

Education

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Taylor University seeks to develop competent, caring, and reflective teachers prepared for world service. The belief that teachers who have experienced a vigorous professional preparation within the framework of evangelical Christian values will have a profound influence on the students they teach in public, independent, or overseas schools pervades the education program approach. A comprehensive liberal arts curriculum provides the foundation for subject matter competence as well as lifelong learning, leadership, and continued growth in the teaching profession. The Education Department cooperates with other departments to ensure the development of high-quality foundational core and major fields of study. Taylor University's teacher education program is accredited by CAEP (Council for the Accreditation of Educator Preparation) and the Indiana Department of Education. Admission to, retention in, and completion of an approved teacher education program at Taylor University is coordinated by the Director of Teacher Education.

Students seeking a teaching license may fulfill the curriculum requirements in education while earning either a Bachelor of Arts or Bachelor of Science degree. The Bachelor of Arts degree requires the completion of two years of one foreign language.

Students wishing to explore or prepare for the teaching profession should become involved in the teacher education program as early as possible in their college careers. It is advised that initial steps be taken as an entering freshman or as soon as possible after entering Taylor. Upon declaring a major area of study in elementary, all-grade, or secondary area, the student is assigned an academic advisor. This academic advisor continues to advise the student throughout the entire program. However, by use of the curriculum guide for the chosen area of study, much of the student's planning may be self-directed. Curriculum guides containing course requirements for all teacher education programs offered at Taylor may be obtained from the Education Department. The Teacher Education Program Candidate Handbook includes a 4-year program timeline and course sequence for foundational core, major, and professional education courses that assist the candidates in planning their teacher education programs.

The Indiana Department of Education has approved teacher licensure rules: Rules for Educator Preparation and Accountability 3. Interpretation of the licensure rules by the Indiana Department of Education is modified from time to time. Candidates must follow the most current curriculum guides and licensing tests as required by the Indiana Department of Education. The most current program information and licensure requirements can be obtained in the Education Department office or from the office of the Director of Teacher Licensure.

Admission to the Teacher Education Program: Step One

There is a formal admission procedure to the teacher education program. A student is admitted to the program upon completion of an official application form (initiated through the office of the Director of Teacher Licensure) and favorable action by the Teacher Education Committee. The application should be completed during the first term of a student's sophomore year. Candidates are formally admitted to the teacher education program after completing three terms of college work, one of which must have been at Taylor. The Teacher Education Committee has established standards that candidates must meet in order to be admitted to and remain in the program. Factors encompassed by these standards are scholastic performance, professional dispositions, portfolio requirements, Taylor University requirements for reading and math proficiencies, and departmental recommendation. Detailed explanations of these standards may be obtained from the department.

Admission to Supervised Internship (Student Teaching): Step Two

Subsequent to admission to the program, there is a formal admission procedure to student teaching. The application is initiated and facilitated through the Office of the Director of Student Teaching and should be prepared and ready for consideration (by the Teacher Education Committee) during the first semester of the junior year. The factors considered by the Teacher Education Committee include: (1) successful completion of prerequisite courses; (2) departmental recommendation; (3) portfolio requirements; and (4) scholastic performance. Detailed explanations of these standards may be obtained from the department.

Scholastic Performance

Teacher education program standards include students passing COM 210 or CAC 160, ENG 110, all professional education, and all major courses with grades of C- or better. Also, a grade of C- or better in education courses must be achieved as a condition for taking sequential courses for which the course is a prerequisite and for graduation.

Transfer of Credit from Other Institutions

Students seeking admission to the Taylor teacher education program through transfer from another institution must meet the standards required of regularly enrolled students. Credits are assessed by the Registrar. The Director of Teacher Licensure, after consultation with the appropriate department chair, will accept transfer credit when the courses taken are equivalent to requirements on a designated major curriculum guide.

Field Experiences and Student Teaching

Field experiences with children and youth, with strong emphasis on diverse education, are considered a vital part of teacher preparation. Beginning with the first professional education course and continuing through the senior year, such experiences are required for each prospective teacher. The culmination of these professional experiences occurs during the senior year with full-time student teaching. During this final experience, a student is expected to assume as much as possible the total responsibilities of a teacher. Student teaching is a 16-week Fall or Spring semester activity.

Opportunities are provided for student teaching abroad. After completing a 10-week experience stateside, students may teach for six or more weeks in a setting abroad. Application for student teaching abroad must be submitted during the Fall semester of the junior year. Applications are available from the Director of Student Teaching.

Junior Methods Practicum (JuMP)

All elementary education candidates will take the junior block field experience during both Fall and Spring of the junior year. Students will be placed in an all day field experience on Tuesday and Thursday.

Comprehensive Exam Requirement

All Elementary Education candidates are required to take the elementary Praxis Pedagogy licensure test and score 160 or above. Any elementary education candidate who does not successfully pass is provided opportunity to participate in a tutorial-guided instruction program under the direction of the Academic Enrichment Center or Education Department to prepare for retaking the test or a departmental exam. In secondary education, the comprehensive examination is in the major teaching field. A candidate is allowed a maximum of three attempts to pass the comprehensive examination in any single major.

Practicum

Opportunities for practicum experiences in rural, urban, and overseas settings are available. A practicum is supervised learning involving a firsthand field experience or project. Approval is needed from the supervising professor and the department chair. Under certain conditions a practicum may be required to demonstrate readiness for student teaching. In order to receive a grade, the experience or project must be supervised.

Fields of Study

Curricula that meet the licensing standards of the Indiana Department of Education are listed on the curriculum guides available to each candidate. Preparation for initial teaching Indiana licenses in the following fields is provided at Taylor.

Licensing

All teacher education programs have been designed to meet Indiana licensure requirements and have been approved by the Indiana Department of Education. Candidates who meet graduation requirements, complete an approved teacher education program, successfully complete student teaching, and meet the Indiana qualifying scores on the required Praxis and Pedagogy tests will be eligible for an Indiana license. Taylor's Teacher Licensure Office is responsible for verifying to the Indiana Department of Education that all requirements for licensure have been met and for processing all applications for licensure.

Indiana has some degree of Interstate Agreement contract with 50 states (reciprocity). However, additional requirements may need to be met in order to receive permanent licensure in these states. Those who plan to teach outside of Indiana should visit the reciprocal states link provided on our departmental webpage. Requirements often change from year to year, so candidates should verify this information and work with the Director of Teacher Licensure. Contact information for every state department of education are also available online.

Secondary Grades 5-12 and All Grades P-12

The following areas offer majors for secondary grades 5-12: Biology, Chemistry, English, Mathematics, Mathematics/Computer Science, Physics, Physics/Mathematics, Social Studies (Economics, Geographical Perspectives, Government and Citizenship, Psychology, Sociology, Historical Perspectives), and Spanish. The candidate preparing to teach in secondary schools will select a content major. The following areas offer majors for all grades P-12: Art Education and Music Education. Art Education and the secondary education majors lead to a Bachelor of Science degree, but a Bachelor of Arts degree may be granted if a candidate completes the language requirement and requests a BA degree prior to degree conferral. Music Education is awarded with the Bachelor of Music degree. Requirements for all grades P-12 and secondary grades 5-12 license include foundational core, professional education, and subject matter concentration (see *departmental curriculum guides for detailed requirements*) as well as ENG 110, PSY 340, and either CAC 160 or COM 210.

Three optional concentrations are available to all secondary and all-grade education majors: SpEd Mild-Moderate P-12 Licensure, SpEd Intense P-12 Licensure, and TESOL P-12 Licensure. SpEd Intense P-12 Licensure requires the completion of SpEd Mild-Moderate P-12 Licensure concentration.

SpEd Intense P-12 Licensure Concentration (must also complete SpEd Mild-Moderate P-12 Licensure Concentration)

SED 375	3	Low-Incidence Disabilities-Instruction and Learning	SED 390	3	Low-Incidence Disabilities-Collaboration and Individualized Programs
SED 380	3	Low-Incidence Disabilities-Independence and Self-determination			

SpEd Mild-Moderate P-12 Licensure Concentration

Licensure applicants must student teach with a licensed special education teacher.

Concentration Requirements

SED 220	3	Exceptional Children	SED 350	3	Behavior Management and Disorders
SED 330	3	Foundations of Special Education	SED 355	3	Methods of Special Education
SED 340	3	Assessment of Exceptional Learners	SED 440	3	Special Education Integrative Seminar

TESOL P-12 Licensure Concentration

Concentration Requirements

EDU 260	3	Educational Psychology	TSL 303	3	Methods of TESOL
EDU 431	17	Supervised Internship in Secondary Schools (TESOL)	TSL 305	3	Pedagogical Grammar and Applied Linguistics in TESOL
TSL 201	3	Introduction to SLA and the Field of Teaching ESOL	TSL 482	3	Seminar with Field Experience in TESOL
TSL 210	3	Teaching ELL in P-12 Classroom			

Transition to Teaching

The Transition to Teaching Program is an alternate licensure process designed for individuals who have previously graduated from college and wish to obtain an Indiana Teaching License. The elementary program prepares candidates for licensure in grades K-6, the secondary program prepares candidates for licensure in specific content areas in grades 5-12, and the all-grade program prepares candidates for licensure in specific content areas in grades P-12. The program is composed of online graduate courses. Individuals interested in the Transition to Teaching Program should view the following: <http://online.taylor.edu/transition-to-teaching/>.

Educational Studies (BA or BS)

The Bachelor of Arts or Bachelor of Science degree in Educational Studies requires 47 major hours. The Bachelor of Arts degree requires the completion of two years of one foreign language. *The Educational Studies degree does not lead to a teaching license. Students may not double major with elementary education. All major courses must be completed with a grade of C- or better and are included in the major GPA.*

Core Requirements

EDU 150	3	Education in America
EDU 260	3	Educational Psychology
EDU 371	3	Literature for Children and Adolescents
EDU 384	1	Perspectives on Diversity
EDU 450	1	Directed Research
EDU 493	3	Elementary Education Senior Capstone
SED 220	3	Exceptional Children

Select one course from the following:

EDU 306	2	Discipline and Classroom Management for Elementary Teachers
EDU 307	2	Discipline and Classroom Management for Secondary Teachers

Major Requirements

CMI 100	3	Introduction to Christian Ministries
EDU 393 [†]	3	Practicum
SOC 210	3	Contemporary Social Issues
SWK 200	3	Explorations in Social Work
TSL 201	3	Introduction to SLA and the Field of Teaching ESOL

Select two courses from the following:

ART 300	2	Art for Teachers
KIN 250	2	Elementary School Health Program
MUS 301	2	Music for Elementary Teachers

Select 3 hours from the following:

EDU 332	2	The Junior High/Middle School
EDU 385	3	Diversity in the Classroom
EDU 393 [†]	1-3	Practicum

[†]Practicums must be in different areas

Educational Studies requirements continued on next page

Additional Requirements

Choose one of the following development tracks:

Early Childhood/Elementary

EDU 200	3	Introduction to Early Childhood Programs
PSY 240	3	Child Psychology

Youth/Adolescence

PSY 340	3	Adolescent Psychology
YMI 315	3	Youth Culture and Issues

Adult/Family

PSY 250	3	Life Span Development
YMI 315	3	Youth Culture and Issues

Recommended Courses

EDU 255 ¹	3	Foundations of Literacy and Language Arts in the Elementary Classroom
EDU 280 ¹	3	Communication & Language Arts in Preschool & Kindergarten
EDU 290 ¹	3	Social Studies, Science, & Mathematics in Preschool & Kindergarten
EDU 321 ¹	2	Teaching Science in the Elementary Classroom
IAS 320 ^{1,2}	3	Cross-Cultural Outreach
PSY 315 ^{1,2}	3	Working with Orphans and Vulnerable Children
SED 330 ^{1,2}	3	Foundations of Special Education
SED 350 ^{1,2}	3	Behavior Management and Disorders
SED 355 ^{1,2}	3	Methods of Special Education
SOC 340 ^{1,2}	3	Sociology of Children and Families
SOC 381 ^{1,2}	3	Marriage and Family Systems
SWK 320 ^{1,2}	3	Unleashing the Oppressed
SWK 340 ^{1,2}	3	Trauma-informed Work with Children
TSL 210 ^{1,2}	3	Teaching ELL in P-12 Classroom
TSL 211 ^{1,2}	3	Teaching English Internationally
TSL 303 ^{1,2}	3	Methods of TESOL
TSL 304 ^{1,2}	3	Issues in Second Language Acquisition
TSL 305 ^{1,2}	3	Pedagogical Grammar and Applied Linguistics in TESOL
TSL 482 ^{1,2}	3	Seminar with Field Experience in TESOL
YMI 325 ²	3	Discipleship and Evangelism in Youth Ministry

¹Recommended for Early Childhood/Elementary track

²Recommended for Youth/Adolescence and Adult/Family tracks

Elementary Education (BA or BS)

Candidates seeking a teaching licensure may fulfill the curriculum requirements in education while earning either a Bachelor of Arts or Bachelor of Science degree. The Bachelor of Arts degree requires the completion of two years of one foreign language.

The Elementary Education (*kindergarten through 6th grade*) major requires 97-124 hours. The major also requires a concentration or one of the following minors: Applied Music, Biology, Chemistry, History, Mathematics, Music Composition, Physics, Psychology, Sociology, or Spanish. All major courses, including those in the concentration, must be completed with a grade of C- or better; the major GPA is calculated using the courses marked with an asterisk (*).

Elementary Education Core

EDU 150*	3	Education in America
EDU 200*	3	Introduction to Early Childhood Programs
EDU 255*	3	Foundations of Literacy and Language Arts in the Elementary Classroom
EDU 260*	3	Educational Psychology
EDU 306*	2	Discipline and Classroom Management for Elementary Teachers
EDU 321*	2	Teaching Science in the Elementary Classroom
EDU 351*	3	Methods and Materials for Elementary Teachers
EDU 355*	3	Early Literacy Experiences and Assessments: K-3
EDU 355L*	1	Elementary Education Junior Block Field Experience Lab
EDU 356*	3	Middle Childhood Literacy Experiences and Assessments: 4-6
EDU 356L*	1	Elementary Education Junior Block Field Experience Lab
EDU 371*	3	Literature for Children and Adolescents
EDU 384*	1	Perspectives on Diversity
EDU 385*	3	Diversity in the Classroom
MAT 205*	2	Explorations in Elementary School Mathematics
MAT 301*	3	Number Concepts for Elementary Teachers
MAT 302*	3	Geometry and Measurement for Elementary Teachers
SED 220*	3	Exceptional Children

Select one course from the following:

EDU 242*	3	Educational Technology in Elementary Education
EDU 243*	1	Technology Applications in Elementary Education

Major Requirements

ART 300	2	Art for Teachers
BIO 102	4	Biology for Educators
EDU 421	17	Supervised Internship in Elementary Schools
EDU 493	3	Elementary Education Senior Capstone
GEO 220	3	Regional Geography
KIN 250	2	Elementary School Health Program
MUS 301	2	Music for Elementary Teachers
PSY 240	3	Child Psychology

Additional Requirements

ENG 110	3	College Composition
ENG 230	3	World Literature

Select one course from the following:

CAC 160	3	Integrative Communication
COM 210	3	Public Speaking

Select one course from the following:

HIS 103	3	World History I
HIS 104	3	World History II

Select one course from the following:

HIS 124	3	History of the United States to 1877
HIS 125	3	History of the United States since 1877

Select at least one of the following concentrations:

Chinese K-6

CHI 101	4	Elementary Chinese I	CHI 201	3	Intermediate Chinese I
CHI 102	4	Elementary Chinese II	CHI 202	3	Intermediate Chinese II

Language Arts

ENG 110	3	College Composition	EDU 355L	1	Elementary Education Junior Block Field Experience Lab
ENG 230	3	World Literature	EDU 356	3	Middle Childhood Literacy Experiences and Assessments: 4-6
ENG 240	3	American Literature	EDU 356L	1	Elementary Education Junior Block Field Experience Lab
EDU 355	3	Early Literacy Experiences and Assessments: K-3	EDU 371	3	Literature for Children and Adolescents

Mathematics

MAT 205	2	Explorations in Elementary School Mathematics	Select <u>one</u> course from the following:		
MAT 210	4	Introduction to Statistics	MAT 120	3	Investigations in Mathematics
MAT 280	3	Mathematics for Middle School	MAT 180	3	Problem Solving
MAT 301	3	Number Concepts for Elementary Teachers			
MAT 302	3	Geometry and Measurement for Elementary Teachers			

Middle School Language Arts Licensure

EDU 332	2	The Junior High/Middle School	ENG 240	3	American Literature
ENG 211	3	Introduction to Creative Writing	ENG 305	3	Writing Theory and Grammar
ENG 212	3	Critical Approaches to Literature	JRN 255	3	Media and Society
ENG 230	3	World Literature			

Elementary Education requirements continued from previous page

Middle School Mathematics Licensure

EDU 332	2	The Junior High/Middle School			Select <u>one</u> course from the following:
MAT 205	2	Explorations in Elementary School Mathematics	MAT 120	3	Investigations in Mathematics
MAT 210	4	Introductory Statistics	MAT 180	3	Problem Solving
MAT 280	3	Mathematics in the Junior High/Middle School			Select <u>one</u> course from the following:
MAT 301	3	Number Concepts for Elementary Teachers	MAT 145	3	Introduction to Functions and Calculus
MAT 302	3	Geometry and Measurement for Elementary Teachers	MAT 151	4	Calculus I

Middle School Science Licensure

BIO 102	4	Biology for Educators			Select <u>one</u> of the following:
CHE 100	4	Chemistry for Living	SUS 200	3	Environment and Society
EDU 332	2	The Junior High/Middle School	SUS 231	4	Environmental Science, Society, and Sustainability
ENS 241	4	Physical Geology			Select <u>one</u> of the following:
			CHE 120	4	Forensic Science
			PHY 120	3	Renewable Energy Principles
			PHY 201	3-4	Introductory Astronomy
			PHY 203	4	General Physics I

Middle School Social Studies Licensure

EDU 332	2	The Junior High/Middle School			Select <u>one</u> course from the following:
GEO 220	3	Regional Geography	HIS _____	3	Additional History course
HIS 103	3	World History I	ECO 201	3	Principles of Microeconomics
HIS 104	3	World History II	SOC 220	3	Ethnic and Minority Issues
HIS 124	3	History of the United States to 1877			
HIS 125	3	History of the United States since 1877			
POS 100	3	American Politics			

Music

MUS 101	0-1	Music Theory (or competency)	MUS 135	2	Introduction to Music Education
MUS 105	2	Applied Lesson (Primary Instrument)	MUS 201	1	Computers, Technology, and Music
MUS 112P	0-1	Piano (or competency)	MUS 301	2	Music for Elementary Teachers
MUS 124	3	Music Theory and Harmony I	MUS 361	3	Conducting I
MUS 124L	1	Music Theory and Harmony I Lab	HUM 230	4	Art as Experience

Science

BIO 102	4	Biology for Educators			Select <u>one</u> of the following:
CHE 100	4	Chemistry for Living	CHE 120	4	Forensic Science
EDU 321	2	Teaching Science in Elementary Classroom	ENS 241	4	Physical Geology
		Select <u>one</u> of the following:	PHY 120	3	Renewable Energy Principles
SUS 200	3	Environment and Society	PHY 201	3-4	Introductory Astronomy
SUS 231	4	Environmental Science, Society, and Sustainability	PHY 203	4	General Physics

Social Studies

GEO 220	3	Regional Geography			Select <u>one</u> of the following:
HIS 103	3	World History I	HIS* _____	3	History* Course
HIS 104	3	World History II	POS 100	3	American Politics
HIS 124	3	History of the United States to 1877	PSY 100	3	Introductory Psychology
HIS 125	3	History of the United States since 1877	SOC 220	3	Ethnic and Minority Issues
					*HIS 103, 104, 124, 125 cannot be used to meet the concentration elective.

Spanish

SPA 101	4	Elementary Spanish I	SPA 305	3	Communication in Spanish
SPA 102	4	Elementary Spanish II	SPA _____	3	Spanish Elective
SPA 201	3	Intermediate Spanish I	SPA _____	3	Spanish Elective
SPA 202	3	Intermediate Spanish II			

TESOL P-12 Licensure

TSL 201	3	Introduction to SLA and the Field of Teaching ESOL	TSL 305	3	Pedagogical Grammar and Applied Linguistics in TESOL
TSL 210	3	Teaching ELL in P-12 Classroom	TSL 482	3	Seminar with Field Experience in TESOL
TSL 303	3	Methods of TESOL			

SpEd Intense P-12 Licensure (must also complete SpEd Mild-Moderate P-12 Licensure Concentration)

SED 375	3	Low-Incidence Disabilities-Instruction and Learning
SED 380	3	Low-Incidence Disabilities-Independence and Self-determination
SED 390	3	Low-Incidence Disabilities-Collaboration and Individualized Programs

SpEd Mild-Moderate P-12 Licensure

Licensure applicants must student teach with a licensed special education teacher.

SED 220	3	Exceptional Children	SED 350	3	Behavior Management and Disorders
SED 330	3	Foundations of Special Education	SED 355	3	Methods of Special Education
SED 340	3	Assessment of Exceptional Learners	SED 440	3	Special Education Integrative Seminar

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Visual Arts

ART 101	3	Drawing I	Select <u>5</u> credit hours from the following:
ART 151	3	Two-Dimensional Drawing	
ART 300	2	Art for Teachers	
HUM 230	4	Art as Experience	
HUM 250_	1	Participation in the Arts	
ART 154	1	Digital Tools: Illustrator	
ART 156	1	Digital Tools: Photoshop	
ART 210	3	Introduction to Art Education	
ART 221	3	Painting I	
ART 253	3	Foundations of Photography	
ART 271	3	Three-Dimensional Design	
ART 272	3	Sculpture: Casting	
ART 281	3	Ceramics: Handbuilt Forms	
ART 309	2	Secondary Art Methods	
ART 322	3	Water-Based Media	
ART 380	3	Ceramics: Wheel Throwing	
ART ____	3	Any Art History course	

TESOL Program

In addition to the TESOL licensure for education majors, the TESOL Program offers two additional options. The TESOL minor and Certificate prepare students to work both domestically with immigrants, and internationally with people learning English for international communication.

Teaching English to Speakers of Other Languages (TESOL) Minor

Open to all majors, the TESOL minor requires 18 hours and provides training to those interested in teaching English in international or non-public education contexts. The minor also provides cross-cultural and pedagogical training. *All minor courses must be completed with a grade of C- or better and are included in the minor GPA.*

Minor Requirements

TSL 201	3	Introduction to SLA and the Field of Teaching ESOL
TSL 303	3	Methods of TESOL
TSL 305	3	Pedagogical Grammar and Applied Linguistics in TESOL
TSL 310	3	Teaching the Skill Areas in TESOL
TSL 482	3	Seminar with Field Experience in TESOL

Select one course from the following:

TSL 210	3	Teaching ELL in P-12 Classroom
TSL 211	3	Teaching English Internationally
TSL 304	3	Issues in Second Language Acquisition

Certificate in Teaching English to Speakers of Other Languages (TESOL)

Requiring the completion of 12 credit hours, the department offers a Teaching English to Speakers of Other Languages (TESOL) certificate for all students who want to more effectively teach students for whom English is a second or foreign language. The TESOL certificate exists to provide a broad base to anyone interested in TESOL, introduces students to the ELT field in North America and worldwide, and provides basic understanding of cross-cultural relations and TESOL theory, methods, and materials.

The student will be responsible for demonstrating his or her completion of the certificate requirements by submitting a completed application along with a copy of his or her transcript to the program director. Work in progress will be accepted. This certificate is awarded by the Education Department and does not include a transcript entry.

Certificate Requirements

TSL 201	3	Introduction to SLA and the Field of Teaching ESOL
TSL 303	3	Methods of TESOL
TSL 305	3	Pedagogical Grammar and Applied Linguistics in TESOL
TSL 482	3	Seminar with Field Experience in TESOL

Education Courses

EDU 150 **3 hours**
Education in America
 A study of the historical, philosophical, and sociological foundations of education. The organization and role of the public school, P-12, in a multicultural society are examined. An analysis of teaching is made, including implications of some court cases related to teaching, concepts of teaching, and leadership roles. The course includes a study of multicultural and ethnic differences among students and the resulting effect on the teacher's role. Includes a field experience lab.

EDU 151 **1 hour**
Introduction to the Teacher Education Program
 This course is designed to assist students who wish to transfer the equivalent of EDU 150 Education in America, but have unmet requirements. In this course, students will complete outstanding requirements for EDU 150 and become familiar with requirements for the teacher education program at Taylor University. A field experience may be required.

EDU 170 **1-4 hours**
Selected Topics
 A course offered on a subject of interest but not listed as a regular course offering.

EDU 200 **3 hours**
Introduction to Early Childhood Programs
 This course deals with the history of early childhood education and also takes an in-depth look at the qualities needed to become an effective early childhood teacher. Students study the professional aspects of developing appropriate curriculum and physical settings for the preschool and kindergarten classroom. Methods that meet the physical, emotional, social, mental, and spiritual developmental growth of young children are explored. Includes weekly observation of and participation with children in preschool, kindergarten, and Headstart programs. *Prerequisite: EDU 150.*

EDU 222 2 hours
Reading in the Content Area for Secondary Teachers
Designed to provide practical procedures for developing effective reading skills at the junior high, middle, and secondary school levels. Attention centers on understanding the relationships between the processes of reading and the learning of content. Suggestions on how to meet the total range of student reading needs in the classroom are addressed. Methods and materials to enhance advanced comprehension and study skills of adolescents in a multicultural society are presented. Includes a field experience lab. *Required for all secondary/all-grade majors seeking licensure. Prerequisite: EDU 150.*

EDU 242 3 hours
Educational Technology in Elementary Education
Students develop skills in using presentational software, video conferencing, smart boards, portable devices, and video editing and discover their application to classroom instruction. Students will understand the International Society for Technology in Education (ISTE) standards. Ethical and fair use issues regarding educational technology and media will also be addressed. *Meets the foundational core computation requirement.*

EDU 243 1 hour
Technology Applications in Elementary Education
The course examines the pedagogical value of technology in the elementary school. Students will learn how to apply technology to classroom instruction. Ethical and fair use issues regarding educational technology and media will also be addressed. *Prerequisite: COS 104 or equivalent. Offered Spring semester only.*

EDU 255 3 hours
Foundations of Literacy and Language Arts in the Elementary Classroom
Course explores fundamental concepts concerning the development of children's language and literacy and the teacher's role in this process including the selection of appropriate instructional materials and strategies to meet the literacy needs of children. This course also investigates the techniques and methods necessary for integrating language arts in the elementary classroom. Topics include core literacy issues, emergent literacy, word identification and recognition, phonological awareness, and methods for language arts instruction. *Required for all elementary majors seeking licensure. Prerequisite: EDU 150.*

EDU 260 3 hours
Educational Psychology
The course focuses on the study and application of learning theories and psychological concepts and principles to the teaching-learning process. Developmental stages, age-level characteristics of students, gender differences, learning styles, contemporary views of intelligence, effects of ethnicity and social class on teaching and learning, principles of multicultural education, the teacher's role in accommodating special needs in the regular classroom, learning theories, various instructional approaches, theories of motivation, and various types of assessment, including standardized and high-stakes tests, are examined. *Prerequisite: EDU 150.*

EDU 270 1-4 hours
Selected Topics
A course offered on a subject of interest but not listed as a regular course offering.

EDU 306 2 hours
Discipline and Classroom Management for Elementary Teachers
This course is designed to assist students preparing for the elementary classroom in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Students develop a plan for discipline and classroom management which utilizes a proactive approach based on positive ethical practices consistent with Christian and democratic principles. Several widely accepted discipline theories along with the study of legal implications for teachers are used in conjunction with observations and case studies to assist students in developing effective discipline plans. *Prerequisite: EDU 150. Elementary Education majors only.*

EDU 307 2 hours
Discipline and Classroom Management for Secondary Teachers
This course is designed to assist students preparing for the secondary or all grade classroom in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Students develop a plan for discipline and classroom management which utilizes a proactive approach based on positive ethical practices consistent with Christian and democratic principles. Several widely accepted discipline theories along with the study of legal implications for teachers are used in conjunction with observations and case studies to assist students in developing effective discipline plans. *Prerequisite: EDU 150. Secondary/all grade education majors only.*

EDU 309 1 hour
Methods of Instruction and Assessment in Secondary Education
A junior level course that focuses upon pedagogical methods including assessment, instructional strategies, and culturally responsive teaching practices. The majority of the course includes a placement in a secondary school for a laboratory field experience. *Prerequisites: EDU 150, EDU 222, EDU 260, and approval into the teacher education program. Offered Fall semester.*

EDU 315 1 hour
An Exploration of Young Adult Literature
The course will explore the genre of young adult literature. Students will critically evaluate the strengths and weaknesses of young adult literature. Students will recognize current themes and topics of young adult literature.

EDU 321 2 hours
Teaching Science in the Elementary Classroom
This course is designed to introduce students to hands-on, inquiry based methods of teaching science in the elementary classroom. Content from physical sciences, life sciences, and earth/space sciences will be included. Course will include objectives and lesson plans linked to national and state standards; integration of reading, writing, and other content areas to science; and using a variety of assessment strategies. *JuMP field experience. Prerequisites: EDU 150 and approval into the teacher education program.*

EDU 332 2 hours
The Junior High/Middle School
A study of the philosophy, development, and organization of middle schools and junior high schools. Examines through readings, seminars, field experiences, and classroom investigations the purpose, curriculum, and instructional strategies, including the use of appropriate media and technology, for effective teaching in junior high/middle schools. This course provides prospective teachers with knowledge and understanding of the adolescent, the school, and practical teaching activities. Includes a field experience lab. *Must be completed prior to student teaching. Prerequisites: EDU 150 and EDU 260.*

EDU 344 1 hour
Educational Technology in Secondary Education
This course addresses fundamental principles related to the appropriate, responsible, and ethical use of the Internet and relevant technology as integrated in the secondary education classroom. Through understanding and applying the International Society for Technology in Education (ISTE) standards, students will develop a philosophy for effectively integrating technology into the secondary classroom and will practice these principles through the creation of content specific instructional models and learning activities. Students will investigate the potential for technology to expand research opportunities, increase skill development, and encourage the curating of content knowledge. *Required for secondary education majors seeking teacher licensure. Corequisite: EDU 332.*

EDU 351 3 hours
Methods and Materials for Elementary Teachers
An integrative approach of utilizing a variety of effective instructional methods and resources with content areas, including science and social studies, appropriate for elementary children. Strategies for working with diverse student populations and incorporating current educational technology competencies are included. *JuMP field experience. Prerequisites: EDU 150, EDU 260, and approval into the teacher education program. Offered Fall semester.*

EDU 355 3 hours
Early Literacy Experiences and Assessments: K-3
Course focuses upon the teaching and assessment of literacy in the early classroom. Topics include emergent literacy, word identification and recognition, fluency, and assessments. *JuMP field experience. Prerequisites: EDU 150, EDU 260, and approval into the teacher education program. Corequisites: EDU 355L and EDU 371. Offered Fall semester.*

EDU 355L 1 hour
Elementary Education Junior Block Field Experience Lab
This lab experience is to be taken concurrently with elementary education junior block methods classes. *Corequisite with EDU 355. Offered Fall semester.*

EDU 356 3 hours
Middle Childhood Literacy Experiences and Assessments: 4-6
Course focuses upon the teaching and assessment of literacy in the middle childhood classroom. Topics include vocabulary, comprehension, study skills, content area literacy, and assessments. *JuMP field experience. Prerequisites: EDU 150, EDU 260, EDU 355, and approval into the teacher education program. Corequisite: EDU 351 and EDU 356L. Offered Spring semester.*

EDU 356L 1 hour
Elementary Education Junior Block Field Experience Lab
This lab experience is to be taken concurrently with elementary education junior block methods classes. *Corequisite with EDU 356. Offered Spring semester.*

EDU 360 1-4 hours
Independent Study
An individualized, directed study involving a specified topic.

EDU 370 1-4 hours
Selected Topics
A course offered on a subject of interest but not listed as a regular course offering.

EDU 371 **3 hours**
Literature for Children and Adolescents
The various genres of children's literature and young adult literature are explored. Course focuses upon new literacy, multicultural literature, special needs, and other appropriate literature. Materials range from emergent books to young adult literature. *JuMP field experience.* Prerequisites: EDU 150, EDU 260, and approval into the teacher education program. Corequisite: EDU 355. Offered Fall semester.

EDU 384 **1 hour**
Perspectives on Diversity
This seminar focuses on education in diverse settings. Emphasis is given to the impact of learning of social class, race/ethnicity, and English language proficiency through readings and discussions. The roles of local, state, and federal agencies in relationship to public educational policy are discussed and analyzed. Field-trip exploration of various schools and organizations serving diverse populations is a key component of the course. A class fee is necessary to cover field trip expenses. Prerequisite: EDU 150. Meets foundational core civic engagement requirement. Offered Fall and Spring semesters.

EDU 385 **3 hours**
Diversity in the Classroom
This course provides a pre-student teaching experience working in either an urban public school or overseas in a school with English as the medium of instruction. Placements are in diverse settings. Emphasis is given to application of and written reflection on issues explored in EDU 384. Observation, participation, and a limited amount of supervised classroom teaching are expected. Prerequisites: EDU 260 and EDU 384. Meets foundational core cross-cultural (CC) requirement. Offered January interterm.

EDU 393 **1-4 hours**
Practicum
Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. Offered primarily during Summer.

EDU 421 **17 hours**
Supervised Internship in Elementary Schools
Full-time teaching experiences for the intern at two grade levels under the supervision of public and private school and college personnel. Multicultural/multiethnic education placement is required in one of the experiences. Prerequisites: (a) approval by the Teacher Education Committee; (b) EDU 150, 255, 260, 306, 351, 355, and 356. Credit only.

EDU 431 **17 hours**
Supervised Internship in Secondary Schools
Full-time teaching experiences for the intern at two grade levels under the supervision of public school and college personnel. Prerequisites: (a) approval of the Teacher Education Committee; (b) EDU 150, 222, 260, 307, 309. See individual majors for additional prerequisite courses. Credit only.

EDU 450 **1-4 hours**
Directed Research
Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

EDU 480 **1-4 hours**
Seminar
A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

EDU 490 **1-2 hours**
Honors
Individualized study or research of an advanced topic within a student's major. Open to students with at least a 3.00 GPA in the major field.

EDU 493 **3 hours**
Elementary Education Senior Capstone
Students address current and future issues related to education through lectures, readings, school visits, and discussion. The integration of Christian philosophical concerns with the current role and responsibilities of teachers and schools are emphasized. Required overnight, multiple-day field trip. Fee required. Prerequisite: Approval into the teacher education program. Offered January interterm only.

Special Education Courses

SED 220 **3 hours**
Exceptional Children
This course is designed to prepare the teacher for the challenge of meeting the needs of exceptional children in the regular classroom. A general study of exceptional children focuses on mainstreamed and included special education students. Various topics included are identification of exceptional children, their characteristics and special needs, delivery of services, instructional methods and techniques, and evaluation.

SED 330 **3 hours**
Foundations of Special Education
A study of the profession of special education, this course deals with the philosophical, historical, ethical, and legal foundations of special education. The responsibilities and rights of students, their parents, all involved educators and other professionals are studied as they relate to meeting the needs of exceptional learners. Prerequisite: SED 220. Offered Spring.

SED 340 **3 hours**
Assessment of Exceptional Learners
This course focuses on formal and informal assessments used to identify, plan for, and teach students with exceptional needs, including the use of that information to develop individual education plans. Communication of that information with students, parents, and other professionals is discussed. Includes a field experience lab. Prerequisites: SED 220 and SED 330. Offered Fall semester.

SED 350 **3 hours**
Behavior Management and Disorders
Managing the learning environment of students with special needs is the focus of this course. Topics covered include behavioral assessments and their use in developing behavior intervention plans for exceptional students, as well as the legal implications of laws and regulations regarding the implementation of these plans in various learning environments. *JuMP field experience.* Prerequisites: SED 220, SED 330, and approval into the teacher education program. Offered Spring semester.

SED 355 **3 hours**
Methods of Special Education
Methods and materials used in the intervention of exceptional learners are presented in this course. Strategies of instruction in the least restrictive environment, modification of curriculum, and collaboration and consultation across the spectrum of services are presented in conjunction with the daily teaching and planning required of students' individual education plans. Includes a field experience lab. *JuMP field experience.* Prerequisites: SED 220, SED 330, and approval into the teacher education program. Offered Fall semester.

SED 375 **3 hours**
Low-Incidence Disabilities-Instruction and Learning
A study of the curriculum principles related to the design of systematic instruction for individuals with intense disabilities. The focus is on research-based strategies for promoting academic and social-emotional success for students from preschool through adolescence. The roles and types of technologies in the teaching and learning process are included. To apply knowledge of systematic instruction with assessment, candidates will gain understanding of the history, legal, characteristics, and etiological background of children and adolescence with intense disabilities. Includes a field experience teaching students with intense disabilities. Prerequisites: SED 350 and SED 355.

SED 380 **3 hours**
Low-Incidence Disabilities-Independence and Self-determination
This course provides candidates with the skills to understand and interpret the instructional needs of students with intense disabilities related to independence and self-determination. The student, family, and diagnostic procedures to inform decision-making is the focus. Theories and principles related to the development of skills for independence and self-determination are used to integrate daily living, job and community, and behavior self-management into individualized programs for students. This course includes a field experience teaching students with intense disabilities. Prerequisites: SED 350 and SED 355.

SED 390 **3 hours**
Low-Incidence Disabilities-Collaboration and Individualized Programs
The course focuses on the strategies of effective communication and collaboration for promoting the success of children and adolescents with intense disabilities. The consultative and collaborative skills and roles of special education teachers will be studied to advance the learning experiences and outcomes for students. Content includes the functions and roles of various professionals, settings, programs, and services. Culturally competent services, parent involvement, and the role of students with intense disabilities are addressed. This course includes a field experience teaching students with intense disabilities. Prerequisites: SED 350 and SED 355.

SED 440 **3 hours**
Special Education Integrative Seminar
This special education capstone course provides students with the opportunity to approach the field of special education holistically, examining contemporary and critical issues in special education as these issues are examined through a theological lens. Prerequisites: SED 220, SED 330, SED 340, SED 350, and SED 355. Offered Spring semester.

Teaching English to Speakers of Other Languages (TESOL) Courses

TSL 170

1-4 hours

Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

TSL 201

3 hours

Introduction to SLA and the Field of Teaching ESOL

This course discusses the role of the English language in the contemporary world and how language and culture shape human interactions. It provides an introductory understanding of the field of second language acquisition, from the perspective of both learning and teaching a new language. It also explores the teaching of English in ministry in U.S. and international contexts. *Includes 5 hours of TESOL/cross cultural experience.*

TSL 202

1 hour

Introduction to the ESOL classroom

Gearred towards non-education majors, this course introduces elements of effective English language instruction in an ESOL (English for Speakers of Other Languages) classroom. Includes 3 hours of practical TESOL experience. *Must be take concurrently with TSL 201. Offered Fall and Spring semesters.*

TSL 203

1 hour

Introduction to ESOL in American Public Schools

Gearred towards future teachers in American public schools, this course introduces elements of effective English language instruction in the P-12 classroom. It presents effective ways of scaffolding and making accommodations for English language learners in content- and standards-based instruction. Includes 3 hours of practical TESOL experience. *Must be take concurrently with TSL 201. Offered Fall and Spring semesters.*

TSL 210

3 hours

Teaching ELL in P-12 Classroom

Intended for future US public school ESOL professionals, this course addresses English language learners (ELLs) in P-12 classrooms. Investigates TESOL-related legislation and its effect on schools, students, and teachers, as well as types of ESOL programs used in U.S. schools and their effectiveness. Studies effective advocacy, strategies for collaboration with families and non-ESOL colleagues and paraprofessionals, and helpful resources and services. *Prerequisites: EDU 150 and TSL 201. Offered Spring semester.*

TSL 211

3 hours

Teaching English Internationally

This course provides an analysis of background issues in teaching English to speakers of other languages outside the U.S. Primary focus will be on covering non-pedagogical aspects of preparing for an English teaching position overseas. This will include better understanding the cultural and classroom challenges of teaching English internationally as well as helping students more effectively assess prospective teaching opportunities. *Offered Fall semester of even years.*

TSL 212

1 hour

Adult ESL Literacy Development

Examines aspects of teaching literacy skills to adult ESL students such as refugees or immigrants with limited or interrupted education. *Prerequisites: TSL 201; and TSL 202 or TSL 203. Offered Fall semester of odd years.*

TSL 240

3 hours

Introduction to Linguistics

Linguistics is the scientific study of spoken or signed human Language. This course introduces the core areas of linguistics (i.e., phonology, morphology, syntax, semantics, pragmatics) that are common to all human languages. The goal is to understand the basic structure of Language, and develop the analytical skills to observe and describe any human language. It will also explore how languages are learned, and how language is tied to a sense of identity.

TSL 270

1-4 hours

Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

TSL 302

3 hours

Language and Culture

Introductory course providing brief overview of phonology, morphology, syntax, semantics and pragmatics. Examines areas of phonetics and language variations (such as language and power, socioeconomic status, regionalisms, ethnicity, bilingualism, multilingualism, globalization) in more depth. *Prerequisites: TSL 201; and TSL 202 or TSL 203.*

TSL 303

3 hours

Methods and Assessment in TESOL

This course develops understanding and skill in classroom instruction of English learners including lesson planning, teaching, and assessment. Topics covered include teaching methods and techniques for all aspects of English language development, educational technology, curricular planning, and formative assessment. *Includes a 20-hour field experience lab. Prerequisite: TSL 201.*

TSL 304

3 hours

Issues in Second Language Acquisition

This course offers a review of second language acquisition theory and research and introduces current issues in second language acquisition. *Prerequisites: TSL 201, TSL 305, and TSL 303.*

TSL 305

3 hours

Pedagogical Grammar and Applied Linguistics in TESOL

This course introduces applied linguistics and its practical implications in language teaching. It provides study of English grammar and how English structures are taught and explained to English learners. *Prerequisite: TSL 201.*

TSL 310

3 hours

Teaching the Skill Areas in TESOL

This course develops understanding and skill in classroom instruction of English learners in the skill areas of reading, writing, speaking, and listening. Students will apply their growing knowledge of how English learners develop these language skills to their own current or intended teaching context and age group. *Prerequisites: TSL 201, TSL 303, and TSL 305.*

TSL 360

1-4 hours

Independent Study

An individualized, directed study involving a specified topic.

TSL 370

1-4 hours

Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

TSL 393

1-4 hours

Practicum

Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Offered primarily during Summer.*

TSL 450

1-4 hours

Directed Research

Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

TSL 480

1-4 hours

Seminar

A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

TSL 482

3 hours

Seminar with Field Experience in TESOL

This course is comprised of a supervised ESOL field experience totaling a minimum of 40 hours, plus accompanying seminar sessions focused on reflection, development of teaching skill, and TESOL professionalization. *Prerequisites: TSL 201, TSL 303, and TSL 305. This course has a minimum 40-hour field experience.*

TSL 490

1-2 hours

Honors

Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*