

DIVISION OF TEACHER EDUCATION

Web Site: <https://twu.edu/education/teacher-education/>

Courses

Contact hours identified in the course descriptions are based on a 15-week term. Students who enroll in Summer or mini-terms are expected to meet the same total number of contact hours as a 15-week term.

EDSP 3203. Learners with Exceptionalities. Overview of the history, terminology, legal issues, and service provision of special education and the characteristics of exceptional learners. Three lecture hours a week. Credit: Three hours.

EDSP 4243. Assessment of Students with Learning and Behavioral Difficulties. Theories, instruments, and procedures used in the assessment of students with learning and behavioral difficulties, including norm-referenced, criterion-referenced, and informal procedures. Prerequisites: EDSP 3203, admission to the EPP, and GPA 2.75 or higher. Three lecture hours a week. Credit: Three hours.

EDSP 4253. Instructional Strategies for Students with Disabilities. Instructional strategies and accommodations/modifications for curriculum in oral language, literacy, math, and social skills for students with disabilities. Includes cognitive and compensatory strategies for content area curriculum. Includes 15 hours of field experience. Prerequisites: EDSP 3203, admission to the EPP, and GPA 2.75 or higher. Three lecture hours a week. Credit: Three hours.

EDSP 4263. Behavior Management Strategies for Student with Disabilities. Behavior management strategies, behavior interventions, and social skills development for students with disabilities. Includes 15 hours of field experience. Prerequisites: EDSP 3203, admission to the EPP, and GPA 2.75 or higher. Three lecture hours a week. Credit: Three hours.

EDSP 4913. Independent Study. Independent study of specific problems in special education. May be repeated. Prerequisite: Permission of instructor. Credit: Three hours.

EDUC 2003. Schools and Society. (TCCN EDUC 1301) Professional roles, responsibilities, and structure of American and Texas educational systems; legal and ethical requirements of professional educators. Importance of family involvement in the educational process. Utilization of effective interaction and communication with families, school personnel, and other members of the educational community. Includes 16 hours of field experience in P-12 classrooms. Three lecture hours a week. Credit: Three hours.

EDUC 2303. Diverse and Special Populations. (TCCN EDUC 2301) Education in a changing society from the perspectives of language, gender, socioeconomic status, ethnicity, disabilities, race, sexual orientation, academic diversity, and equity, with an emphasis on factors that facilitate learning. Foundations of multicultural education in relation to working with diverse populations in schools and classrooms, including a focus on students who are at risk for failure. Experiential Learning Field Experience Component, with an emphasis on diverse student populations, includes 16 hours in P-12 classrooms or other appropriate settings. Satisfies Social/Behavioral Core(80). Satisfies Global Perspectives graduation requirement. Three lecture hours a week. Credit: Three hours.

EDUC 2703. Gender and Education. An interdisciplinary examination of the relationship between gender and education in the U.S. Explores how gender relationships are created, maintained, enacted, and transformed through educational structures, practices, and institutions. Satisfies three hours Core Component Area Option (90). Three lecture hours a week. Credit: Three hours.

EDUC 3003. Learning Theory and Development. Overview of the major learning theories and developmental models that impact student learning; instruction that promotes meaningful, integrated, active inquiry, and participation in the learning process. Includes 20 hours of field experience. Prerequisites: EDUC 2003 with a grade of C or higher, admission to the EPP, and GPA 2.75 or higher. Three lecture hours a week. Credit: Three hours.

EDUC 3023. Linguistics for ESL Educators. Essentials of English phonology, morphology, and syntax and their pedagogical implications for teaching English as a second language (ESL). Three lecture hours a week. Credit: Three hours.

EDUC 3053. Theories of Second Language Acquisition for ESL Teachers. Theories and research in second language acquisition and its influence on learning and instruction, including developmental characteristics of language acquisition, the relationship between bilingualism/multilingualism and cognition, the role of cultures and issues in the classroom, and in assessment of bilingual/multilingual children. Three lecture hours a week. Credit: Three hours.

EDUC 3453. Teaching English As a Second Language.. Analysis of social and linguistic factors associated with second language learners and the acquisition of the English language. May require field experience. Prerequisite: EDUC 3023 or EDUC 3053. Three lecture hours a week. Credit: Three hours.

EDUC 3482. Teaching Diverse Learners Through Technology Integration. Implementation of effective and appropriate approaches to integrating innovative technology in diverse EC-12 classrooms. Prerequisites: EDUC 2003 with a grade of C or higher, admission to the EPP, and GPA 2.75 or higher. Two lecture hours a week. Credit: Two hours.

EDUC 4052. Practicum in Special Education. Credit: Two hours.

EDUC 4053. Practicum in Special Education. Credit: Three hours.

EDUC 4113. Design and Implementation of Instruction and Assessment. Design and implementation of instruction appropriate for all students; continuous and appropriate assessment; responsive instruction and effective communication techniques; instructional strategies that actively engage students in the learning process; timely, high-quality feedback. Includes 15 hours of field experience. Prerequisites: EDUC 2003 with a grade of C or higher; EDUC 3003 and EDUC 3482, or ECE 4203 and ECE 3223 with a grade of C or higher; admission to the EPP, and GPA 2.75 or higher. Co-requisite: EDUC 4243. Three lecture hours a week. Credit: Three hours.

EDUC 4243. Classroom Environment and Management. Factors which foster a positive climate for learning, equity, and excellence: physically and emotionally safe and productive environments; effective learner-centered strategies for managing student behavior; social, legal, and ethical issues regarding the use of technology within the teaching and learning environment. Includes 15 hours of field experience. Prerequisites: EDUC 2003 with a grade of C or higher; EDUC 3003 and EDUC 3482, or ECE 4203 and ECE 3223 with a grade of C or higher; admission to the EPP, and GPA 2.75 or higher. Co-requisite: EDUC 4113. Three lecture hours a week. Credit: Three hours.

EDUC 4443. Capstone in Educational Studies. Mentored culminating research experience focused on a topic in education. Individualized work including topic selection and project development demonstrating breadth of knowledge in the field. Prerequisite: Permission of instructor.

EDUC 4553. Science Methods for the Elementary Classroom. Planning and implementation of science teaching techniques and classroom strategies to produce learning based on experimentation and scientific inquiry in the elementary classroom. Focus on resources for teaching and identification of formative and summative assessments appropriate for science teaching. Includes five hours of field experience and/or opportunities for performance-based learning. Three lecture hours a week. Credit: Three hours.

EDUC 4563. Mathematics Methods for the Elementary Classroom. Planning and implementation of mathematics teaching techniques and classroom strategies. Focus on number concepts and operations, patterns, relations, algebraic thinking, measurement, geometry, data gathering, statistics, probability, and personal finance. Identification of formative and summative assessments appropriate for mathematics teaching. Includes five hours of field experience and/or opportunities for performance-based learning. Three lecture hours a week. Credit: Three hours.

EDUC 4573. Social Studies Methods for the Elementary Classroom. Techniques and classroom strategies for teaching constructs of social studies to diverse EC-6 learners. Evidence-based approaches to planning, implementing, managing, and assessing successful and effective learning experiences in the social studies disciplines including geography, world history, U.S. history, Texas history, government, and economics. Includes five hours of field experience and/or opportunities for performance-based learning. Three lecture hours a week. Credit: Three hours.

EDUC 4901. Special Topics. An organized class for the study of particular areas or subjects not offered in another scheduled course. May be repeated for additional credit when topic varies. One lecture hour a week. Credit: One hour.

EDUC 4903. Special Topics. An organized class for the study of particular areas or subjects not offered in another scheduled course. May be repeated for additional credit when topic varies. Three lecture hours a week. Credit: Three hours.

EDUC 4912. Independent Study. Independent study of specific problems. Prerequisite: Permission of instructor. May be repeated for up to 12 hours of credit. Credit: Two hours.

EDUC 4913. Independent Study. Independent study of specific problems. Prerequisite: Permission of instructor. May be repeated for up to 12 hours of credit. Credit: Three hours.

EDUC 4923. Internship in Teaching. Credit: Three hours.

EDUC 4926. Internship in Teaching. Credit: Six hours.

EDUC 4936. Practicum in Teaching. Credit: Six hours.

EDUC 4943. Clinical Student Teaching. Supervised student teaching in the certification area(s) being sought by the teacher candidate. Prerequisite: Passing all TExES exams, 2.75 GPA or higher, and completion of all coursework on the degree plan leading to certification. Students may be required to attend class meetings outside of the practicum setting throughout the course of the semester. A minimum of 245 clock hours is required for clinical teaching (practicum). Credit: Three hours.

EDUC 4946. Clinical Student Teaching. Supervised student teaching in the certification area(s) being sought by the teacher candidate. Prerequisite: Passing all TExES exams, 2.75 GPA or higher, and completion of all coursework on degree plan leading to certification. Students may be required to attend class meetings outside of the practicum setting throughout the course of the semester. A minimum of 490 clock hours is required for clinical teaching (practicum). Credit: Six hours.

EDUC 4953. Clinical Teaching Residency I. Supervised teaching residency in the certification area(s) being sought by the teacher candidate. Prerequisites: Passing TExES content exam, passing the STR exam (if applicable), and 2.75 GPA or higher. Students may be required to attend class meetings outside of the residency setting throughout the course of the semester. A minimum of 300 clock hours. Credit: Three hours.

EDUC 4963. Clinical Teaching Residency II. Supervised teaching residency in the certification area(s) being sought by the teacher candidate. Prerequisites: EDUC 4953 and 2.75 GPA or higher. Students may be required to attend class meetings outside of the residency setting throughout the course of the semester. A minimum of 450 clock hours. Credit: Three hours.