

Education Building Room 3044
 Telephone: 512-245-3701
[www.txst.edu/ci](https://www.education.txst.edu/ci/) (<https://www.education.txst.edu/ci/>)

The Department of Curriculum and Instruction (C&I) is committed to academic excellence and transformative learning for all students. Texas State University's first mission was to prepare worthy teachers for the schools of Texas, and for 125 years we've been shaping educational practice and policy. Our undergraduate baccalaureate programs prepare new teachers to make a critical difference in Texas public schools and in schools and communities around the world. Together, we work toward educational communities that serve all children, families, and educators.

The C&I Department offers undergraduate degrees that focus on the preparation and development of transformative teachers and teacher leaders. All undergraduate programs lead to initial teaching certification and have robust field experiences in local schools prior to residency or clinical student teaching. Through outstanding collaborative partnerships with local school districts, our immersive field-based programs have earned national recognition.

The Department offers a Bachelor of Science Major in Education in the following eight teaching fields:

- **Elementary Education:**
 - Core Subjects (EC-6) with specialization in English as a Second Language
 - Core Subjects (EC-6) with specialization in Bilingual / Biliteracy Education
- **Special Education with Elementary Education:**
 - Core Subjects (EC-6) with specialization in English as a Second Language and additional certification in All-level (EC-12) Special Education
- **Middle Level Education:**
 - Core Subjects (4-8)
 - English Language Arts / Reading and Social Studies (4-8)
 - Mathematics (4-8)
 - Mathematics and Science (4-8)
 - Science (4-8)

All these undergraduate programs are offered on the main San Marcos Campus. The Elementary Core Subjects with ESL degree can also be completed at the Round Rock Campus. Both the Elementary Core Subjects with ESL and Elementary Core Subjects with All-level Special Education degrees can also be completed as part of the Collin College Partnership.

Students seeking Secondary Education or other All-level 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. A double major in Education or an Education minor is required for those degrees.

In addition, the department offers three innovative **Bachelor of Science Major in Education Degrees in Applied Concentrations**. These degrees are designed for current educational / instructional aides in Texas EC-12 schools to complete their undergraduate degrees and earn teacher certification while maintaining full employment as an educational / instructional aide.

- **Elementary Education for Instructional Aides:**
 - Core Subjects (EC-6) with specialization in English as a Second Language
 - Core Subjects (EC-6) with specialization in Bilingual / Biliteracy Education
- **Special Education with Elementary Education for Instructional Aides:**
 - Core Subjects (EC-6) with specialization in English as a Second Language and additional certification in All-level (EC-12) Special Education

These three applied degree programs for instructional aides are offered fully online through the Accelerated Online Program, a part of TXST Global. The applied Elementary Core Subjects with ESL and the applied Elementary Core Subjects with All-level Special Education degrees can also be completed in a hybrid format as part of the Collin College Partnership (CCP).

Education Advising

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.

Initial Teaching Certification and the Office of Educator Preparation

In addition to an earned baccalaureate degree, there is state-required criteria that must be met for state teacher certification. Some of these state requirements, such as admittance to the educator preparation program or completion of a specific certification test, are pre-requisites to required coursework in the undergraduate degree. Other requirements, including the completion of field experiences and clinical teaching, are met as part of a student's required course experiences. However, additional steps, such as achieving passing scores on all required certification tests and a state application for teacher certification, will need to be completed. Please refer to the **Office of Educator Preparation website** for all current state requirements and university procedures regarding teacher certification.

- **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. This acceptance includes payment to the university of a state mandated Texas Education Agency (TEA) technology fee.
- **Criminal Background Checks:** The TEA requires multiple background checks for progression through educator preparation programs. Criminal background checks are required by Texas law for all teachers, and no one convicted of a felony may be certified to teach in Texas. If a prospective student is concerned about their criminal history, they may obtain a **Preliminary Criminal History Evaluation** from TEA.
- **Certification Tests:** Passing scores must be achieved on all required State Board for Educator Certification tests for certification.
- **Application for Certification:** Students must apply for state certification as well as graduation.

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 (Applied Bilingual/Biliteracy Education; Teacher Certification in Early Childhood through Grade Six Core Subjects with Bilingual-Spanish; Instructional Aide Pathway) - Accelerated Online Program (<http://mycatalog.txstate.edu/undergraduate/education/curriculum-instruction/education-applied-bilingual-biliteracy-teacher-certification-ec6-bilingual-spanish-bs/>)
- Major in Education (Applied Elementary Education; Teacher Certification in Early Childhood through Grade Six Core Subjects with English as a Second Language; Instructional Aide Pathway) - Accelerated Online Program (<http://mycatalog.txstate.edu/undergraduate/education/curriculum-instruction/applied-education-elementary-education-teacher-certification-ec6-esl-bs/>)
- Major in Education (Applied Special Education; Teacher Certification in Special Education, Early Childhood through Grade Twelve; Instructional Aide Pathway) - via Distance Education (<http://mycatalog.txstate.edu/undergraduate/education/curriculum-instruction/applied-education-special-education-teacher-certification-special-education-ec12-instructional-aide-bs/>)
- 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/>)
- 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. 4), ECE (p. 8), EDP (p. 9), RDG (p. 9), SPED (p. 10)

Courses in Bilingual Education (BILG)

BILG 3321. Literacy Instruction for Emergent Bilingual Students EC-6.

This course provides critical analysis and application of current reading and writing methods and materials with a focus on theories associated with literacy/biliteracy development and methodologies for emergent bilinguals. The course is taught in Spanish and English. As this is part of a multi-course, field-based experience, students must apply in advance for placement and meet program-specific prerequisite and corequisite coursework requirements. Prerequisite: Admittance to Educator Preparation Program and 2.75 Overall GPA and Departmental Approval.

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

Grade Mode: Standard Letter

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. As this is part of a multi-course, field-based experience, students must apply in advance for placement and meet program-specific prerequisite and corequisite coursework requirements. Prerequisite: Admittance to the Educator Preparation Program and 2.75 Overall GPA and Departmental Approval.

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

Grade Mode: Standard Letter

BILG 4310. Teaching Young Emergent Bilinguals in Early Childhood Education.

This course, taught in Spanish and English, introduces students to the fundamentals of asset-based bilingual education within early childhood education. Students will explore early childhood education practices and theory, including the cognitive, emotional, and socio-cultural factors that influence young children's learning and the language development of emergent bilinguals. An emphasis will be placed on the agency of young children and the role of teachers and families in their learning.

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

BILG 4325. Classroom Management and Teacher-Student Relationships in Bilingual Classrooms.

This course prepares students to build authentic, bilingual classroom communities, including effective methods for establishing shared responsibility, constructive communication, and successful teacher-student relationships. Classroom routines and pedagogical practices are discussed to mitigate difficulties and maximize learning and connection. As this is part of a multi-course, field-based experience, students must apply in advance for placement and meet program-specific prerequisite and corequisite coursework requirements. Prerequisite: Admittance to Educator Preparation Program and a 2.75 Overall GPA and departmental approval.

3 Credit Hours. 3 Lecture Contact Hours. 1 Lab Contact Hour.
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 4360. Methods and Materials for Teaching ESL in Bilingual Content Areas.

This course addresses the content, methods, and materials of elementary ESL classroom instruction for English language learners across the curriculum as well as dual language learners learning through two languages. This course is taught in Spanish and English and offers students the opportunity to read and write in Spanish. As this is part of a multi-course, field-based experience, students must apply in advance for placement and meet program-specific prerequisite and corequisite coursework requirements. Prerequisite: Admittance to the Educator Preparation Program and a 2.75 Overall GPA and Departmental Approval.

3 Credit Hours. 3 Lecture Contact Hours. 1 Lab Contact Hour.
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. As this is part of a multi-course, field-based experience, students must apply in advance for placement and meet program-specific prerequisite and corequisite coursework requirements. Prerequisite: Admittance to the Educator Preparation Program and a 2.75 Overall GPA and Departmental Approval.

3 Credit Hours. 3 Lecture Contact Hours. 1 Lab Contact Hour.
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. As this is part of a multi-course, field-based experience, students must apply in advance for placement and meet program-specific prerequisite and corequisite coursework requirements. Prerequisite: Admittance to the Educator Preparation Program and a 2.75 Overall GPA and Departmental Approval.

3 Credit Hours. 3 Lecture Contact Hours. 1 Lab Contact Hour.
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. As this is part of a multi-course, field-based experience, students must apply in advance for placement and meet program-specific prerequisite and corequisite coursework requirements. Prerequisites: Admittance to the Educator Preparation Program and a 2.75 Overall GPA and Departmental Approval.

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

BILG 4665. Bilingual Development and Assessment for Emergent Bilingual Learners.

This course explores the dynamic, unique process of reading and writing development in Spanish and English for emergent bilingual learners. Theoretical frameworks, instructional methods, strategies, and materials for promoting biliteracy development are examined through an integrated approach that considers socio-cognitive, linguistic, historical, and political factors. This course is taught in Spanish and English and includes extensive experience in a bilingual elementary classroom. As this is part of a multi-course, field-based experience, students must apply in advance for placement and meet program-specific prerequisite coursework requirements. Prerequisite: Admittance to Educator Preparation Program and a 2.75 Overall GPA and Departmental Approval.

6 Credit Hours. 6 Lecture Contact Hours. 1 Lab Contact Hour.

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 [CI 2310 or CI 2311 or CI 3325] 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. As this is part of a multi-course, field-based experience, students must apply in advance for placement and meet program-specific prerequisite and corequisite coursework requirements. (WI) Prerequisite: Admittance to Educator Preparation Program and 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. As this is part of a multi-course, field-based experience, students must meet state and program-specific prerequisite and corequisite coursework requirements. (MULT & MULP) Prerequisite: Admittance to Educator Preparation Program and 2.75 Overall GPA. Corequisite: CI 4360 with a grade of a "D" or better.

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

Course Attribute(s): Multicultural Perspective|Multicultural Content

Grade Mode: Standard Letter

CI 3337. Survey of Social Studies Concepts for Elementary Educators.

This course is a survey of the content required to teach social studies to elementary students. Topics include economics, geography and culture, government and citizenship, and Texas, U.S., and world history. Practical application within early childhood and elementary classrooms is emphasized.

3 Credit Hours. 3 Lecture Contact Hours. 0 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.

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

Course Attribute(s): Multicultural Perspective|Multicultural Content

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: CI 2310 or CI 2311 with a grade of a "C" or better.

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

Grade Mode: Standard Letter

CI 3355. Survey of Science Concepts for Elementary Educators.

This course is a survey of the science content required to teach science to elementary students. Topics include the history and nature of science, physical science, earth science, space science, life science, and lab safety. Practical application within early childhood and elementary classrooms is emphasized.

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

Grade Mode: Standard Letter

CI 3632. Foundations, Methods, and Materials for Teaching ESL in the Content Areas.

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. Students will develop expertise in the content, methods, and materials of elementary ESL classroom instruction, including curricula and strategies for meeting the needs of English language learners in academic content areas. This course includes a field-based experience in a local elementary school that requires prior admittance into the Educator Preparation Program. Prerequisite: Admittance into Educator Preparation Program and Overall GPA 2.75 and [CI 2311 or CI 2310 or CI 3325] and [ECE 4300 or SPED 2360] both with a grade of a "C" or better.

6 Credit Hours. 5 Lecture Contact Hours. 3 Lab Contact Hours.
Grade Mode: Standard Letter

CI 4270. Residency-Based 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. As this is part of a multi-course, residency-based experience, students must apply in advance for placement and meet program-specific prerequisite and corequisite coursework requirements. Prerequisite: Admittance to Educator Preparation Program and 2.75 Overall GPA and Department Approval.

2 Credit Hours. 2 Lecture Contact Hours. 1 Lab Contact Hour.
Grade Mode: Standard Letter

CI 4272. Residency-Based Teaching in Communities.

This course will engage students in collaborative critical analysis and development of culturally responsive practices to 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. As this is part of a multi-course, residency-based experience, students must apply in advance for placement and meet program-specific prerequisite and corequisite coursework requirements. Prerequisite: Admittance to Educator Preparation Program and 2.75 Overall GPA and Departmental Approval.

2 Credit Hours. 2 Lecture Contact Hours. 1 Lab Contact Hour.
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.

This 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. As this is part of a multi-course, field-based experience, students must apply in advance for placement and meet program-specific prerequisite and corequisite coursework requirements. Prerequisite: Admittance to Educator Preparation Program and 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. Community-based Instructional Strategies for the Secondary Teacher.

This course focuses on research-based culturally responsive strategies to engage diverse secondary students in rigorous and relevant learning. Teacher candidates develop decision-making skills by creating, implementing, and reflecting on instruction that integrates critical analyses of specific educational communities to effectively respond to the needs of diverse learners. Prerequisite: CI 2310 and CI 3325 and CI 4332 all with a grade of "C" or better.

3 Credit Hours. 3 Lecture Contact Hours. 0 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: Admittance to Educator Preparation Program and 2.75 Overall GPA and MATH 2311 with grade of "C" or better. Corequisite: ECE 4310 or ECE 3610 or BILG 3332 or BILG 4325 with a grade of a "D" or better.

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

Grade Mode: Standard Letter

CI 4348. Teaching Mathematics to Diverse Children in EC-6th grade classrooms.

This course focuses on providing instruction on and assessing the mathematical thinking of racially, linguistically, and socioeconomically diverse children in early childhood through sixth grade. Through directed field experiences, students will participate in problem-solving and assessment practices that support inclusive and evidence-based mathematics instruction. As this is part of a multi-course, field-based experience, students must apply in advance for placement and meet program-specific prerequisite and corequisite coursework requirements. Prerequisite: Admittance to Educator Preparation Program and MATH 2311 with grade of "C" or better and 2.75 Overall GPA and Departmental Approval.

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

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. As this is part of a multi-course, field-based experience, students must apply in advance for placement and meet program-specific prerequisite and corequisite coursework requirements. Prerequisite: Admittance to Educator Preparation Program and 2.75 Overall GPA and CI 4345 with grade of "C" or better and Departmental Approval.

3 Credit Hours. 3 Lecture Contact Hours. 0 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.

This 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: [GS 2310 or GS 3320 or BIO 1320 or BIO 1330] and CI 2355, both with grades of "C" or better.

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. As this is part of a multi-course, field-based experience, students must meet state and program-specific prerequisite and corequisite coursework requirements. (MULT & Mulp) Prerequisite: Admittance to Educator Preparation Program and 2.75 Overall GPA. Corequisite: CI 3332 with a grade of "D" or better.

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

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. As this is part of a multi-course, field-based experience, students must apply in advance for placement and meet program-specific prerequisite and corequisite coursework requirements. Prerequisite: Admittance to Educator Preparation Program and 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 critical analysis and development of culturally responsive curriculum for their content and 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. As this is part of a multi-course, field-based experience, students must apply in advance for placement and meet program-specific prerequisite and corequisite requirements. Prerequisite: Admittance to Educator Preparation Program and 2.75 Overall GPA and Departmental approval.

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

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 3610. Early Childhood Education: Teaching and Curriculum in Programs for Young Children.

This course emphasizes research, program development, and developmentally appropriate teaching strategies, materials and activities for children ages 3-6 and collaboration with families. A critical component will include directed field experiences in observation, participation, problem solving, assessing and teaching in programs for young children. Prerequisite: Admittance to Educator Preparation Program and 2.75 Overall GPA and ECE 4300 and ECE 4301 both with a grade of a "C" or better. Corequisite: CI 4345 with a grade of "D" or better.

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

Grade Mode: Standard Letter

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) Corequisite: CI 2310 or CI 2311 with a grade of a "D" or better.

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. Corequisite: CI 2310 or CI 2311 with a grade of "D" or better.

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

Grade Mode: Standard Letter

ECE 4310. Seminar for Teachers of Young Children.

This course provides directed field experiences in observation, participation, problem solving, assessing and teaching in programs for young children. In addition to course seminars, students have an approximately three-hour weekly placement in an approved preschool or kindergarten program. As this is part of a multi-course, field-based experience, students must meet state and program-specific prerequisite and corequisite coursework requirements. Prerequisite: Admittance to Educator Preparation Program and 2.75 overall GPA. Corequisite: ECE 4352 with a grade of a "D" or better.

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

Grade Mode: Standard Letter

ECE 4352. Curriculum for Preschool and Kindergarten Children.

This course emphasizes research, program development, and developmentally appropriate teaching strategies, materials and activities for children ages 3-6 and collaboration with families. As this is part of a multi-course, field-based experience, students must meet state and program-specific prerequisite and corequisite coursework requirements. Prerequisite: Admittance to Educator Preparation Program and 2.75 overall GPA. Corequisite: ECE 4310 with a grade of a "D" or better.

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.

This course is 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.

Course Attribute(s): Soc & Behav Sciences Core 080

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 2320. Language and Literacy in Diverse Communities.

This course includes the examination of sociolinguistic theories and an introduction to culturally responsive teaching of literacy. Topics address social identity factors, ethnicity, language variation, multilingualism, and the acquisition of academic English with implications for effective literacy instruction.

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

Grade Mode: Standard Letter

RDG 3215. Residency-Based Assessing Literacy: Early Childhood Through Grade Six.

This course will examine principles of literacy assessment to guide literacy instruction for all children, including culturally and linguistically diverse students, and plan appropriate instruction in a residency-based setting. As this is part of a multi-course, residency-based experience, students must apply in advance for placement and meet program-specific prerequisite requirements. Prerequisite: Admittance to Educator Preparation Program and A minimum 2.75 overall GPA and Departmental Approval.

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

Grade Mode: Standard Letter

RDG 3221. Residency-Based Literacy Instruction for EC-6.

This course will allow students to critically analyze and apply current literacy methods and materials with a focus on ESL theories and methodologies. As this is part of a multi-course, residency-based experience, students must apply in advance for placement and meet program-specific prerequisite requirements. Prerequisite: Admittance to Educator Preparation Program and 2.75 Overall GPA and Departmental Approval.

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

Grade Mode: Standard Letter

RDG 3311. Teaching English Phonology, Orthography, and Morphology.

This course focuses on what educators need to know about the English language in order to teach phonics, spelling, and vocabulary effectively. The course is rooted in a linguistic and historical exploration of language change through usage, but focuses on applied understanding of these concepts in PK-12 reading and writing instruction. Topics include the linguistic underpinnings of decoding instruction, the structure of English orthography and its influence on spelling instruction, and the role of etymology/morphology in generative vocabulary instruction.

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

Grade Mode: Standard Letter

RDG 3312. Reading Assessment and Intervention in Grades 4-8.

This course focuses on classroom reading instruction to support children who are not making expected progress. Topics include: using formal and informal assessments; basic psychometric concepts; the nature and identification of literacy difficulties, including dyslexia; diagnostic assessment to guide intervention; reading intervention for children who are not meeting developmental benchmarks; and legal requirements of special populations. Prerequisite: RDG 3311 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

RDG 3315. Assessing Literacy: Early Childhood Through Grade Six.

This course examines 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. As this is part of a multi-course, field-based experience, students must apply in advance for placement and meet program-specific prerequisite and corequisite coursework requirements. Prerequisite: Admittance to Educator Preparation Program and 2.75 overall GPA and Departmental approval.

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

Grade Mode: Standard Letter

RDG 3320. Integrating Reading and Writing.

This course focuses on the integration of reading and writing with other subject areas with special attention given to ESL methodologies for language arts instruction. The workshop approach for reading and writing is emphasized. (WI) (MULP) Prerequisite: RDG 2320 or RDG 4320 with a grade of "C" or better.

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.

This course engages students in the 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. As this is part of a multi-course, field-based experience, students must apply in advance for placement and meet program-specific prerequisite and corequisite coursework requirements. (WI) (MULT) Prerequisite: Admittance to Educator Preparation Program and 2.75 Overall GPA and Departmental approval.

3 Credit Hours. 2 Lecture Contact Hours. 3 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. As this is part of a multi-course, field-based experience, students must apply in advance for placement and meet program-specific prerequisite and corequisite coursework requirements. Prerequisite: Admittance to Educator Preparation Program and 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.

This 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. As this is part of a multi-course, field-based experience, students must apply in advance for placement and meet program-specific prerequisite and corequisite coursework requirements. Prerequisite: Admittance to Educator Preparation Program and 2.75 overall GPA and Departmental approval.

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

Grade Mode: Standard Letter

RDG 4315. Critical Media Literacy for Educators.

This course examines critical media literacy and how to critically engage with, and make sense of, the media, including social media. This course helps students develop the analytic tools needed to examine media content and make more informed choices as an active audience. Students develop the critical skills to analyze, deconstruct, and reconstruct media messages, and develop lessons to help their middle school students to do the same. As this is part of a multi course, field based experience, students must apply in advance for placement and meet program specific prerequisite requirements. Prerequisite: Admittance to Educator Preparation Program and 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

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. 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: RDG 4320 and (RDG 3311 or RDG 3312 or RDG 3320) both with a grade of "C" or better.

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. Prerequisites: SPED 3338 and SPED 3390 and SPED 4340 and SPED 4374 and SPED 4381 all 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 Content

Grade Mode: Standard Letter

SPED 4391. Behavioral Interventions and Supports for Students with Autism.

This course introduces students to Applied Behavior Analysis, focusing on evidence-based behavioral interventions for school-age children with autism. The curriculum is designed for majors related to the education and treatment of children, such as special education, psychology, and social work. Upon completion, students will meet eligibility requirements for the Registered Behavior Technician (RBT) credential. Students will need to pass the standard background check run through the university to complete clinical practicum hours.

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

Grade Mode: Standard Letter