



Tennessee Wesleyan
UNIVERSITY

**Academic Catalog
Addendum
2019-2020**

Majors

Bachelor of Arts (B.A.)

Behavioral Science

Criminal Justice emphasis

Interdisciplinary Gender Studies emphasis

Legal Studies emphasis

Psychology emphasis

Social Work emphasis

Sociology emphasis

Biology

Chemistry

English

Fine Arts

Art emphasis

Music emphasis

Theatre emphasis

History

Mathematics

Music

Pre-Seminary

Psychology

Religion and Philosophy

Bachelor of Fine Arts (B.F.A.)

Creative Writing

Bachelor of Music Education (B.M.Ed.)

Bachelor of Science in Dental Hygiene (B.S.D.H.)

Bachelor of Science in Nursing (B.S.N.)

Bachelor of Science (B.S.)

Behavioral Science

Criminal Justice emphasis

Interdisciplinary Gender Studies emphasis

Legal Studies emphasis

Psychology emphasis

Social Work emphasis

Sociology emphasis

Biology

Environmental Science emphasis

Pre-Professional/Biology emphasis

Business Administration

Accounting emphasis

Finance emphasis

General Management emphasis

Healthcare Management emphasis

Human Resource Management emphasis

Industrial Management emphasis

International Business emphasis

Management Information Systems emphasis

Marketing emphasis

Professional Accountancy emphasis

(Bachelor of Science Continued)

Chemistry

Pre-Professional/Chemistry emphasis

Environmental Science emphasis

Church Vocations

Communication Studies

Criminal Justice

Forensic Science emphasis

Education (licensure)

Early Childhood Education (PreK-3)

Elementary Education (K-5)

Music Education (K-12)

Physical Education (K-12)

Secondary Education (6-12)

Biology/Chemistry/English/History/Math

Special Education (K-8)

Engineering Science

English

Health & Human Performance

Exercise Science

Physical Education

Pre-Occupational Therapy

Pre-Physical Therapy

Public Health

Sport Management

History

Management*

Accounting emphasis

Healthcare Management emphasis

Human Resource Management emphasis

Industrial Management emphasis

Management Info. Systems emphasis

Mathematics

Professional Leadership in Criminal Justice*

Administration of Justice emphasis

Behavioral Science emphasis

Psychology

Sports Psychology emphasis

Sociology

Bachelor of Social Work (B.S.W.)

Graduate Programs

Master of Business Administration

Accounting emphasis

Management emphasis

Master of Occupational Therapy

Evening Program Only*

HEALTH AND HUMAN PERFORMANCE

The Department of Health and Human Performance at Tennessee Wesleyan University prepares students to serve others by pursuing careers and/or continuing education in athletics, recreation, fitness, health and wellness, exercise physiology, physical education, physical therapy, occupational therapy, public health and sport management. Those wishing to be licensed to teach Physical Education in grades K-12 must also be accepted into the Teacher Education Program (TEP). There are six program areas in the Health and Human Performance Department: Exercise Science, Pre-Physical Therapy, Physical Education, Public Health, Pre-Occupational Therapy and Sport Management. Each of these programs results in the completion of a B.S. degree providing students with the requisite knowledge and understanding to enter into a career path or graduate study, however the curriculum does not guarantee acceptance into graduate programs. Each curriculum is designed to increase students' basic skills in critical thinking, problem solving, and communication in their specialty areas.

Exercise Science Programs of Study - Exercise Science, Pre-Physical Therapy, Physical Education

CORE

B 140, 142	Anatomy and Physiology I, II with labs	8 s.h.
PE 100	P.E. Activity	2 s.h.
HE 264	Safety & First Aid	3 s.h.
KS 210	Leadership in Health and Human Performance	3 s.h.
KS 360	Kinesiology	3 s.h.
KS 370/371	Physiology of Exercise with laboratory	3 s.h.
KS 411	Exercise Testing (PE licensure requires ED 423 instead of KS/PE 411)	3 s.h.
KS 422	Exercise Prescription	<u>3 s.h.</u>
		28 s.h.*

Exercise Science Concentration:

C 110/111	Introduction to Chemistry with lab	4 s.h.
HE 263	Nutrition	3 s.h.
KS 350	Care & Prevention of Athletic Injuries	3 s.h.
KS 380	Research Principles & Techniques in HHP	3 s.h.
KS 436	Therapeutic Exercise	3 s.h.
KS 460	Review for Certification	3 s.h.
KS 480	Epidemiology	3 s.h.
KS 499	Exercise & Sports Science Internship	6 s.h.
KS Electives	200-400 level	<u>3 s.h.</u>
		31 s.h.

Pre-Physical Therapy Concentration:

B 180/181	General Biology I: The Unity of Life with lab	4 s.h.
B 182/183	General Biology II: The Diversity of Life with lab	4 s.h.
B 220	Medical Terminology	3 s.h.
C 150/151, 152 /153	General Chemistry I and II with labs	8 s.h.
HE 263	Nutrition	3 s.h.
P 232/233, 234/235	General Physics I and II with labs	8 s.h.
PY 231 or 251	Human Lifespan and the Social Environment I, II	3 s.h.
KS 350	Care & Prevention of Athletic Injuries	3 s.h.
KS 380	Research Principles & Techniques in HHP	3 s.h.

Physical Education Concentration:

PE 303	Lifetime and Team Sports	3 s.h.
PE 307	Movement Education	3 s.h.
PE 308	Activities for Children	3 s.h.
PE 365	Adaptive Physical Education and Recreation	3 s.h.
PE 441	Methods of Teaching P.E. & Wellness	3 s.h.
PE 451	Curriculum Development in P.E.	3 s.h.
PE Elective	200-400 level	<u>3 s.h.</u>
		21 s.h.*

*In addition, all Physical Education students seeking licensure must also complete 35 hours in the Department of Education. A second area of licensure is also recommended and may require additional hours above those required for the physical education degree. Those seeking licensure must complete the prescribed Wesleyan Essentials found under the Education

section for PE in this catalog.

Requirements Specific to the Public Health major:

Core:

Choose one Biological Science from the following:

B 110/111	Fundamentals of Biology with lab or	
B 180/181	General Biology I with lab or	
ENV 150/151	Environmental Sciences with lab or	
B 120	Human Biology or	
B 164/165	Fundamentals of Microbiology with lab	3-4 s.h.

Choose one Chemistry from the following:

C 110/111	Introduction to Chemistry with lab or	
C 150/151	General Chemistry with lab	4 s.h.

HE 264	Safety/Frist Aid (or certification)	3 s.h.
SO 101	Introduction to Sociology	<u>3 s.h.</u>

10-14 s.h.

Public Health:

SO 301	Race & Ethnicity	3 s.h.
SO 312	Gender & Society	3 s.h.
B 220	Medical Terminology	3 s.h.
HE 161	Environmental & Public Health	3 s.h.
HE 162	Personal Health & Drug Abuse	3 s.h.
HE 263	Nutrition	3 s.h.
HE 360	Bioethics	3 s.h.
HE 361	School Health	3 s.h.
HE 362	Health and Aging	3 s.h.
HE 370	Chronic & Communicable Disease	3 s.h.
HE 372	Health Disparities	3 s.h.
KS 380	Research Principles/Techniques in HHP	3 s.h.
HE 400	Health Promotion	3 s.h.
KS 480	Epidemiology	3 s.h.
HE 495	Introduction to Health Professions	3 s.h.
HE 499	Health & Human Performance Internship	<u>12 s.h.</u>

57 s.h.

Requirements Specific to the Sport Management Major:

Core:

BA 201	Principles of Accounting	3 s.h.
BA 221	Legal Environment of Business	3 s.h.
HE 264	Safety/First Aid (or certificate)	3 s.h.
KS 380	Research Principles/Techniques in HHP	3 s.h.
SMG 220	History of Sport	3 s.h.
KS/PY 220	Sport/Exercise/Health/Psychology	3 s.h.
SMG 325	Legal Issues/Risk Management	3 s.h.
SMG 430	Sports Marketing	3 s.h.
SMG 431	Sports Administration	<u>3 s.h.</u>

24-27 s.h.

Major:

BA 321	Principles of Management	3 s.h.
BA 355	Concepts of Organizational Behavior	3 s.h.
SMG 420	Issues/Trends in Sports Management	3 s.h.
SMG 440	Social Context of Sport	3 s.h.
SMG 450	Sport Governance	3 s.h.
SMG 498	Sport Management Internship	<u>12 s.h.</u>

27 s.h.

Electives for 12 s.h. from the following:

BA 341	Integrated marketing Communication	3 s.h.
BA 345	Business Ethics	3 s.h.
BA 351	Principles of Marketing	3 s.h.
BA 386	International Marketing	3 s.h.
BA 421	Human Resource Management	3 s.h.
BA 425	Entrepreneurship	3 s.h.
BA 431	Training & Development	3 s.h.

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KS 380 RESEARCH PRINCIPLES & TECHNIQUES IN HHP (3)

This course examines the fundamentals of applied research and evaluation methods with respect to fields within health and human performance. Opportunities for hands-on research experience may occur.

KS 480 EPIDEMIOLOGY (3)

This course examines the fundamentals of the foundation of epidemiology with respect to public health, physical activity and exercise, and epidemiological research and study designs (descriptive and analytical). (Spring)

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RN to BSN COMPLETION PROGRAM (Online)

The requirements for admission to Tennessee Wesleyan and application to the Nursing Department are the same as for the traditional student, with the following additional requirements. Qualified applicants must:

1. Be a graduate of a regionally accredited Associate of Applied Science in Nursing (AAS) or Associate of Science in Nursing (ASN) Program. (For the purpose of admission into the RN to BSN Program, the AAS degree will be considered equivalent to the ASN degree.)
2. Have an overall college GPA of 2.75.
3. Provide evidence of a non-restricted RN license.
4. Provide proof of professional work experience as a registered nurse.

RNs who have graduated from a non-NLNAC/CCNE accredited school will be required to validate prior learning by ACT-PEP nursing exams. A conditional acceptance will be granted to RN applicants awaiting NCLEX-RN results. Applicants conditionally admitted to the RN to BSN program may complete 3 semester hours of course work (NU 305 Transition to Professional Nursing) and Challenge Exams (Health Assessment, Pharmacology, and Advanced Nursing). This conditional acceptance will be removed upon receipt of an active RN license. RN licensure is required for program progression.

Providing that the above admission criteria have been met, applicants will be exempt from University adult studies admission requirements as outlined in the admission section of this catalog. Further exceptions to these requirements will be subject to individual reviews by the Nursing Admissions Review Committee.

RN to BSN Prerequisite Requirements

1. RN applicants will be required to take one religion course unless the requirement is met by an equivalent course at the transfer institution.
2. RN applicants will be required to complete any prerequisites for upper-division major courses. (i.e., College Algebra or Statistics, Nutrition, Microbiology, Anatomy & Physiology I & II; Chemistry is waived)
3. Documentation provided through the advising process and transcript evaluations will verify that applicants have completed a minimum of 30 hours of general education courses including a least one course from each of the following areas: humanities/fine arts, social/behavioral science, and natural sciences/mathematics. In the event of a deficiency, the students will be required to complete the necessary coursework.

RN to BSN Curriculum Plan (33 s.h.)

NUR 301	Pharmacology*	4 s.h.
NUR 303	Health Assessment*	4 s.h.

NUR 305	Transition to Professional Nursing	3 s.h.
NUR 315	Professional Issues	2 s.h.
NUR 405	Research in Nursing	2 s.h.
NUR 413	Community Health for the Registered Nurse	2 s.h.
NUR 416	Community Health Clinical Capstone for the RN	3 s.h.
NUR 431	Advanced Nursing*	4 s.h.
NUR 443	Nursing Synthesis for the RN	4 s.h.
NUR 442	Leadership & Management for the Registered Nurse	2 s.h.
NUR 451	Leadership & Management Clinical Capstone for the RN	3 s.h.

*May be challenged

The RN-BSN program is designed for completion in three semesters. Other part-time options are available for students who prefer to complete course requirements at a slower pace. A student who has been separated from TWU for more than one semester must adhere to the University's "Readmit Students" policy. Also, students may challenge Pharmacology, Health Assessment, and Advanced Nursing; see the "Credit by Examination" policy for the RN Challenge Exams.

RNs entering the program will have previous course work placed in escrow until they have demonstrated competency in the following courses: Transition to Professional Nursing, Pharmacology, and Health Assessment. Upon demonstrating competency in the identified courses, the RN's coursework will be removed from escrow and assigned 31 semester credit hours bringing the RN's total credit hours to 64, which is equal to those required for the traditional student.

Nursing Accreditation

The Nursing Department is fully approved by the Tennessee Board of Nursing and is accredited by the Commission on Collegiate Nursing Education (CCNE).

Commission on Collegiate Nursing Education

655 K Street, NW, Suite 750

Washington, DC 20001

ccneaccreditation.org

P: (202) 887-6791 F: (202) 887-8476

Tennessee Board of Nursing

665 Mainstream Drive, 2nd floor

Nashville, TN 37243

www.ncsbn.org/Tennessee.htm

P: (615) 532-5166 or 1-800-778-4123

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MASTER OF ARTS in TEACHING

The Master of Arts in Teaching (MAT) degree provides initial practitioner teacher licensure through graduate-level study. The MAT is offered with a semester-long student teaching pathway and a job-embedded pathway. The MAT concentrations are the specialty area programs of Elementary Education (K-5), Secondary Biology (6-12), Secondary Chemistry (6-12), Secondary Math (6-12), and Special Education (Interventionist K-8). Secondary Biology, Secondary Chemistry, Secondary Math, and Special Education are currently recognized in the State of Tennessee as high needs areas.

TWU Department of Education Theoretical Framework

The Tennessee Wesleyan University Department of Education aims to promote and instill teaching as a mission, profession, and craft. Teaching is a mission of service and leadership with knowledge, skills, and dispositions. Teaching is a profession of collaboration with learning communities and reflection with systematic practice. Teaching is a craft of planning with a commitment to students and learning, of instruction with subject knowledge and subject skills, and assessment with management and monitoring of learning. The Master of Arts in Teaching (MAT) program at Tennessee Wesleyan University is consistent with the mission of the Tennessee Wesleyan Education Department and the university.

The MAT follows the TWU Department of Education Program Learning Outcomes. The Program Learning Outcomes are aligned to the Five Core Propositions of the National Board for Professional Teaching Standards. MAT graduates will be able to Plan, Instruct, Assess, Collaborate, and Reflect. The Five MAT Program Learning Outcomes are:

- I. Planning: Candidates Commit to Students and Their Learning
- II. Instruction: Candidates Know the Subjects They Teach and How to Teach Those Subjects to Students
- III. Assessment: Candidates Take Responsibility for Managing and Monitoring Student Learning
- IV. Collaboration: Candidates Participate as Members of Learning Communities
- V. Reflection: Candidates Think Systematically About Their Practice and Learn from Experience.

Program Learning Outcomes are used to track candidate performance across three levels of MAT coursework.

Admission Requirements for all MAT Concentrations

MAT admission provides candidates with admission into Level I courses. Applicants for MAT admission must:

- complete an application for the graduate program.
- hold an appropriate content area baccalaureate degree from a regionally-accredited institution. (If an applicant does not have a baccalaureate degree in an appropriate content area, the candidate must pass all required PRAXIS test scores in the content area before student teaching.)
- submit official transcripts of all previous college or university coursework for evidence of baccalaureate completion, including proof of attaining an overall Grade Point Average (GPA) of 2.75 on a 4.0 scale OR a GPA of 3.0 in the last 60 hours of the degree.
- provide two professional letters of recommendation supporting the candidate's academic qualifications and professional abilities. Recommendations must be from individuals knowledgeable of the applicant as a student or employee.
- provide an essay stating the applicant's reasons for desiring a career in teaching. The essay should be prepared in an 11-point Arial font, double-spaced, and no more than two pages in length.
- provide proof of a successful background check with fingerprinting by submitting directly to the TWU Department of Education from the Tennessee Bureau of Investigation.

For admission into Level II courses, candidates must:

Following the completion of 18 hours in the MAT program or 15 hours in the Job Embedded MAT program, the candidate must

- Attain a GPA of 3.0 for coursework with no grades below "C."
- Completion of Educator Dispositions Assessment
- Completion of Survey of Preservice Teachers' Knowledge of Teaching and Technology
- Participate in a midpoint conference with MAT advisor
- Address areas of need identified by the candidate, ED 500 faculty member, and/or cooperating teacher regarding candidate's dispositions as noted on Educator Disposition Assessment.
- Receive approval of the MAT Graduate Admissions Committee.

For admission into Level III courses, candidates must:

- Complete, or attain, satisfactory progress to completion as determined by professors, 20-24 semester hours in the graduate program, maintaining a GPA of 3.0 with no course grade less than "C."
- Complete practicum experiences and all field experience hours with satisfactory recommendations from both cooperating teachers and university supervisors.
- Address areas of need identified by candidate, MAT faculty member(s), and/or cooperating teacher(s) regarding candidate's dispositions as noted on Educator Dispositions Assessment.
- Receive approval of the MAT Graduate Admissions Committee.
- Pass required PRAXIS content area examination(s) for the candidate's content area, as follows:

PRAXIS Test Code	Licensure Area	Test	Qualifying Score
5235	Biology 6-12	Biology: Content Knowledge	148
5245	Chemistry 6-12	Chemistry: Content Knowledge	152
5161	Mathematics 6-12	Mathematics: Content Knowledge	160
5001	Elementary Education K-5	Elementary Education: Multiple Subjects	-----
5002	Elementary Education K-5	Reading and Language Arts Subtest	157
5003	Elementary Education K-5	Mathematics Subtest	157
5004	Elementary Education K-5	Social Studies Subtest	155
5005	Elementary Education K-5	Science Subtest	159
5203	Elementary Education K-5	Teaching Reading: Elementary Education	162
5543	Special Edu. Interventionist K-8	Special Edu.: Core Knowledge & Mild to Moderate Applications	158
5203	Special Edu. Interventionist K-8	Teaching Reading: Elementary Education	162

For graduation, candidates must:

- Submit an Intent to Graduate to TWU Registrar's Office.
- Complete of 36 hours of coursework for elementary and secondary, or 38 hours of coursework for special education in the MAT, or 30 hours of coursework in the Job-Embedded MAT
- Obtain a cumulative GPA of 3.0 on 4.0 scale with no grades below "C"
- Obtain a passing score of 42 or higher on the edTPA portfolio
- Continuous enrollment during Action Research project (ED 571)
- Successful completion and presentation of an Action Research project
- Successful completion of EDU 562 Elementary Education Student Teaching or EDU 582 Special Education Student Teaching, or EDU 588 Secondary Education Student Teaching and EDU 586 Student Teaching and edTPA seminar

Transfer Policies

Students will not be allowed to transfer credits into the master's Program at any time.

Course Loads

TWU graduate-level students are considered full-time if enrolled in nine or more graduate hours in one semester. A student enrolled in eight or less graduate hours in one semester will be considered part time. The maximum number of graduate hours permitted in any semester is 12 hours. The MAT utilizes online and blended learning formats with a traditional semester schedule.

MAT Curriculum

The MAT curriculum consists of core courses and concentration courses. Core courses are required for all MAT concentrations and concentration courses are specific to initial educator licensure type. The core courses and concentration courses are offered within three levels of MAT coursework. The Elementary Education concentration consists of 13 courses totaling 36 hours. The Special Education concentration consists of 15 courses totaling 38 hours. The Secondary Education concentrations consists of 13 courses totaling 36 hours.

Core Courses

- ED 500 – Foundations and Current Issues of American Education and edTPA Introduction
- ED 502 – Human Development and Diversity in Education
- ED 504 Survey of Exceptionalities in Children
- ED 506 – Management, Engagement and Motivation Within Response to Intervention and Instruction Classrooms

- ED 508 – Educational Technology for Teaching and Learning
- ED 571 – Action Research
- ED 586 – Student Teaching and edTPA Seminar

Concentration Courses

Elementary Education (K-5)

- ED 550 – Literacy Development and Instruction for Grades K-2
- ED 552 – Literacy, Learning and Instruction for Grades 3-5
- ED 554 – Literacy Planning and Assessment: Response to Intervention and Instruction in Practice for Grades K-5
- ED 556 – Instruction of Elementary Mathematics, Science, and Social Studies for Grades K-5
- ED 558 – Assessment and Planning of Mathematics, Science, and Social Studies for Grades K-5
- ED 562 – Elementary Education K-5 Student Teaching

Secondary Biology (6-12), Secondary Chemistry (6-12), and Secondary Math (6-12)

- ED 555 K-12 Public School Law and Policy
- ED 570 – Literacy in the Content Area for Grades 6-12
- ED 572 – Content Area Methods: Planning, Instruction and Materials for Grades 6-12
- ED 574 – Content Area Assessment and Evaluation for Grades 6-12
- ED 576 – Practicum in Secondary Education
- ED 588 – Secondary Biology, Chemistry, or Mathematics 6-12 Student Teaching

Special Education (Interventionist K-8).

- SE 540 – Nature and Characteristics of Students with Exceptionalities
- SE 542 – Assessment for Special Education and Literacy
- SE 544 – Behavior Intervention and Management Within the Adaptive Environment
- SE 546 – Collaboration and Planning Within the Inclusive Classroom
- SE 548 – Gifted and Talented
- ED 550 – Literacy Development & Inst. for Grades K-2 Or ED 552 – Literacy, Learning & Inst. for Grades 3-5
- ED 555 K-12 Public School Law and Policy
- ED 582 – Special Education Interventionist K-8 Student Teaching

The Master of Arts in Teaching Handbook is available in the Education Department.

Master of Arts in Teaching Course Descriptions

ED 500 Foundations and Current Issues of American Education and edTPA Introduction

This course introduces MAT candidates to the teaching profession and explores the philosophical, historical, social, and legal foundations of education in America as well as current trends and issues in education. Candidates will generate a personal philosophy of education. Professionalism, educational purposes, curriculum, methods, school systems, teacher ethics, expectations, and evaluations will be introduced. Through field experiences, candidates shall investigate teachers' work in relation to students, the curriculum, and the school, system, and policy settings in which they are situated. ED 500 balances understanding of topics from a theoretical perspective as well as investigating teaching and learning from a practical hands-on approach in a local public school classroom. Candidates shall be introduced to edTPA and its processes. Six hours of field experience hours in a public school OR curriculum-based summer program, such as Athens City Schools Kids' Connection or Read to be Ready summer literacy grant recipient schools required. (3 hours; blended learning; fall, spring or summer; initial course of the MAT program; Early Affiliation eligible)

ED 502 Human Development and Diversity in Education

This course in human development provides foundational knowledge of human life stages from conception through adolescence. Students will acquire knowledge of the cognitive, psychosocial, biological and environmental factors which form foundations of human experience and behavior. Culture, diversity, and educational environments are emphasized to promote self-reflection and applications knowledge. Students will acquire knowledge and skills needed to function well as educators in a changing and diverse society. (3 hours; online; fall, spring or summer; Early Affiliation eligible)

ED 504 Survey of Exceptionalities in Children

This course enables candidates to identify psychological, physical, educational, medical, behavioral, and learning characteristics and needs of individuals with various disabilities as well as students from diverse cultural, social, ethnic, and racial backgrounds. Inclusion of students with disabilities and techniques to adopt instruction to fit individual needs will be emphasized. An understanding of legislation, regulations, and litigation related to serving individuals with disabilities will enable the candidate to correlate the individualized education program (IEP) with the least restrictive environment. Candidates gain knowledge of professional, ethical, and legal issues affecting educators, and candidates learn the human relations skills needed to work effectively with individuals with disabilities, school personnel, and families in both professional and community roles. Six hours of field experience in a public school setting or a curriculum-based summer program, such as Athens City Schools' Kids' Connection or a Read to be Ready summer grant recipient, required. (3 hours; blended learning; summer; Early Affiliation eligible)

ED 506 Management, Engagement and Motivation Within Response to Intervention and Instruction Classrooms

The course focuses on research-based strategies in elementary and secondary classrooms designed to create and maintain positive learning environments, organize and manage classrooms, establish daily routines and procedures, respond effectively to disruptive behaviors, improve instruction and accomplish effective assessment, increase prosocial behaviors, and increase student academic engagement and motivation. Both prevention and intervention methods will be emphasized to promote positive outcomes for students; candidates will learn to apply appropriate strategies within the tiered method of RTI2: Tier 1 universal intervention; Tier 2 small group intervention, and Tier 3 individual interventions. This course also presents concepts of extrinsic and intrinsic motivation and self-motivation, and examines the relationships among classroom environment, classroom behavior, and learning. Six hours of field experience in a public school setting or a curriculum-based summer program, such as Athens City Schools' Kids' Connection or a Read to be Ready summer grant recipient, required. (2 hours; blended learning; summer; Early Affiliation eligible)

ED 508 Educational Technology for Teaching and Learning

Comprehensive overview of the field of education technology aligns the principles of how students learn with current technological tools proven effective in achieving success across the disciplines. Includes strategies for enhancing learning and communication, student collaboration for project and problem-based learning, critical thinking, assessment, and digital citizenship. Candidates will be introduced to student-centered learning within learning spaces that support digital literacy. Candidates will identify and compare national and international standards and introduce the knowledge base of educational technology while surveying design and development tools. Candidates will begin to create the edTPA electronic portfolio. (1 hour; online; fall, spring or summer)

SE 540 Nature and Characteristics of Students with Exceptionalities

This course will focus on a historical overview and a look into the current theoretical issues regarding the treatment of learning disabilities and serve behavior disorders. Some of the topics explored include historical perspectives of special education, legal issues, and ethical considerations of labeling individuals, definitions, interventions, and current educational models. An overview of the research methods used in treating learning and behavior problems in schools is also offered. Identification of students with mild to moderate disabilities and the descriptions and characteristics of disabilities will be covered. Eight (8) hours of field experience in a public school setting, including proficiency with computer technology, is required. (2 hours; blended learning; fall or spring)

SE 542 Assessment for Special Education and Literacy

This course will provide future teachers with the foundation and understanding of the assessment process. It will prepare teachers to be professionals and leaders in the field of special education. Students will focus on the educational assessment methods and procedures used in decision making and program planning for students with exceptional learning needs. Students will acquire the aspects of the assessment process that represent commitment, integrity, intellectual acuity, justice

and stewardship for special needs students. The student will familiarize themselves with all current, reliable, valid, formal, and informal assessment instruments. This course will examine data-driven and problem-solving methodologies and instructional strategies for making instructional interventions based on students' individualized needs. This class will explore research-based intervention strategies for Tier III, progress monitoring, literacy assessment, data analysis, assessment driven instruction, classroom organization and management methods that will enhance student learning. The teacher candidate will understand methods for establishing a positive learning environment while implementing students' IEPs. There will be a strong emphasis on differentiation of instruction to address individuals' identified needs, skills development, and planning for transition from school into the work environment. There are 6 field experience hours for this course. (2 hours; blended learning; fall or spring)

SE 544 Behavior Intervention and Management Within the Adaptive Environment

Behavior interventions are an integral part of the preventative strategies designed to support students through a three-tiered system of primary, secondary and tertiary plans of prevention. Tier I, or the primary prevention, utilizes school-wide procedures as a basic level of behavioral support for all students in all settings in the school. Tier II and III reveal additional support through a secondary prevention or targeted group support plan. This course will center its behavior interventions on the RTI, or Response to Intervention, plans the state of Tennessee now utilizes in its classrooms. This course will present the practices for supporting students who require the highest, most intensive level of individualized support within a school-wide system. The goal is for the future teacher to understand adaptive materials and technologies to support the classroom student. Eight (8) hours of field experience in a public school, including proficiency with computer technology, is required. (2 hours; blended learning; fall or spring)

SE 546 Collaboration and Planning Within the Inclusive Classroom

This course is designed for educators who plan and implement academically sensitive educational programs for children and adolescents with disabilities. Opportunities for the comprehensive study of characteristics of such programs, assessment techniques, and strategies essential to meeting the needs of students with learning problems will be provided. The special and unique problems of students with learning problems will be provided. The special and unique problems will be aligned with models, materials, teaching strategies, and transition requirements for students with disabilities. A particular emphasis will be placed on planning strategies across all content areas. This course is designed for educators that wish to work with and understand concepts and terms related to educating students concerning inclusion. The course helps teachers learn about the continuum of placement strategies school systems can use in providing special education services to students with disabilities. The course helps future teachers to understand the federal definition of students entitled to special education services, as well as the procedures used to determine whether the students can be educated in the regular classroom. The course also identifies and describes the roles and responsibilities of special and general educators in providing special education services to students placed in the least restrictive environment (LRE). Eight (8) hours of field experience in a public school, including proficiency with computer technology, is required. (2 hours; blended learning; fall or spring)

SE 548 Gifted and Talented

This course provides program candidates with the knowledge necessary to identify the characteristics of gifted and talented students, offer instructional recommendations to regular education teachers, plan programming and curriculum based on state standards, and understand current legislation related to the development of gifted and talented students. Eight (8) hours in a public school setting required. (2 hours; fall or spring)

ED 550 Literacy Development and Instruction for Grades K-2

Literacy Development and Instruction for Grades K-2 provides opportunities for candidates to learn language development, literacy-rich environments, and effective instruction for students in lower elementary school. Candidates are introduced to the unique developmental processes for all students with The National Association for the Education of Young Children's developmentally appropriate practice considerations, the wide range of environmental contexts with research on exemplary teachers' classrooms, and to use this knowledge and understanding to guide and inform instruction with Teaching Literacy in Tennessee's instructional model. Literacy development is reinforced to candidates with practice with children's literature and media. Literacy-rich environments are reinforced to candidates with analysis of classrooms' literacy access and literacy interactions. Effective instruction is reinforced to candidates by observing foundational skills lessons. Candidates integrate language development, literacy-rich environments, and effective instruction with practice teaching of lessons plans for foundational skills with feedback based on edTPA and TEAM components. (2 hours; blended learning; fall or spring)

ED 552 Literacy, Learning and Instruction for Grades 3-5

Literacy, Learning, and Instruction from Grades 3-5 provides opportunities for candidates to learn literacy, learning, and effective instruction for students in upper elementary school. Candidates are introduced to literacy for all students with research of literacy motivation, to learning with research of learning theory, and to using this knowledge and understanding to guide and inform instruction with Teaching Literacy in Tennessee's instructional model. Literacy is reinforced to candidates with practice with children's literature and media. Learning is reinforced to candidates with analysis of learning theories in practice. Effective instruction is reinforced to candidates by observing reading and writing lessons. Candidates integrate literacy, learning, and effective instruction with practice teaching of lessons plans for reading and writing with feedback based on edTPA and TEAM components. (2 hours; blended learning; fall or spring)

ED 554 Literacy Planning and Assessment: Response to Intervention and Instruction in Practice for Grades K-5

In this course, candidates will learn how to effectively implement a comprehensive literacy assessment approach that includes action steps to link assessment results to instructional planning and day-to-day instruction in classrooms. Candidates will gain theoretical knowledge as well as experience in application, anchored in the study of a school and several profile students from that school. Students will learn how to create a comprehensive literacy assessment system and implement a Response to Instruction and Intervention (RTI2) model, a data-based process for preventing reading difficulties and providing timely intervention for those who struggle. Students will also learn how to establish strong links between literacy assessments—including those collected for accountability purposes—and planning and instructional practices. Six (6) hours of field experience in a public school are required, included observing a grade level team meeting analyzing and interpreting student assessment data. (2 hours; blended learning; fall or spring)

ED 555 K-12 Public School Law and Policy

This course will provide a study of the laws related to general public K-12 education and special education that govern the operation and conduct of their organizations as they face a litigious society. The legal principles that affect the operation, organization, and administration of school systems will be discussed. Documents studied include Individuals with Disabilities in Education Act (IDEA), Constitution of the State of Tennessee as it pertains to public education, and the Tennessee Code as it pertains to public education. Future teachers in regular or special education will gain knowledge about legal issues that help them in effectively performing their professional duties within the boundaries of current case law while acting en loco parentis (in lieu of the parent) for students. (2 hours; online; fall or spring)

ED 556 Instruction of Elementary Mathematics, Science, and Social Studies for Grades K-5

Instruction of Elementary Mathematics, Science, and Social Studies provides opportunities for candidates to learn effective instruction for all students. Candidates are introduced to instructional models of mathematics, science, and social studies for all students with the About Teaching Mathematics by Marilyn Burns, the 5E Instructional Model for Scientific Inquiry by BSCS, and Essentials of Elementary Social Studies by Turner, Russell, and Waters. Instruction of mathematics is reinforced to candidates with observation of problem-solving investigation lessons and analysis of curriculum and instruction for problem-solving investigation. Instruction of science is reinforced to candidates with observation of scientific inquiry lessons and analysis of curriculum and instruction for scientific inquiry. Instruction of social studies is reinforced to candidates with observation of skill-based lessons and analysis of curriculum and instruction for skill-based lessons. Candidates integrate instruction by utilizing a deep knowledge and understanding of language and literacy development to practice teaching of lessons plans for mathematics, science, and social studies with feedback based on edTPA and TEAM components. (3 hours; blended learning; fall and spring)

ED 558 Assessment and Planning of Mathematics, Science, and Social Studies for Grades K-5

Assessment and Planning of Mathematics, Science, and Social Studies provides opportunities for candidates to learn assessment, planning, and collaboration for all students in elementary school. Candidates are introduced to different purposes of assessment with tests and techniques for a balanced approach. Tests are introduced with an Overview of Testing in Tennessee, About Teaching Mathematics by Marilyn Burns, the 5E Instructional Model for Scientific Inquiry by BSCS, and Essentials of Elementary Social Studies by Turner, Russell, and Waters. Techniques are introduced with content area research on formal & informal assessment, questioning, and feedback. Candidates are introduced to planning with content knowledge grounded in standards and research-based objectives. Standards are introduced with Tennessee's academic standards. Objectives are introduced with Bloom's Taxonomy. Candidates are introduced to professional learning communities with collaboration of National Board for Professional Teaching Standards Core Proposition of membership in a learning community. Assessment is reinforced to candidates with practice of differentiation of tests and techniques by Tomlinson. Planning is reinforced to candidates with practice of differentiation of standards and objectives by Tomlinson. Collaboration is reinforced to candidates with completion of

a co-teaching models webinar by Council of Exceptional Children. Candidates integrate assessment and planning with practice teaching of unit plans for mathematics, science, and social studies with feedback based on edTPA and TEAM components. Candidates integrate collaboration with practice of a co-teaching models. (3 hours; blended learning; fall and spring)

ED 570 Literacy in the Content Area for Grades 6-12

Provides the teaching candidate with the knowledge and skills to guide secondary students to becoming active, engaged, independent, grade-level readers within the content area of Biology, Chemistry, or Mathematics. Emphasis on research-based strategies to guide secondary students to accessing prior knowledge, setting a purpose for reading, organizing and summarizing ideas, understand and apply content specific academic vocabulary, select appropriate strategies to make meaningful connections, taking notes, and reflecting on new understandings. Adaptations for culturally and linguistically diverse and exceptional learners are embedded throughout the course. Eight (8) hours of field experience in a public school are required. (2 hours; blended learning; fall or spring)

ED 572 Content Area Methods: Planning, Instruction and Materials for Grades 6-12

Assists the student seeking secondary certification in developing a personal understanding of general and specific methods for teaching in a middle or secondary school emphasizing planning and instruction. This course will include a close study of teaching practices and procedures appropriate for each student's specific content area. ED 572 candidates will teach three lessons to middle or high school students in a public school. Emphases will include aligning lesson plans with national and state curriculum standards as well as meeting the needs of diverse learners in the middle or secondary classroom. Eight (8) hours of field experience in a public school required. (3 hours; blended learning; fall or spring)

ED 574 Content Area Assessment and Evaluation for Grades 6-12

Provides candidates with knowledge of and skills in assessment to drive decisions about the individual student, classroom, effectiveness of the classroom instructional program, and the teacher. Assessment development and design including formative and summative assessments, timely and effective student feedback, test construction within the context of validity, reliability and fairness, and analysis of assessment results and progress monitoring are emphasized. Candidates will study achievement and growth targets as determined by state and local standards as well as assessment reform and district, state, and national assessments. Candidates will also apply descriptive and inferential statistical analysis in assessment and evaluation scenarios. (2 hours; online; fall or spring)

ED 571 Action Research

Provides fundamental principles of educational research and a practical application of research techniques. Candidates shall develop a research topic and a quantitative and/or qualitative research design, and then conduct the research project in a public school classroom. The project components will closely resemble real-world conditions actually encountered daily by practicing teachers. Candidates will utilize current educational research as they develop their topic and design, will make use of descriptive and inferential statistics for data analysis, and will generate conclusions based on their findings. Candidates will present their action research projects to an audience of three TWU faculty members at the conclusion of the semester. (3 hours; blended learning; May Mini Term or December Mini Term for Job-Embedded MAT Candidates; fall or spring for MAT Candidates)

ED 576 Practicum in Secondary Education

Provides secondary candidates with knowledge and skills of lesson and unit planning, instruction, assessment, collaboration, and reflection by teaching three or more related lessons in a local secondary public school classroom. Candidates will prepare lessons in alignment with Tennessee Academic Standards and specialty area standards. Sixteen (16) hours of field experience in a public school are required. (3 hours; blended learning; fall or spring)

ED 562 Elementary Education K-5 Student Teaching

This course is designed to functionally integrate the theory and practice of teaching and learning into the instructional program. The goal of understanding the whole child, teacher, school, community, and the profession is more likely to be attained when the student teacher strives to: develop a sound philosophy of teaching; understand the mental, emotional, social, and physical development of the individual pupil and his or her interactions as a member of various groups of pupils; assist in establishing a learning environment conducive to managing routine classroom activities in a manner that will promote desirable individual and group interaction and growth; design and implement teaching plans effectively; understand the need to promote and

develop positive parent-teacher and home-school cooperation; share the full responsibility for classroom instruction; assist in the evaluation of the effectiveness of the teaching and learning dimensions of the school programs. (6 s.h., Two public school placements, fall or spring)

ED 582 Special Education Interventionist K-8 Student Teaching

This course is designed to functionally integrate the theory and practice of teaching and learning into the instructional program. The goal of understanding the whole child, teacher, school, community, and the profession is more likely to be attained when the student teacher strives to: develop a sound philosophy of teaching; understand the mental, emotional, social, and physical development of the individual pupil and his or her interactions as a member of various groups of pupils; assist in establishing a learning environment conducive to managing routine classroom activities in a manner that will promote desirable individual and group interaction and growth; design and implement teaching plans effectively; understand the need to promote and develop positive parent-teacher and home-school cooperation; share the full responsibility for classroom instruction; assist in the evaluation of the effectiveness of the teaching and learning dimensions of the school programs. (6 s.h., Two Public School Placements, fall or spring)

ED 586 Student Teaching and edTPA Seminar

The capstone seminar is designed to accompany and enhance the student teaching experience. Seminar topics and discussions are directly related to the experiences the student teachers are having in the Pre-K, Elementary, Secondary and Special Education classrooms. The primary goal of the seminar and student teaching experience is to provide each student teacher with successful experiences in practicing the knowledge, strategies, skills, techniques, theories, attitudes, and dispositions necessary to become highly qualified, licensed teachers. (3 s.h., blended learning, fall or spring)

ED 588 Secondary Biology, Chemistry, or Mathematics 6-12 Student Teaching

This course is designed to functionally integrate the theory and practice of teaching and learning into the instructional program. The goal of understanding the whole child, teacher, school, community, and the profession is more likely to be attained when the student teacher strives to: develop a sound philosophy of teaching; understand the mental, emotional, social, and physical development of the individual pupil and his or her interactions as a member of various groups of pupils; assist in establishing a learning environment conducive to managing routine classroom activities in a manner that will promote desirable individual and group interaction and growth; design and implement teaching plans effectively; understand the need to promote and develop positive parent-teacher and home-school cooperation; share the full responsibility for classroom instruction; assist in the evaluation of the effectiveness of the teaching and learning dimensions of the school programs. (6 s.h., Two Public School Placements, fall or spring)

