DEPARTMENT OF TEACHER EDUCATION

Web Site: http://www.twu.edu/teacher-education/

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Graduate Degrees Offered

- M.Ed. in Administration (http://catalog.twu.edu/archives/2018-2019/graduate/professional-education/teacher-education/administration-med) (Effective August 1, 2018: The name of the Master of Education degree in Administration has been changed to the Master of Education degree in Educational Leadership.)
- M.Ed. in Special Education (http://catalog.twu.edu/archives/2018-2019/graduate/professional-education/teacher-education/special-education-med)
- Ph.D. in Special Education (http://catalog.twu.edu/archives/2018-2019/graduate/professional-education/teacher-education/special-education-phd) (In cooperation with the Federation of North Texas Area Universities.)

The Department of Teacher Education is comprised of four program areas:
- Bilingual and English as a Second Language (ESL)
- Curriculum & Instruction
- Educational Administration
- Special Education

Bilingual and English as a Second Language (ESL) Education

Programs leading to additional certification by the State Board for Educator Certification (http://tea.texas.gov/index4.aspx?id=3461) (SBEC) in Bilingual Education and ESL are offered through the department. Further information may be found on the Department of Teacher Education (https://twu.edu/teacher-education) and Office of Educator Preparation Services (http://www.twu.edu/teacher-certification) websites.

Curriculum and Instruction

The Curriculum and Instruction Program offers two graduate degrees. The Master's in Teaching, Learning, and Curriculum is designed for either practicing teachers or individuals who are seeking to improve their knowledge of pedagogically sound practices for careers in professional development or training. This degree requires 36 semester credit hours including 6 credit hours of research, 12 credit hours of core courses, and 18 additional credit hours in a specialized content area. Content specialization may lead to the fulfillment of requirements for additional certification or a teaching position at a community college. The Master's in Teaching, Learning, and Curriculum degree does not lead to initial teacher certification.

For individuals seeking initial Texas teacher certification, please refer to the Master of Arts in Teaching (M.A.T.) degree. (http://catalog.twu.edu/archives/2018-2019/graduate/professional-education/mat-graduate-interdisciplinary-degree)

Educational Administration

The TWU graduate program in Educational Administration is preparing leaders for 21st century challenges in a society that is culturally diverse, fast-paced, and information-rich. TWU graduates respect differences, celebrate diversity, and demonstrate the requisite skills, knowledge, and dispositions necessary for effective leadership, all of which are integrated in the Educational Administration Program.

Students acquire knowledge and sharpen skills in educational leadership and administration through courses in school law, curriculum and instruction, educational foundations, human resources development, and administrative internships. Classes include a variety of delivery options including fully online, blended, and face-to-face.

Special Education

The Special Education Program offers advanced degrees that allow individuals to enhance their knowledge of research in special education, acquire knowledge and expertise in working with individuals with disabilities, and become master teachers. Graduate programs are individualized to meet the career needs and interests of students.

Students may take coursework leading to university certificate as an Intervention Specialist. This degree provides the skills to work with school personnel, parents, and other educational professionals in implementing those interventions with students.

Students may take coursework leading to Educational Diagnostician Certification. Certification is awarded by the State Board for Educator Certification.

Admissions

Admission to graduate programs in the Department of Teacher Education (academic degree, certification, and advanced study) is based upon a thoughtful and holistic review of applicant materials and appraisal of applicant qualifications. The process begins with application to the TWU Graduate School (http://catalog.twu.edu/archives/2018-2019/graduate/graduate-school/admission-graduate-school). When an application to the Graduate School is completed and processed, the application is then forwarded to the Department of Teacher Education for review and recommendation. In addition to information required by the TWU Graduate School, an applicant must complete and submit additional materials required by the program area in the Department of Teacher Education. This information and timelines for submission of application materials may be accessed on the Graduate School (http://www.twu.edu/gradschool) and Department of Teacher Education (http://www.twu.edu/teacher-education/default.asp) websites.

Programs in Educational Administration

Admission to degree, certification, and graduate certificate programs in Educational Administration begins with application to the Graduate School. When applications to the Graduate School are processed,
Applications are then forwarded to academic departments for review and recommendation. In addition to information required by the TWU Graduate School, applicants must complete and submit additional materials required by the Department of Teacher Education and the Educational Administration Program. Information and timelines for submission of application materials may be accessed on the Graduate School (http://www.twu.edu/gradschool) and Department of Teacher Education (http://www.twu.edu/teacher-education/default.asp) websites. Decisions about admission are made based upon a thoughtful and holistic review of applicant materials and appraisal of applicant qualifications.

Programs in Curriculum and Instruction
Admission to the master's programs in Teaching, Learning, and Curriculum begins with an application to the TWU Graduate School and is based on several factors including an earned bachelor's degree from a regionally accredited institution of higher education, a GPA of 3.0 or higher on at least the last 60 semester credit hours of study, and a valid teaching certificate. Application policies and procedures for the Department of Teacher Education may be accessed on the website (https://www.twu.edu/teacher-education). Further information about post-baccalaureate teacher certification programs or the M.A.T. (http://www.twu.edu/mat), may be obtained by contacting the Office of Educator Preparation Services (https://www.twu.edu/teacher-certification) in the College of Professional Education.

M.Ed. in Special Education
Admission to any Special Education graduate degree program is based on a holistic evaluation of several factors including an earned bachelor's degree from a regionally accredited institution of higher education and a GPA of 3.0 for the last 60 semester credit hours of undergraduate study. See the Special Education website (https://www.twu.edu/teacher-education/graduate-programs/special-education) for specific admission criteria.

Ph.D. in Special Education
Admission to the doctoral program in special education takes into consideration several factors deemed as important for success in graduate studies. No single factor determines an individual's eligibility for admission. For specific and current information please see the admission section (http://catalog.twu.edu/archives/2018-2019/graduate/graduate-school/admission-graduate-school) of this catalog and the Ph.D. Handbook on the Special Education website (https://www.twu.edu/teacher-education/graduate-programs/special-education).

Certificates
Provisional and professional level certification may be developed along with master's and doctoral degrees depending on advisory committee approval. Post-baccalaureate certification programs are possible through application to the Graduate School for certification only or non-degree status. Certificates are awarded by the State Board for Educator Certification. Contact the Department for information about current certificates. Requirements for certification programs may change based upon changes in requirements, policies or procedures of the State Board for Educator Certification (http://www.tea.state.tx.us/index4.aspx?id=3461).


Courses

Bilingual Education Courses
EDBE 5333. Curriculum for Bilingual Education: Methods and Materials. Curriculum organization of the elementary school with emphasis on background and objectives of educational programs in reading, writing, math, science, and social studies appropriate to the needs of children for whom English is a second language. Three lecture hours a week. Credit: Three hours.

EDBE 5413. Teaching Reading and Other Language Arts to Linguistically Different Learners. Principles and best practices in teaching English literacy skills to linguistically different learners in the elementary schools. Three lecture hours a week. Credit: Three hours.

EDBE 5453. English as a Second Language: Methods. A comprehensive examination of current principles, practices, and methods of teaching English as a second language (ESL) through lectures and demonstrations. Teaching content areas via ESL methods. Three lecture hours a week. Credit: Three hours.

EDBE 5633. Education in Culturally Diverse Environments. Analysis of theoretical foundations of contemporary multicultural education, review of its policies and practices, and exploration of multicultural concepts for achieving cultural pluralism. Three lecture hours a week. Credit: Three hours.


EDBE 5903. Special Topics. Organized study of a topic in Bilingual or ESL education. May be repeated for credit when topic varies. Three lecture hours a week. Credit: Three hours.

EDBE 5911. Independent Study. Independent study of specific problems in Bilingual and ESL education. Prerequisite: Permission of instructor. May be repeated for credit. Credit: One hour.

EDBE 5913. Independent Study. Individual study of specific problems in Bilingual and ESL education. Prerequisite: Permission of instructor. May be repeated for credit. Credit: Three hours.

EDBE 5923. Practicum. Field experience in Bilingual or ESL education. Prerequisite: Permission of instructor. May be repeated for credit. Credit: Three hours.

Special Education Courses
EDSP 5003. Psychology and Education of Exceptional Children. In-depth study in understanding educational and psychological problems in all areas of exceptionality; individual case studies; field trips and demonstration of problems. Three lecture hours a week. Credit: Three hours.
EDSP 5013. Collaborating for Effective Intervention. Communicative/interactive skills used for consultation and collaborative problem-solving in the classroom. Emphasis on strategies for collaboration among educators who work with students with disabilities, teachers, administrators, support personnel, and paraprofessionals, with an emphasis on collaboration in the design, implementation, and evaluation of student interventions. Three lecture hours a week. Credit: Three hours.

EDSP 5033. Using Assessments for Effective Interventions. Current concepts and issues of assessment in special education; knowledge and practice in administering and using standardized assessments as well as curriculum based assessment; assessment of students from diverse backgrounds and application of response to intervention (RTI) data. Three lecture hours a week. Credit: Three hours.

EDSP 5043. Legal and Administrative Issues of Special Education Programs. Concepts and theories in the administrative aspects of special education with an emphasis on laws, legislation, and litigation related to the provision of instruction and other educational services to students with disabilities. Three lecture hours a week. Credit: Three hours.

EDSP 5103. Developmental Disabilities. Psychological, educational, institutional, and physical needs of individuals with developmental disabilities; analysis of case histories; intellectual evaluations; vocational assessment, diagnosis, and treatment. Three lecture hours a week. Credit: Three hours.

EDSP 5303. Students With Emotional/Behavioral Disorders. Behavioral characteristics and needs of students with emotional/behavioral disorders in both regular and special classrooms; issues related to vocational and transition planning; parent training, and consultation procedures. Three lecture hours a week. Credit: Three hours.

EDSP 5313. Behavior Interventions for Students with Disabilities. Concepts, theories, and strategies to provide effective behavioral interventions for students with disabilities. Includes social skill intervention, crisis management procedures, and planning and implementing social development programs. Focus on the use of intervention tools such as Positive Behavior Supports and Behavior Intervention Plans. Three lecture hours a week. Credit: Three hours.

EDSP 5413. Individuals with Learning Disabilities. Identification, characteristics, and etiology of children with learning disabilities; intervention strategies to improve academic, behavioral, and social skills. Three lecture hours a week. Credit: Three hours.

EDSP 5423. Instructional Interventions for Students with Disabilities. Practical application of theories, methods, technology, techniques, and materials for designing and implementing instructional interventions for students with disabilities. Selection, use, and evaluation of curriculum models and materials. Three lecture hours a week. Credit: Three hours.

EDSP 5833. Individual Diagnostic Assessment. Use of co-normed appraisal instruments in special education evaluations; educational diagnostician ethics and standards. Three lecture hours a week. Credit: Three hours.

EDSP 5843. Special Education Evaluation. Current methods and processes for the evaluation of students with suspected disabilities; interpretation of the results of formal tests and informal information gathered through a variety of methods. Three lecture hours a week. Credit: Three hours.

EDSP 5863. Educational Diagnostician Practicum. Field-based practicum based on Texas Educational Diagnostician standards. Prerequisites: EDSP 5833 and EDSP 5843. Includes 160 total practicum hours. Credit: Three hours.

EDSP 5903. Special Topics. Organized study of a topic in special education. May be repeated. Three lecture hours a week. Credit: Three hours.

EDSP 5911. Independent Study. Individual study of a specific topic in special education. May be repeated. Prerequisite: Permission of instructor. Credit: One hour.

EDSP 5913. Independent Study. Individual study of a specific topic in special education. May be repeated. Prerequisite: Permission of instructor. Credit: Three hours.

EDSP 5923. Practicum. Field placement in an area of special education. May be repeated. Prerequisite: Permission of instructor. Seven practicum hours a week. Credit: Three hours.

EDSP 5973. Professional Paper. May be repeated for credit for a total of six hours credit. Prerequisite: ELDR 5203 or approved research course. Credit: Three hours.

EDSP 5983. Thesis. Credit: Three hours.

EDSP 5993. Thesis. Prerequisite: EDUC 5983. Credit: Three hours.

EDSP 6103. Social, Psychological, and Educational Aspects of Intellectual and Development Disabilities. Advanced study of etiology, remediation, and education of individuals with mental retardation and developmental disabilities. Prerequisites: EDSP 5103 or equivalent course, and permission of instructor. Three lecture hours a week. Credit: Three hours.

EDSP 6303. Seminar in Emotional and Behavioral Disorders. Study of adjustment and emotional problems in individuals assigned to various least restrictive environments. Research related to etiology, conceptual models, and interventions. Prerequisites: EDUC 5303 or equivalent course, and permission of instructor. Three lecture hours a week. Credit: Three hours.

EDSP 6403. Seminar in Learning Disabilities. Advanced study of physical, psychological, and environmental causes of learning disabilities, and interrelationships among the causes. Prerequisites: EDSP 5413 or equivalent course in the area, and permission of instructor. Three lecture hours a week. Credit: Three hours.

EDSP 6603. Social Constructs of Disabilities. The study of how disabilities are socially constructed. Analysis of disability constructs includes the perspectives of individuals with disabilities and the impact of literature, art, and the media. Three lecture hours a week. Credit: Three hours.

EDSP 6723. Practicum. Field placement. Type of placement will vary with student’s area of major concentration and past experiences. Prerequisite: Twelve semester hours of doctoral credit and permission of instructor. Ten practicum hours a week. Credit: Three hours.

EDSP 6903. Special Topics. Organized study of a topic in special education. May be repeated. Three lecture hours a week. Credit: Three hours.

EDSP 6911. Independent Study. Individual study of special problems in special education. May be repeated. Prerequisite: Permission of instructor. Credit: Three hours.

EDSP 6913. Independent Study. Individual study of special problems in special education. Prerequisite: Permission of instructor. Credit: Three hours.

EDSP 6983. Dissertation. May be repeated for credit. Credit: Three hours.

EDSP 6993. Dissertation. May be repeated for credit. Prerequisite: EDUC 6983. Credit: Three hours.
Education Courses

EDUC 5113. Foundations of Teaching and Learning. Critical examination of the professional roles, responsibilities, and structure of national and state educational systems; legal and ethical requirements of teaching; the importance of family participation in the educational process; significance of developing partnerships with the learning community. May include up to 15 hours of field experience. Prerequisite: Admission to the Teacher Education Program. Three lecture hours a week. Credit: Three hours.

EDUC 5123. Learning Theory, Development, and Research. Analysis of research studies and theories of the learning process and factors that impact and create learning; instructional strategies to support the cognitive, social, physical, and emotional development of learners; effective teacher instructional design. Prerequisite or Co-requisite: EDUC 5113. Three lecture hours a week. Credit: Three hours.

EDUC 5131. Technology in Assessment and Instruction. Integrating technology in education; principles and strategies for using software and Internet resources in the design and delivery of instruction and assessment; current uses for technology in curricula activities that successfully model subject-area technology integration. Prerequisites: EDUC 5113 and EDUC 5123. Co-requisite: EDUC 5133. Option: EDUC 5131 and EDUC 5133 may be taken concurrently with EDUC 5143. One lecture hour a week. Credit: One hour.

EDUC 5133. Assessment and Instructional Design and Delivery for Diverse Learners. Design and implementation of instruction appropriate for diverse student populations that reflects an understanding of relevant content and is based on continuous and appropriate assessment; responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. May include up to 15 hours of field experience. Prerequisites: EDUC 5113 and EDUC 5123. Co-requisite: EDUC 5131. Option: EDUC 5131 and EDUC 5133 may be taken concurrently with EDUC 5143. Three lecture hours a week. Credit: Three hours.

EDUC 5143. Effective Design and Management of the Classroom Environment (EC-12). Design and management of a positive, productive classroom environment; physical and emotional environment; effective learner-centered strategies used for managing student behavior. Social, legal, and ethical issues regarding the use of technology and learning environment. Fieldwork required. May include up to 15 hours of field experience. Prerequisites: EDUC 5113, EDUC 5123, EDUC 5131, and EDUC 5133. Option: EDUC 5143 may be taken with EDUC 5131 and EDUC 5133. Three lecture hours a week. Credit: Three hours.

EDUC 5173. Diversity in the Classroom. Study of theoretical issues and practices that impact the education of students from diverse backgrounds or with diverse educational needs: linguistics, culture, economics. Includes 15 hours of field experience. Three lecture hours a week. Credit: Three hours.

EDUC 5343. Models and Theories of Learning and Teaching. Theoretical background of learning and teaching linked to field-based experiences to expand the knowledge base and expertise of certified teachers. Three lecture hours a week. Credit: Three hours.

EDUC 5353. Adult Models of Learning and Teaching. Exploration of adult development to promote an expanded understanding of issues and practices in adult education. Focus on three core areas of concern in adult education: roots of andragogy, advances in adult learning, and practice in adult learning. Meets needs of professionals teaching or training adults in multiple contexts. Three seminar hours a week. Credit: Three hours.

EDUC 5423. Curriculum Studies. Contemporary and controversial issues in the field of curriculum including the study of the history of the field, multiple definitions of curriculum, paradigms, philosophies, and future prospects in the field. Three lecture hours a week. Credit: Three hours.

EDUC 5463. Assessment in the Classroom. Review of formal, informal, and alternative assessment; evaluation theory and strategies. Application of theory to classroom setting and development of curriculum-based approaches to assess student progress. Three lecture hours a week. Credit: Three hours.

EDUC 5903. Special Topics. Three lecture hours a week. Credit: Three hours.

EDUC 5913. Independent Study. Credit: Three hours.

EDUC 5923. Professional Practicum. Credit: Three hours.

EDUC 5926. Professional Practicum. Credit: Six hours.

EDUC 5936. Professional Internship. Credit: Six hours.

EDUC 5973. Professional Paper. May be repeated for a total of six hours credit. Prerequisite: ELDR 5203 or other approved research course. Credit: Three hours.

EDUC 5981. The Professional Portfolio. Development of a professional portfolio by students in the Master of Arts in Teaching program demonstrating the student’s growth in the Learner-Centered Competencies. Pass-fail grade only. May be repeated. Credit: One hour.

EDUC 5983. Thesis. Credit: Three hours.

EDUC 5993. Thesis. Prerequisite: EDUC 5983. Credit: Three hours.

Administration Courses

ELDR 5123. Educational Foundations and Administrative Implications: AEL. Advancing Educational Leadership (AEL) systems. Historical, philosophical, and global influences on education systems. Leadership systems which build positive campus culture, use data and assessment to plan and deliver educational programs, lead instructional delivery, and increase student learning in today's diverse schools and related educational settings. Work of prominent leadership scholars to build reflective practices supporting these areas. Three lecture hours a week. Credit: Three hours.

ELDR 5203. Research in Education. Practice of skills for prospectus development, types of research, methods, techniques, and procedures of educational empirical research; research design, research writing, analyzing research reports, development of research skills for reading professional journals. Three lecture hours a week. Credit: Three hours.

ELDR 5223. Professional Development and Supervision in Education. The scope of professional development and supervision in instructional improvement and school renewal. Includes 10 hours of field experience. Three lecture hours a week. Credit: Three hours.

ELDR 5243. Leadership and Communication: Crucial Conversations. Crucial Conversations framework and supporting skills needed to develop or improve communication skills in the professional workplace. Focus on developing spontaneous speaking skills for the professional workplace. Three lecture hours a week. Credit: Three hours.
ELDR 5323. Administrative Processes in Schools. Business management processes including planning and administrative functions, site-based management, budget, facilities, technology, insurance, purchasing, human resources for certified and non-certified personnel, relationship of business management functions to teaching and learning environment. Three lecture hours a week. Credit: Three hours.

ELDR 5333. Curriculum Development, Assessment, and Evaluation. Major issues, problems, and trends in education; the role of educational leadership in curriculum, program development, assessment, and evaluation. Three lecture hours a week. Credit: Three hours.

ELDR 5353. Leadership and Special Programs. An overview of special programs, also known as federal programs. Focus on educational and legal issues facing educators concerning special programs. Special programs provide diverse curriculum offerings to a diverse student population. Includes 10 hours of field experience. Three lecture hours a week. Credit: Three hours.

ELDR 5893. Internship: Superintendent. Practical experience in the position of school district superintendent under the guidance and supervision of an active superintendent. Application of concepts and competencies in realistic situations. Minimum of eight practicum hours a week. Credit: Three hours.

ELDR 5903. Special Topics. Variable content. Credit: Three hours.

ELDR 5911. Independent Study. Individual study of specific problems. Prerequisite: Permission of instructor. Credit: One hour.

ELDR 5913. Independent Study. Individual study of specific problems. Prerequisite: Permission of instructor. Credit: Three hours.

ELDR 5973. Professional Paper. Prerequisite: ELDR 5203. Credit: Three hours.

ELDR 5983. Thesis. Prerequisite: Permission of instructor. Credit: Three hours.

ELDR 5993. Thesis. Prerequisites: ELDR 5983 and permission of instructor. Credit: Three hours.

ELDR 6113. Education Law. Introduction to education law; legal aspects of school administration, including legal rights and responsibilities of educational personnel and student personnel, law, and the curriculum. Three lecture hours a week. Credit: Three hours.

ELDR 6233. The Superintendent and School District Leadership. The superintendent and school district leadership in the social, economic, and political contexts that affect schooling and frameworks for identifying and analyzing problems of practice and courses of action. Three lecture hours a week. Credit: Three hours.

ELDR 6303. Administration of Teacher and Student Personnel. Analysis of the problems, characteristics, and potentials of elementary and secondary school students, teachers, and other personnel; policies, schedules, strategies, and procedures to help students and teachers to enhance effective learning. Three lecture hours a week. Credit: Three hours.

ELDR 6403. Seminar in School Administration. A thorough review of all aspects of school administration, including contemporary issues which affect schools. Three seminar hours a week. Credit: Three hours.

ELDR 6503. School Finance. The principles and concepts of public school finance at the local, state, and federal levels, and district level support services. Three lecture hours a week. Credit: Three hours.

ELDR 6513. Professional Principal Preparation. Action steps for Crucial Conversations (TM), action research, and preparation for internship and Texas Teacher Evaluation and Support System certification. Includes 10 hours of field experience. Three seminar hours a week. Credit: Three hours.

ELDR 6603. Politics, Policy, and Ethics. Concepts, theories, and perspectives in educational policy, politics, and ethics and implications for equity, power, and policymaking. Three lecture hours a week. Credit: Three hours.

ELDR 6613. Internship for the Principal. Application of research and understanding of the decision making processes to an ongoing elementary, middle, junior, or senior high school; supervised experiences in practical administration of a school; application of concepts and competencies learned in previous courses. Includes 160 total field practicum hours. Credit: Three hours.

ELDR 6663. Internship in School Administration. Practical experience in a variety of school administration positions under the guidance and supervision of active central office administrators. Application of concepts and competencies in realistic situations. Eight practicum hours a week. Credit: Three hours.

ELDR 6903. Special Topics. Organized study of topic in Educational Leadership. May be repeated for credit when specific topic varies. Three lecture hours a week. Credit: Three hours.

ELDR 6911. Independent Study. Individual research relating to a problem of professional interest and significance. May be repeated. Credit: One hour.

ELDR 6913. Independent Study. Individual research relating to a problem of professional interest and significance. May be repeated. Credit: Three hours.

Faculty
Profs
ANDERSON, GINA B., Professor of Teacher Education; Associate Dean of the College of Professional Education. B.S., University of Oklahoma; M.S., Oklahoma State University; Ed.D., Oklahoma State University.

COWART, MELINDA F., Professor of Teacher Education. B.S., University of Texas at Austin; M.Ed., Texas A&M-Commerce; Ed.D., Texas A&M-Commerce.

DUNLAP, KAREN L., Professor of Teacher Education. B.S.Ed., Stephen F. Austin State University; M.Ed., Stephen F. Austin State University; Ed.D., University of Texas, El Paso.

FEYTEN, CARINE M., Chancellor and President; Professor of Teacher Education. B.A., Universite’ Catholique de Louvain, Belgium; M.A., Universite’ Catholique de Louvain, Belgium; Ph.D., University of South Florida.

HANSEN-THOMAS, HOLLY, Professor of Teacher Education. B.A., University of Texas at Austin; M.A., University of Texas at San Antonio; Ph.D., University of Texas at San Antonio.

PEMBERTON, JANE B., Professor of Teacher Education; Chair of the Department of Teacher Education. B.S., Kansas State University; M.S., Kansas State University; Ph.D., University of New Mexico.

SANCHEZ, CLAUDIA D., Professor of Teacher Education. B.A., Escuela Normal Superior de Coahuila: Saltillo, Mexico; B.A., Universidad
Autonoma de Coahuila: Saltillo, Mexico; M.S., Texas A&M University; Ph.D., Texas A&M University.

WHITWORTH, JERRY E., Professor of Teacher Education; Interim Dean of the College of Professional Education. B.A., University of Kansas; M.S., Fort Hays State University; Ed.D., University of Missouri, Columbia.

**Associate Professors**

FREDRICKSON, REBECCA R., Associate Professor of Teacher Education. B.F.A, Stephen F. Austin State University; M.Ed., University of Texas at Tyler; Ed.D., Stephen F. Austin State University.

LERNER, BARBARA A., Associate Professor of Teacher Education; Associate Provost for Undergraduate Studies and Academic Partnerships. B.A., George Washington University; M.A., George Washington University; Ph.D, Texas Woman's University.

MALONE, PEGGY N., Associate Professor of Teacher Education. B.S., Texas A&M University-Commerce; M.Ed., Texas A&M University-Commerce; Ed.D., Baylor University.

McMAHAN, SARAH K., Associate Professor of Teacher Education. B.S., Abilene Christian University; M.Ed., Abilene Christian University; Ph.D, Texas Tech University.

MYERS, DIANE M., Associate Professor of Teacher Education. B.A., Connecticut College; M.S., Southern Connecticut State University; Ph.D., University of Connecticut.

SOURDOT, LUDOVIĆ, Associate Professor of Teacher Education. B.S., Arkansas State University; M.Ed., Texas State University; Ph.D., Texas A&M University.

STARRETT, TERESA M., Associate Professor of Teacher Education. B.S., University of North Texas; M.Ed., University of North Texas; Ed.D., University of North Texas.

TRUJILLO-JENKS, LAURA A., Associate Professor of Teacher Education. B.S., University of Texas at Austin; M.A., Austin Peay State University; Ph.D., University of Texas at Austin.

**Assistant Professors**

GOO, MINKOWAN, Assistant Professor of Teacher Education. B.A., Daegu University; M.A., Daegu University; Ph.D., University of Iowa.

HURLBUT, AMANDA R., Assistant Professor of Teacher Education. B.S., University of North Texas; M.Ed., Dallas Baptist University; Ph.D., University of North Texas.

KRUTKA, DANIEL G., Assistant Professor of Teacher Education. B.S., University of Oklahoma; M.Ed., University of Oklahoma; Ph.D., University of Oklahoma.

**Visiting Assistant Professor**

BIGGERS, AMANDA, Visiting Assistant Professor of Teacher Education. B.S., Texas Tech University; M.Ed., Texas A&M University, College Station; Ph.D., The University of Iowa.