senior year. For more information, refer to "Admittance to the Teacher Preparation Program" section in this catalog or visit the Office of Educator Preparation website at www.education.txstate.edu/oep.
2. A 2.75 overall GPA is required to be admitted to the teacher preparation program, enroll in the teacher preparation course sequence, enroll in student teaching, and to graduate. A 2.5 major GPA is required to graduate. For more information about all requirements for student teaching, graduation, and certification, refer to the "Student Teaching" and "Graduation and Certification" sections of this catalog.

Freshman Year		Sophomore Year		Junior Year		Sophomore Year - 2nd semester	
Course	Hr	Course	Hr	Course	Hr	Course	Hr
ENG 1310, 1320	6	ECO 2301 or 2314	3	CI 3310, 3325	6	RDG 3312	3
MATH 1315 or 1319	3	English Literature 2310, 2320, 2330, 2340, 2359, or 2360	3	HIST 3372 (WI)	3	CI 3300 (WI), 4300 (WI)	6
PFW	2	ENG 3304 (WI), 3386 (WI)	6	RDG 3320 (WI), 4320, 3315, 4310	12	Science elective from: BIO 1320, 4305, CHEM 1310, GEO 2310, GS 3310, or PHYS 1340	3
PHYS 1310/1110, 1320	7	HIST 1310 (WI), 1320 (WI)	6	Advanced level GEO elective	3	SPED 4344	3
POSI 2310, 2320	6	MC 3319	3	ANTH 3309, 3314, or 3324	3	EDST 4680	6
US 1100	1	PHIL 1305 or 1320 (WI)	3	GEO 4340 (WI)	3		
One course from ANTH 1312, ECO 2301, ECO 2314, GEO 1310, PSY 1300, or SOCI 1310	3	Two advanced ENG electives	6	Advanced level HIST elective	3		
ART, DAN, MU, or TH 2313	3	Two advanced POSI electives from Group II	6				
COMM 1310	3						
Total	34	Total	36	Total	33	Total	21

Bachelor of Science (BS)
Major in Interdisciplinary Studies
(EC-12 Special Education Teacher Certification)
Minimum required: 127 semester hours

General Information and Requirements:

1. Students must apply for formal admittance into the teacher preparation program in order to enroll in the teacher preparation course sequence completed in the junior and senior year. For more information, refer to "Admittance to the Teacher Preparation Program" section in this catalog or visit the Office of Educator Preparation website at www.education.txstate.edu/oep.
2. A 2.75 overall GPA is required to be admitted to the teacher preparation program, enroll in the teacher preparation course sequence, enroll in student teaching, and to graduate. A 2.5 major GPA is required to graduate. For more information about all requirements for student teaching, graduation, and certification, refer to the "Student Teaching" and "Graduation and Certification" sections of this catalog.

Freshman Year		Sophomore Year		Junior Year		Senior Year	
Course	Hr	Course	Hr	Course	Hr	Course	Hr
ENG 1310, 1320	6	BIO 1320	3	CI 3325, 3332, 4332, 4343, 4350, 4355, 4360	21	CI 4325	3
MATH 1315	3	English Literature 2310, 2320, 2330, 2340, 2359, or 2360	3	ECE 4300	3	RDG 3315, 3321	6
PHYS 1310/1110, 1320	7	GS 3310, 3320	6	SPED 3338, 3390, 4344, 4345, 4374	15	SPED 4381, 4389	6
PFW	2	HIST 1310 (WI), 1320 (WI)	6	RDG 3323	3	EDST 4380, 4381	6
POSI 2310, 2320	6	MATH 2311, 2312	6				
US 1100	1	PHIL 1305 or 1320 (WI)	3				
ART, DAN, MU, or TH 2313	3	SPED 2360	3				
COMM 1310	3						
GEO 1310	3						
Total	34	Total	30	Total	42	Total	21

Minor in Secondary Education

A minor in Secondary Education requires 21 hours, including Education Core (CI 4332, CI 3325), Field-Based Block (CI 4343, CI 4370, RDG 3323), and Student Teaching (EDST 4681). **Note** that a minor in Secondary Education is not available with all majors. Students must declare a major in a content area for which teacher certification is available. See your Academic Advisor for more information.

Minor in Special Education

A minor in Special Education requires 21 hours, including SPED 2360, 3338, 3390, 4344, 4345, 4374, and 4381.

Courses in Curriculum and Instruction (CI)

- 3300 Middle School Curriculum and Instruction. (3-2) 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 teacher education; 2.75 overall GPA; Education Core Courses. (WI)
- 3310 Public Education in a Multicultural Society. (3-0) 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.**
- 3315 Human Development: Learning and Being in Social Contexts. (3-0) 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)**
- 3322 The Design and Application of the EC-6 Curriculum. (3-1) 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 teacher education; Education Core Courses; 2.75 overall GPA. (WI)
- 3325 Adolescent Growth and Development. (3-0) 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.**
- 3332 Foundations of Bilingual and ESL Education. (3-2) 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 teacher certification; 2.75 overall GPA; Education Core Courses.

- 4300 Middle Level Philosophy and Schooling. (3-2) 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 teacher education; 2.75 overall GPA; Education Core Courses. (WI)
- 4325 Classroom Management and Teacher-Student Relationships. (3-0) 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 teacher education; 2.75 overall GPA; CI 3310 or 4332, CI 3315 or 3325.
- 4332 Secondary Teaching: Curriculum and Technology. (3-0) 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.**
- 4343 Instructional Strategies for the Secondary Teacher. (3-2) 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 teacher education; 2.75 overall GPA.
- 4350 Mathematics in the Integrated Elementary Curriculum. (3-0) 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 or 1319; MATH 2311, 2312; 2.75 overall GPA. Junior classification required. Must be declared in a degree program that leads to teacher certification.**
- 4355 Science in Elementary Education. (3-0) 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, 1320, 1110; BIO 1320; 2.75 overall GPA. Junior classification required. Must be declared in a degree program that leads to teacher certification.

- 4360 **Methods and Materials for Teaching ESL in the Content Areas.** (3-1) 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 teacher education; CI 3310, 3315, ECE 4300 (for ESL Generalists); CI 3332, CI 4361 (for Bilingual Generalists); 2.75 overall GPA.
- 4361 **Psychological Foundations of Bilingual Education.** (3-0) 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:** Junior classification; Admittance to teacher education; 2.75 overall GPA; CI 3310, 3315, and ECE 4300.
- 4362 **The Elementary Bilingual Content Areas.** (3-2) A study of the mathematics, science, social studies, and language arts curriculum of the bilingual elementary classroom. **Prerequisites:** Admittance to teacher education; CI 3332, 4361, and 2.75 overall GPA.
- 4365 **Biliteracy for Bilingual Learners.** (3-0) 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 Teacher Education; 2.75 overall GPA; CI 3332, CI 4362.
- 4370 **Classroom Management, Ethics, and Legal Issues in Secondary Teaching.** (3-2) 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 teacher education; CI 3325 and CI 4332; 2.75 overall GPA; **Corequisites:** CI 4343 and RDG 3323.
- 4378 **Problems in Education.** (3-0) 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 teacher education; 2.75 overall GPA.

Courses in Early Childhood Education (ECE)

- 4300 **The Languages of Children: Acquisition and Use.** (3-0) 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. **Prerequisite:** 2.75 overall GPA. Junior classification required. Must be declared in a degree program that leads to teacher certification.

- 4310 **Seminar for Teachers of Young Children.** (3-1) 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 teacher education; CI 3310, 3315, RDG 4320, ECE 4300; 2.75 overall GPA.
- 4352 **Curriculum for Preschool and Kindergarten Children.** (3-0) Emphasizes research, program development, and developmentally appropriate teaching strategies, materials and activities for children ages 3-6 and collaboration with families. **Prerequisites:** Admittance to teacher education; CI 3310, CI 3315, RDG 4320, ECE 4300; **Corequisite** ECE 4310; 2.75 overall GPA.
- 4380 **Independent Study in Early Childhood.** (3-0) 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. **Prerequisite:** Admittance to teacher education; 2.75 overall GPA.

Courses in Educational Psychology (EDP)

- 1350 **Effective Learning.** (3-0) 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.

Courses in Reading (RDG)

- 1300 **Reading Improvement.** (3-2) 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 for this course will not count toward any baccalaureate degree offered by the University.
- 3312 **Reading and Writing Instruction for Children with Special Needs.** (3-0) 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 teacher education; RDG 3315, 4310; 2.75 overall GPA.
- 3315 **Assessing Literacy: Early Childhood Through Grade Six.** (3-2) 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 teacher education; CI 3315 or 3325, 3310 or 4332; For EC-6 only; CI 3332, 4360, ECE 4300, 4310, 4352; Corequisites for EC-6: CI 4325, RDG 3320, 3321; Corequisite for 4-8: RDG 4310; Corequisites for SPED All-level: CI 4325, RDG 3321; 2.75 overall GPA.
- 3320 Integrating Reading and Writing. (3-0) 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 teacher education; CI 3310, RDG 4320, CI 3315 or 3325; Corequisites: RDG 3315, RDG 3321; 2.75 overall GPA. (WI) (MC/MP)
- 3321 Literacy Instruction for Early Childhood Through Grade Six. (3-2) 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 teacher education; CI 3315 or 3325, 3310 or 4332, 3332, 4360, ECE 4300; For EC-6 ESL only: ECE 4310, 4352; Corequisites for EC-6: CI 4325, RDG 3315, 3320; Corequisites for SPED All-level: RDG 3325, CI 4325; 2.75 overall GPA. (WI; MC)
- 3323 Teaching Reading in the Content Areas. (3-2) 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 teacher education; CI 3325, 4332; Corequisites: CI 4343, 4370; 2.75 overall GPA.
- 4310 Content Reading. (3-2) 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 teacher education; CI 3310, 3325; Corequisite: RDG 3315; 2.75 overall GPA.
- 4320 Language and Literacy in Diverse Communities. (3-0) 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)
- 4380 Independent Study in Reading Instruction. (3-0) 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. Prerequisite: Admittance to teacher education; 2.75 overall GPA.
- 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.
- 3338 Educating Students with Emotional/Behavioral Disorders. (3-0) 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: Admission to teacher education; 2.75 overall GPA; Co-requisites: SPED 2360.
- 3390 Assessing Students with Disabilities. (3-0) The course provides information about formal and informal assessment for the identification of cognitive aptitude, academic achievement, social, emotional, and motor development, as well as the implications of these results for instruction or remediation. Prerequisite: Admittance to teacher education; 2.75 overall GPA.
- 4310 Selected Topics in Special Education. (3-0) 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. Prerequisite: Admittance to teacher education; 2.75 overall GPA.
- 4340 Evidence-Based Instructional Practices for Students with Mild or Moderate Disabilities. (3-0) - 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.
- 4344 Educating Students with Mild Disabilities. (3-0) 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 declared in a degree program that leads to teacher certification.
- 4345 Teaching Language Arts to Students with Disabilities. (3-0) 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 teacher education; SPED 2360; 2.75 overall GPA
- 4374 Classroom and Behavior Management Strategies for Students with Disabilities. (3-0) Effective strategies for

Courses in Special Education (SPED)

- 2360 Survey of Exceptionality. (3-0) Course provides for the examination of types, characteristics, and causes of various

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 teacher education; 2.75 overall GPA.

4381 Educating Students with Intellectual and Developmental Disabilities. (3-0) 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 teacher education, 2.75 overall GPA, SPED 2360.

4389 Special Education Practicum. (0-20) 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: Admission to teacher education; SPED 2360, SPED 3338 or 4381, SPED 4345, SPED 4374; 2.75 overall GPA.

Department of Counseling, Leadership, Adult Education, and School Psychology

Education Building 4037
T: 512.245.2575 F: 512.245.8872
www.txstate.edu/clas

The Department of Counseling, Leadership, Adult Education, and School Psychology (CLAS) is primarily a graduate department, offering programs in professional counseling, guidance and counseling, adult and developmental education, educational leadership, and school psychology. While the department offers no undergraduate degrees, it does provide support courses for other programs.

Courses in Counseling (COUN)

3320 Introduction to Counseling and Psychotherapy. (3-0) The course is designed for upper-division undergraduates considering a helping profession or who wish to know more about counseling before entering into graduate study. The course offers introduction to counseling, counseling theories, and interpersonal communication skills that facilitate counseling relationships. Repeatable for credit with different emphasis.

Courses in Student Affairs in Higher Education (SAHE)

4178 Student Leadership in Higher Education. (1-0) This course provides students with knowledge to strengthen the campus experience through holding student leadership roles.

Students will learn skills, principles, and characteristics necessary for responsible and positive leadership as well as the role of student leadership and student engagement in higher education. Repeatable for credit with different emphasis.

Department of Health and Human Performance

Jowers Center A116
T: 512.245.2561 F: 512.245.8678
www.hhp.txstate.edu

DEGREE PROGRAMS OFFERED

Bachelor of Exercise and Sports Science (BESS), major in Exercise and Sports Science (Pre-Physical Therapy Concentration)

Bachelor of Exercise and Sports Science (BESS), major in Exercise and Sports Science (Concentration in Health and Wellness Promotion for Clinical Populations)

Bachelor of Exercise and Sports Science (BESS), major in Exercise and Sports Science (All-Level Physical Education Teacher Certification)

Bachelor of Exercise and Sports Science (BESS), major in Health and Fitness Management with minor in Business Administration

Bachelor of Science (BS), major in Athletic Training

Bachelor of Health and Wellness Promotion (BHWP), major in Health and Wellness Promotion

Bachelor of Health and Wellness Promotion (BHWP), major in Health and Wellness Promotion (All Level Health Education Teacher Certification)

Bachelor of Science in Recreational Administration (BSRA), major in Recreational Administration

Bachelor of Science in Recreational Administration (BSRA), major in Recreational Administration (Concentration in Therapeutic Recreation)

MINORS OFFERED

Coaching Athletics

Exercise and Sports Science

Health and Wellness Promotion

Recreational Administration

The Bachelor of Exercise and Sports Science (BESS) has several specializations that allow graduates to prepare for careers in education, exercise prescription, health professions, management of exercise programs, and coaching. The BESS with All-Level Physical Education Teacher Certification prepares graduates to teach in elementary and secondary schools in Texas and beyond. The BESS with a concentration in Health and Wellness Promotion for Clinical Populations prepares graduates for careers in cardiovascular, clinical exercise, and diagnostic testing and programming for cardiac rehabilitation and other special populations. The BESS with a concentration in Pre-Physical Therapy gives students a degree that is well aligned with entrance requirements