



TAYLOR
UNIVERSITY

School of Education and
Social & Behavioral Sciences

BENJAMIN HOTMIRE, PHD, DEAN

EDUCATION

PSYCHOLOGY

SOCIOLOGY AND SOCIAL WORK

Education

*Chair, Assistant Professor M. Jessup
Professors J. Dormer, Q. White
Assistant Professors S. Allred, S. Engle, D. McGinness, C. Moore*

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; (4) scholastic performance; and (5) professional dispositions. 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. It is highly recommended that the Praxis Pedagogy licensure test be taken early to ensure time for the results to be returned before graduation. 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 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 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 355	3	Methods of Special Education
SED 330	3	Foundations of Special Education	SED 360	3	Behavior Management and Disorders
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: <https://www.taylor.edu/academics/licensures/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
EDU 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 355 ^{1,2}	3	Methods of Special Education
SED 360 ^{1,2}	3	Behavior Management and Disorders
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 250	2	Elementary School Health Program
EDU 421	17	Supervised Internship in Elementary Schools
EDU 493	3	Elementary Education Senior Capstone
GEO 220	3	Regional Geography
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 <i>one</i> 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			
MAT 301	3	Number Concepts for Elementary Teachers			Select <i>one</i> course from the following:
MAT 302	3	Geometry and Measurement for Elementary Teachers		MAT 145	3 Introduction to Functions and Calculus
				MAT 151	4 Calculus I

Middle School Science Licensure

BIO 102	4	Biology for Educators			Select <i>one</i> 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 <i>one</i> 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 <i>one</i> 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 <i>one</i> 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
				PHY 120	3 Renewable Energy Principles
				PHY 201	3-4 Introductory Astronomy
				PHY 203	4 General Physics

Social Studies

GEO 220	3	Regional Geography			Select <i>one</i> 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 355	3 Methods of Special Education
SED 330	3	Foundations of Special Education		SED 360	3 Behavior Management and Disorders
SED 340	3	Assessment of Exceptional Learners		SED 440	3 Special Education Integrative Seminar

Elementary Education requirements continued on next page

Visual Arts

ART 210	3	Introduction to Art Education
ART 300	2	Art for Teachers

Select one of the following:

ART 101	3	Drawing I
ART 151	3	Two-Dimensional Drawing

Select an additional 6 credit hours from the following:

ART 101	3	Drawing I
ART 151	3	Two-Dimensional Design
ART 154	1	Digital Tools: Illustrator
ART 156	1	Digital Tools: Photoshop
ART 221	3	Introduction to Art Therapy
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 310	3	Elementary Art Education
ART 322	3	Water-Based Media
ART 380	3	Ceramics: Wheelthrowing

Select one of the following:

ART 172	2-3	Art Appreciation
ART 230	2	Art and Life
ART 250C	1	Participation: Ceramics
ART 250D	1	Participation: Drawing
ART 250W	1	Participation: Watercolors
ART 316	3	Asian Art History
ART 317	3	History of Photography
ART 413	3	Contemporary Art
HUM 120/320	4	Survey of 20th Century Music and Art
HUM 230	4	Art as Experience
HUM 330	4	Art and Ideas

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 18-24 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

Additional Requirements

Select one of the following tracks:

Requirements for non-Education Majors

TSL 210	3	Teaching ELL in P-12 Classroom
TSL 211	3	Teaching English Internationally
TSL 215	3	Theories and Models of Bilingual Education
TSL 304	3	Issues in Second Language Acquisition
TSL 315	3	Pedagogy and Practice of Bilingual Education

Requirements for non-Education Majors with Bilingual Education

TSL 215	3	Theories and Models of Bilingual Education
TSL 315	3	Pedagogy and Practice of Bilingual Education

Licensure Requirements for Education Majors

TSL 210	3	Teaching ELL in P-12 Classroom
---------	---	--------------------------------

Licensure Requirements for Education Majors with Bilingual Education

TSL 210	3	Teaching ELL in P-12 Classroom
TSL 215	3	Theories and Models of Bilingual Education
TSL 315	3	Pedagogy and Practice of Bilingual Education

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 takes an in-depth look at the qualities needed to become an effective early childhood teacher. Teacher candidates 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. All content areas including mathematics, science, social studies, physical education, and emergent literacy are introduced. Includes weekly observation, participation, and teaching of children in preschool, kindergarten, and Head Start programs. *Prerequisite: EDU 150.*

EDU 222 **2 hours**
Literacy in the Content Area for Secondary Teachers
This course is designed to provide practical procedures for developing effective literacy skills at the junior high, middle, and secondary school levels. Focus is on understanding the relationships between the processes of literacy and the learning of content. Strategies on how to meet the total range of student literacy needs in the classroom are addressed to increase student competency. Methods and materials to enhance advanced comprehension and study skills of adolescents in a diverse 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 250 **2 hours**
Elementary School Health Program
A course designed to equip the elementary education student with a basic understanding of teaching concepts associated with physical education activities and appropriate health and safety practices. Fundamental content of the areas of physical education, health, and safety, as well as teaching methods, are explored. *Meets foundational core stewardship of the body requirement beyond KIN 100. Prerequisite: KIN 100. Open to Elementary Education and Public Health majors only or permission of instructor.*

EDU 255 **3 hours**
Foundations of Literacy and Language Arts in the Elementary Classroom
This course focuses on the scientific approach to reading instruction and fundamental concepts concerning how proficient reading and writing develop and the teacher's role in this process including the selection of appropriate instructional materials and strategies to meet the literacy needs of children. Teacher candidates are trained in the explicit, systematic instruction of the following essential components of reading instruction: Phonological awareness, phonemic awareness, and phonics. This course also investigates why some students have difficulty with emergent reading and writing and how to effectively assess and teach emergent literacy to improve outcomes for all students. Topics include the structure of the English language, foundational literacy, development of oral language, emergent literacy, phonological awareness, and phonemic awareness. *Required for all elementary majors seeking licensure. Prerequisite: EDU 150. Offered Spring semester.*

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
This course focuses upon the teaching and assessment of literacy in the early elementary classroom. Topics incorporate techniques and methods for the instruction and assessment of the five essential components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Spelling and writing instruction are embedded. Course includes diagnostic and progress monitoring and the analysis of assessment data. It includes instruction on the components of scientifically based reading interventions that are direct, explicit, and multi-sensory. *JuMP field experience*. Prerequisites: EDU 150, EDU 255, EDU 260, and approval into the teacher education program. Corequisite: 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
This course focuses upon the teaching and assessment of literacy in the middle childhood classroom to improve reading and writing outcomes for all students. Topics include fluency, vocabulary, comprehension, writing, and spelling within appropriate texts. *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
This course explores the various genres of children's literature and young adult literature. Course focuses on authors, illustrators, awards, and the art of picture books. Materials range from emergent books to young adult literature and include topics of intercultural understanding and diverse learners. *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 candidate for the challenge of meeting the needs of exceptional children in the classroom. A general study of exceptional children focuses on the inclusion of students with disabilities in the general education classroom. Topics addressed in the course are the identification process for individuals with disabilities, their characteristics and unique needs, delivery of services, and instructional strategies within all content areas.

SED 330 3 hours
Foundations of Special Education
A study of the special education profession, this course encompasses 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. Course content features early intervention and early childhood intervention: understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities in order to meet the needs of children with disabilities from birth to age four. A service-learning component is required. Prerequisite: SED 220. Offered Spring semester.

SED 340 3 hours
Assessment of Exceptional Learners
This course focuses on formal and informal assessments, including how to effectively assess reading and writing. Instructions are presented on how to use assessment results 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 355 3 hours
Methods of Special Education
This course applies understanding of academic subject matter content of the general curriculum and specialized curricula to inform programmatic and instructional decisions for learners with exceptionalities. Students are required to use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Students will implement explicit, systematic direct instructional strategies in core content areas to individualize instruction to support students with exceptionalities. Includes an inclusive field experience lab. *JuMP field experience*. Prerequisites: SED 220, SED 330, SED 340, and approval into the teacher education program. Offered Fall semester.

SED 360 **3 hours**
Behavior Management and Disorders
This course focuses on creating and supporting safe, respectful, and productive learning environments for students with disabilities. Topics covered include the use of effective routines and procedures and the use of a range of preventive and responsive practices to support social, emotional, and educational well-being. Students employ behavioral assessments in developing behavior intervention and progress monitoring plans for students with disabilities. *JuMP field experience. Prerequisites: SED 320, SED 330, SED 340, and SED 355. Offered Spring 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 355 and SED 360.*

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 355 and SED 360.*

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 355 and SED 360.*

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 355, and SED 360. 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
Geared 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
Geared 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 215 **3 hours**
Theories and Models of Bilingual Education
This course introduces the history, theories, and current models of bilingual and multilingual education. Students will understand theories underpinning bilingual education and how these theories are enacted differently in different contexts. Students will learn about bilingual education terms, contexts, and models such as dual immersion, one-way/two-way, late/early, language minority and language majority, and other terms and models. Students will apply their learning as they investigate real bilingual education programs in diverse contexts.

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.
and explained to English learners. *Prerequisite: TSL 201.*

TSL 315 **3 hours**

Pedagogy and Practice of Bilingual Education

In this course, students learn pedagogical practices which contribute to effective bilingual education. They will apply their learning of appropriate methods, strategies, and assessment in bilingual education through a 20-hour field experience in a bilingual education setting. Students will also learn how to assess a bilingual education program, understanding contextual needs and realities and applying their learning to a specific bilingual education context. *Prerequisite: TSL 215.*

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.*

Notes

Psychology

Chair, Associate Professor L. Gerig
Professor V. Maloney

Associate Professors M. Decker, D. Dungan, L. Edwards, L. McClelland
Assistant Professor K. Kelley

Psychology involves the systematic study of human behavior and the mental and physiological processes that underlie it. Each course seeks to integrate psychological data with major biblical beliefs. The aim of the department is to train Christian psychology students who upon graduation are prepared for further academic studies or professional responsibilities.

The Bachelor of Arts degree requires proficiency of two years of one foreign language; an optional concentration in Pre-Medicine is available. The Bachelor of Science degree must be combined with curriculum requirements in systems analysis. Psychology may also be selected as a concentration in the Social Studies Education major; for detailed curriculum, refer to **History, Global, and Political Studies** section in this catalog.

Pre-Art Therapy (BA or BS)

Pre-Art Therapy is an interdisciplinary major offered jointly by the Psychology Department and the Art, Film, and Media Department. For program details, refer to **Art, Film, and Media** section in this catalog.

Psychology (BA)

The Bachelor of Arts degree with a major in Psychology requires two years of one foreign language and 43 major hours. All major courses must be completed with a grade of C- or better and are included in the major GPA.

Major Requirements

PSY 100	3	Introductory Psychology
PSY 105	3	Foundations and Applications of Psychology
PSY 250	3	Life Span Development
PSY 272	3	Research Methods in Psychology
PSY 275	3	Introductory Statistics
PSY 325	1	Career and Vocational Issues Seminar
PSY 495	3	Integration of Psychology and Christianity

Select one personal course from the following:

PSY 300	3	Abnormal Psychology
PSY 305	3	Behavior Problems of Child and Adolescence
PSY 400	3	Theories of Personality

Select one biological course from the following:

PSY 382	3	Sensation and Perception
PSY 395	3	Health Psychology
PSY 441	3	Physiological Psychology

Select one cognition or learning course from the following:

PSY 410	3	Motivation
PSY 411	3	Learning: Theory and Application
PSY 420	3	Cognition

Select one sociocultural course from the following:

PSY 320	3	Multicultural Psychology
PSY 321	3	Social Psychology

Select one applied course from the following:

PSY 281	3	Applied Behavior Analysis and Autism Treatments
PSY 422	3	Psychological Testing
PSY 425	3	Industrial-Organizational Psychology
PSY 461	3	Fundamentals of Counseling

Select 3 credit hours from the following:

PSY 393	3	Practicum
PSY 450	3	Directed Research

Electives

Select two psychology courses totaling at least 6 hours

Psychology/Systems (BS)

The Bachelor of Science degree with a major in Psychology/Systems requires the 43-hour major and curriculum requirements in information systems and analytics. All major courses, including information systems and analytics curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.

Curriculum Requirements

COS 143	3	Interactive Webpage Development
COS 326	3	Data Visualization
MAT 151	4	Calculus I
MAT 382	3	Advanced Statistical Methods
SYS 101	3	Introduction to Systems
SYS 390	3	Information Systems Analysis
SYS 394	4	Information Systems Design

Select one course¹ from the following:

COS 120	4	Introduction to Computational Problem Solving
SYS 120	4	Introduction to Problem Solving

Select one course¹ from the following:

PSY 425	3	Industrial-Organizational Psychology
SYS 330	3	Human Relations in Organizations

Select one course¹ from the following:

MAT 311	3	Introduction to Data Science
MAT 401	3	Operations Research
SYS 402	3	Modeling and Simulation

Select one course¹ from the following:

MAT 210	4	Introductory Statistics
MAT 352	4	Mathematical Statistics

Select one course¹ from the following:

PSY 393	3-4	Practicum
SYS 393	3-4	Practicum

Electives

Select at least 3 additional hours of electives¹, in addition to those required in the major:

COS 121	4	Foundations of Computer Science
ENT 422	3	New Venture Planning
MGT 201	3	Introduction to Business
MGT 403	3	Operations Management
SYS 214	3	Principles of Human Computer Interaction
SYS 310	3	E-Commerce

¹Selection may depend on major.

Psychology—Pre-Medicine Concentration (BA)

The Bachelor of Arts degree in Psychology with a concentration in Pre-Medicine requires two years of one foreign language and 84 major hours. All major courses must be completed with a grade of C- or better and are included in the major GPA.

Major Requirements

PSY 100	3	Introductory Psychology
PSY 105	3	Foundations and Applications of Psychology
PSY 250	3	Life Span Development
PSY 272	3	Research Methods in Psychology
PSY 325	1	Career and Vocational Issues Seminar
PSY 495	3	Integration of Psychology and Christianity

Select one personal course from the following:

PSY 300	3	Abnormal Psychology
PSY 305	3	Behavior Problems of Child and Adolescence
PSY 400	3	Theories of Personality

Select one biological course from the following:

PSY 382	3	Sensation and Perception
PSY 395	3	Health Psychology
PSY 441	3	Physiological Psychology

Select one cognition or learning course from the following:

PSY 410	3	Motivation
PSY 411	3	Learning: Theory and Application
PSY 420	3	Cognition

Select one sociocultural course from the following:

PSY 320	3	Multicultural Psychology
PSY 321	3	Social Psychology

Select one applied course from the following:

PSY 281	3	Applied Behavior Analysis and Autism Treatments
PSY 422	3	Psychological Testing
PSY 425	3	Industrial-Organizational Psychology
PSY 461	3	Fundamentals of Counseling

Select 3 credit hours from the following:

PSY 393	3	Practicum
PSY 450	3	Directed Research

Electives

Select two psychology courses totaling at least 6 hours

Biology Courses

Select four courses from the following:

BIO 201*	4	Biology I: Foundations of Cell Biology and Genetics
BIO 203*	4	Principles of Genetics
BIO 310*	4	Human Anatomy and Physiology I
BIO 311*	4	Human Anatomy and Physiology II
BIO 312*	4	Cellular and Molecular
BIO 331	4	Comparative Anatomy
BIO 452	4	Animal Physiology

*Recommended

Chemistry Courses

CHE 211	4	College Chemistry I
CHE 212	4	College Chemistry II
CHE 311	4	Organic Chemistry I
CHE 312	4	Organic Chemistry II

Math Courses

MAT 210	4	Introductory Statistics
---------	---	-------------------------

Physics Courses

PHY 203	4	General Physics I
PHY 204	4	General Physics II

Autism Studies and Intervention Minor

A minor in Autism Studies and Intervention requires 21 hours. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

Minor Requirements

PSY 280	3	Introduction to Autism Spectrum Disorders
PSY 281	3	Applied Behavior Analysis and Autism Treatments
PSY 380	3	Ethical and Professional Issues in Autism Intervention Seminar
PSY 393	3	Practicum

Select one course¹ from the following:

PSY 381	3	Single Subject Research and Behavioral Assessment
PSY 422	3	Psychological Testing
SED 340	3	Assessment of Exceptional Learners

Select one course¹ from the following:

PSY 300	3	Abnormal Psychology
PSY 305	3	Behavior Problems of Child and Adolescence
SED 220	3	Exceptional Children

Select one course¹ from the following:

PSY 382	3	Sensation and Perception
PSY 441	3	Physiological Psychology
SED 330	3	Foundations of Special Education

Counseling Minor

A minor in Counseling requires 20-21 hours. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

Minor Requirements

PSY 100	3	Introductory Psychology
PSY 205	3	Psychology of Adjustment
PSY 300	3	Abnormal Psychology
PSY 393	3	Practicum
PSY 461	3	Fundamentals of Counseling
PSY 462	3	Counseling Skills

Select one course from the following:

NAS 230	2	Health Education for Behavior Change
PSY 375	3	Loss and Bereavement
PSY 395	3	Health Psychology

Health and Wellness Minor

A minor in Health and Wellness requires 20-21 hours. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

Minor Requirements

PSY 100	3	Introductory Psychology
PSY 205	3	Psychology of Adjustment
PSY 250	3	Life Span Development
PSY 393	3	Practicum
PSY 395	3	Health Psychology

Select two courses from the following:

EXS 217	3	Health Promotion Program Planning
KIN 221	3	Exercise as Medicine
NAS 230	2	Health Education for Behavior Change
PBH 100	3	Introduction to Public Health
PSY 300	3	Abnormal Psychology
PSY 370 [‡]	3	Selected Topics [‡]
PSY 400	3	Theories of Personality

[‡]Must be Positive Psychology course.

Industrial-Organizational Minor

A minor in Industrial-Organizational requires 21 hours. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

Minor Requirements

PSY 100	3	Introductory Psychology
PSY 272	3	Research Methods in Psychology
PSY 275	3	Introductory Statistics
PSY 425	3	Industrial-Organizational Psychology
PSY 450	3	Directed Research

Select 6 credits from the following:

ENT 430	3	Leadership and Stewardship
MGT 352	3	Management Analysis and Practice
PSY 320	3	Multicultural Psychology
PSY 400	3	Theories of Personality
PSY 422	3	Psychological Testing

Intercultural Psychology Minor

A minor in Intercultural Psychology requires 22 hours. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

Minor Requirements

CAC 340	3	Intercultural Communication
ENG 444	3	Contemporary Literature
PSY 100	3	Introductory Psychology
PSY 320	3	Multicultural Psychology
PSY 321	3	Social Psychology
PSY 393	3	Practicum†
PSY 480	1	Seminar

Select 3 credits from the following:

ENG 373	3	Literature of Diverse Cultures
PSY 280	3	Introduction to Autism Spectrum Disorders
PSY 375	3	Loss and Bereavement
PSY 450	3	Directed Research
SOC 220	3	Ethnic and Minority Issues
SOC 381	3	Marriage and Family Systems
SWK 320	3	Unleashing the Oppressed

†Must be Intercultural Psychology

Neuroscience Minor

A minor in Neuroscience requires 21-23 hours. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

Minor Requirements

BIO ____	3-4	Any Biology course
CHE ____	3-4	Any Chemistry course
PSY 100	3	Introductory Psychology
PSY 389	3	Behavioral Neuroscience Applications
PSY 395	3	Health Psychology
PSY 441	3	Physiological Psychology

Select one course¹ from the following:

PSY 382	3	Sensation and Perception
PSY 420	3	Cognition

Psychology Minor

A minor in Psychology requires 18 hours. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

Minor Requirements

PSY 100	3	Introductory Psychology
---------	---	-------------------------

Electives

Select an additional 15 hours* of psychology electives.

*Only one developmental class may be taken for the minor (PSY 240, 250, 340, or 350).

Psychology Courses

PSY 100 3 hours

Introductory Psychology

An introduction to the subject matter and methods of psychology. Topics on human development, personality, learning, sensation, perception, motivation, emotion, mental health and social psychology are considered. Meets foundational core general social science requirement.

PSY 105 3 hours

Foundations and Applications of Psychology

An exploration of worldviews and philosophical views in psychology, current perspectives and ethical issues in psychology, and models of integration of psychology and Christianity. Self-reflection and development of a sense of calling/vocation in psychology are explored as the breadth and depth of the field are introduced. Does not meet a foundational core requirement. Prerequisite: PSY 100 or instructor's permission.

PSY 125 2 hours

Intrapersonal Psychology

The study of how to process the emotional dynamics of anger, guilt, anxiety, and grief while becoming mature, emotionally integrated social beings.

PSY 170 1-4 hours

Selected Topics

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

PSY 205 3 hours

Psychology of Adjustment

This course is designed to provide students with the background and resources necessary to investigate the psychological and social variables that contribute to the dynamics of human adjustment. The desired outcome is for students to use this knowledge to actively take charge of their own lives, effectively adjusting to an ever-changing world. Further, students will be encouraged to use the concepts and information presented in this class to develop a fuller understanding of the self, along with greater awareness of personal and social relationships.

PSY 210 2 hours

Ethics in Psychology

A study of various models of ethics, with a desire to develop a Christian model. The Christian model is then applied to various issues in counseling, psychopathology, research, human development, law, and educational psychology. Prerequisite: PSY 100.

PSY 220 3 hours

Sport Psychology

This course investigates the interpersonal, societal, and cultural variables that surround athletics and sports in our contemporary culture. Topics include personality variables of the successful athlete; anxiety and arousal in sports, as well as strategies to assist in the control of these states; motivation; casual attributions for success and failure in athletes and coaches; the role of the direct and indirect contexts of sports and competition; and exercise psychology. Prerequisite: PSY 100.

- PSY 240** **3 hours**
Child Psychology
 This course deals with the subject matter of developmental psychology (cognitive, physical, and socio-emotional development) and applies the subject matter to those actively working with children, including parents, teachers, coaches, etc. *Meets foundational core general social science requirement.*
- PSY 250** **3 hours**
Life Span Development
 This course is designed to provide a general overview of the developmental process in humans from conception through death and dying. Included is attention to the physical, cognitive psychosocial and spiritual developments. *Meets foundational core general social science requirement.*
- PSY 251** **1 hour**
Life Span Development: Adolescence, Adulthood, and Aging
 This course is designed to provide a general overview of the developmental processes in humans from adolescence through, adulthood, aging and the dying process. Included is attention to the physical, cognitive, psychosocial, and spiritual developments. *Intended for majors and non-majors (e.g., Social Work, Christian Ministries, Exercise Science) who have taken Child Psychology (PSY 240) or Child and Adolescent Psychology (PSY 350) but need a life span perspective as required by their program or as recommended for their future graduate school plans. The class meets with PSY 250 for the second half of the semester. Does not meet a foundational core requirement. Prerequisite: PSY 240 or PSY 350.*
- PSY 260** **3 hours**
Applied Psychology
 An introduction to practical uses and applications of psychology. Topics cover a variety of fields of psychology (e.g., industrial/organizational psychology, educational psychology, clinical/counseling psychology) and applications within each field with different psychological degrees, developing a career identity that intersects with values and beliefs.
- PSY 270** **1-4 hours**
Selected Topics
 A course offered on a subject of interest but not listed as a regular course offering.
- PSY 272** **3 hours**
Research Methods in Psychology
 Research methods in psychology are studied and critiqued. Students are involved in practical research and writing assignments. *Prerequisite: PSY 100.*
- PSY 275** **3 hours**
Introductory Statistics
 An introduction to descriptive and inferential statistics used in research. Students will be involved in the computation, application, and interpretation of various elementary statistics.
- PSY 280** **3 hours**
Introduction to Autism Spectrum Disorders
 This course will help students develop an understanding of the social, behavioral, and developmental issues for individuals with ASD across the life span. After the course, students will know and understand the etiology, symptoms, and diagnostic criteria of Autism Spectrum Disorder.
- PSY 281** **3 hours**
Applied Behavior Analysis and Autism Treatments
 The course focuses on understanding autism spectrum disorders through the life span. Diagnostic criteria, identification, assessment, and the variety of treatment and interventions used with individuals with autism spectrum disorders are reviewed.
- PSY 300** **3 hours**
Abnormal Psychology
 A study of the nature, causes, and treatment of maladaptive behavior, with special consideration given to the symptoms and dynamics of psychological disorders. *Prerequisite: PSY 100 or instructor's permission.*
- PSY 305** **3 hours**
Behavior Problems of Children and Adolescents
 A study of major behavioral disorders, with emphasis on empirical research and clinical description, relative to etiology, assessment, prognosis, and treatment. Cultural influences on child and adolescent behavioral disorders will also be explored. *Prerequisite: PSY 240 or PSY 250 or PSY 350.*
- PSY 313** **3 hours**
Statistics for Behavioral Sciences
 The major concepts covered in the class will be descriptive statistics, basic probability theory, and inferential statistics. Demonstrations of Microsoft Excel competency will be assigned for each segment of the class. *This course is offered through Taylor University Online (TUO).*
- PSY 317** **3 hours**
Psychology of Learning
 In this course, students will become acquainted with the major theories of the psychology of learning, along with basic biblical principles about humanity. Through personal investigation, observation, and basic research, students will learn to recognize and apply the theories of psychology of learning to their own lives as well as in the lives of others. *This course is offered through Taylor University Online (TUO).*
- PSY 320** **3 hours**
Multicultural Psychology
 An introduction to the psychological development of differences in worldviews, cultural identity development, discrimination and racism, acculturation processes, and building multicultural skills and competence. The course provides students an opportunity to begin to build knowledge, skill, and awareness in serving, working, and/or being with individuals of different ethnic and cultural groups from a psychological and Christian worldview. The goal of this course is to facilitate self-reflection and self-growth among participants, preparing them to more critically, actively, and effectively participate in a diverse environment. *Prerequisites: PSY 100 and PSY 272 or instructor's permission.*
- PSY 321** **3 hours**
Social Psychology
 A study of how the thought, feeling, or behavior of individuals is influenced by the actual, imagined, or implied presence of others. Topics include social perception, conformity prejudice, aggression, attitudes and their change, affiliation, and altruism. *Prerequisites: PSY 100 and PSY 272 or instructor's permission.*
- PSY 325** **1 hour**
Career and Vocational Issues Seminar
 A career and vocational seminar with an emphasis on reading and discussion. *Prerequisites: PSY 100 and PSY 272; junior standing required.*
- PSY 331** **3 hours**
Biblical Psychology
 A survey of biblical teaching on the nature of the person, its relationship to emotional and behavioral problems, and solutions to those problems.
- PSY 340** **3 hours**
Adolescent Psychology
 This course deals with the problems of adolescent development and resulting issues, including peer pressure and conformity, adult-adolescent conflicts, cognitive changes, adjustments to physical changes, struggles with identity, etc. Contemporary issues, including drug and alcohol use, eating disorders, and teen sexuality are also discussed. The focus is on a practical application of research literature with an integration of biblical principles. *Meets foundational core general social science requirement.*
- PSY 341** **3 hours**
Neuroscience and the Soul
 This course is a study of the human brain and the question of the existence of a soul or immaterial mind. Content to be studied will include areas of the brain related to this question of the existence of the soul. The course will study leading researchers in neuroscience as well as key experiments examining the issue. Parallel to this search on neuroscience, the class will also examine some philosophy, theology, and the biblical content in order to keep the larger question of the immortal soul in view.
- PSY 345** **3 hours**
Applied Research
 This lab experience allows students to apply their research and statistical skills on meaningful service-learning projects. *Prerequisite: PSY 272; Prerequisite or Corequisite: PSY 275.*
- PSY 350** **3 hours**
Child and Adolescent Psychology
 This course surveys the characteristics of growth and development of children through adolescence, including physical, psychological, social, cognitive, and emotional aspects. School-related contemporary issues such as child abuse, drug and alcohol use, peer pressure, and teenage sexuality are discussed. *Meets foundational core general social science requirement.*
- PSY 357** **3 hours**
Peace, Reconciliation, and Justice
 This course provides a basic introduction to the role of psychology in helping to establish peaceful societies around the world. It will seek to integrate a Christian worldview with current trends in peacemaking, including topics such as forgiveness, reconciliation, and social justice. Attention will be given to ethnopolitical conflicts from a multi-disciplinary perspective. *Prerequisites: PSY 100 and PSY 272 or instructor's permission.*
- PSY 360** **1-4 hours**
Independent Study
 An individualized, directed study involving a specified topic.

PSY 370 Selected Topics A course offered on a subject of interest but not listed as a regular course offering.	1-4 hours	PSY 411 Learning: Theory and Application The study of major learning theories and their application to advertising, education, counseling, and daily problems of life. <i>Prerequisite: PSY 100.</i>	3 hours
PSY 375 Loss and Bereavement This course examines the journey through loss and grief and includes not only death-related bereavement but also psychological, physical, developmental, and situational losses that occur throughout the life. While the course is designed with a systemic perspective, a more general grieving paradigm is also presented through current theories and research. Students have the opportunity to practice helpful responses to loss and learn how to facilitate healthy adaptation to change. The role of culture in the experience of loss and grief is explored. <i>Prerequisite: PSY 100 or instructor's permission.</i>	3 hours	PSY 420 Cognition The scientific study of the cognitive functions of memory, attention, perception, learning styles, imagery, decision making, problem solving, and metacognition, with application for implementing this information. <i>Prerequisites: PSY 100 and six additional hours in psychology.</i>	3 hours
PSY 380 Ethical and Professional Issues in Autism Intervention Seminar This course covers specific issues related to work in autism related fields. Students are exposed to legislation, rights, and ethical issues related to working with individuals with autism across the life span. At the completion of the course, all students must pass the RBT exam to be certified as a Registered Behavior Technician. <i>Prerequisites: PSY 280 and PSY 281.</i>	3 hours	PSY 422 Psychological Testing A study of the principles of psychological testing, considering both the theoretical and practical foundations underlying the construction, use, and interpretation of various psychometric instruments. The student is given opportunity to administer, score, and interpret selected instruments. <i>Prerequisites: PSY 100 and PSY 275. Offered Spring semester of odd years.</i>	3 hours
PSY 381 Single Subject Research and Behavioral Assessment This course will introduce students to methods of conducting single subject designs for behavioral intervention. Students will also learn the salient features of common single subject designs as well as the advantages and disadvantages of these methodologies. Students will learn to visually inspect data and make treatment decisions regarding intervention effectiveness. Additionally, students will learn how to review published research based on single subject methods and will have opportunities to explore how these methods can be used to answer applied and basic science research questions and how results inform therapeutic intervention choices.	3 hours	PSY 425 Industrial-Organizational Psychology This course is designed to provide an introduction to applying psychological principles, theory, and research to the work environment. Topics include hiring, job fit, performance, assessment, training, motivation, stress, leadership, teams, and interpersonal relationships. Students will complete an applied project examining and evaluating the hiring process and performance evaluation of an organizational job. <i>Prerequisite: PSY 100 or instructor's permission. Offered Spring semester of even years.</i>	3 hours
PSY 382 Sensation and Perception Examination of how observers perceive their environment through sensory information; emphasis on major sensory systems including vision, audition, spatial orientation, touch, taste, and olfaction. In addition, the integration of these sensory systems and subjective experience will be explored.	3 hours	PSY 435 Applied Advanced Psychological Statistics The course provides students with knowledge of statistical methods, how to effectively use them in real world settings doing meaningful projects and when to use the methods based on the data and research design that is utilized. The SPSS statistical package is integrated into the structure of the course content that includes Repeating Measures ANOVA; multiple comparison tests; Two-Way and Three-Way ANOVA Independent groups; One-Way and Two-Way ANCOVA; Simple and Multiple Regression; One-Way, Two-Way, and Mixed factors MANOVA; Point Biserial Correlation; statistics for validity and reliability; Path Analysis; and effect sizes that these statistics tests. <i>Prerequisite: PSY 275.</i>	3 hours
PSY 389 Behavioral Neuroscience Applications This course explores diverse applications of behavioral neuroscience in real-world settings and across domains and disciplines including psychological disorders, forensics, education, consumer behavior, economics, leadership, health, and robotics and artificial intelligence.	3 hours	PSY 441 Physiological Psychology A study of the neurophysiology underlying human behavior. Emphasis is given to central nervous system mechanisms that mediate sensation, consciousness, learning, motivation, and emotional behavior.	3 hours
PSY 390 Christian Marriage A practical and applied course that integrates psychological literature and biblical teaching in the subject areas of the marriage relationship. These areas include marriage foundations, dating and engagement, premarital sexual behavior, singleness, mate selection, marriage success and satisfaction, love and infatuation, marriage roles, communication and conflict and divorce.	3 hours	PSY 450 Directed Research Investigative learning involving closely directed research and the use of such facilities as the library or laboratory. <i>Prerequisites: PSY 100 and PSY 272.</i>	1-4 hours
PSY 393 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. <i>Offered primarily during Summer.</i>	1-4 hours	PSY 461 Fundamentals of Counseling An analysis of the major theories and approaches to counseling, correlating them with counterpart theories of personality and learning. Each major theory is dealt with in the light of biblical revelation. As a result, the student is encouraged to formulate a tentative theory of counseling consistent with biblical truth. <i>Prerequisite: PSY 100 or instructor's permission.</i>	3 hours
PSY 395 Health Psychology This course provides an overview of the research and practice of psychology as applied to health and health systems. Topics include the biopsychosocial model, personality and psychological issues related to health behaviors, stress and coping, patient-provider relationships, use of health services, pain management, chronic illness, advancing and terminal illness, heart disease, hypertension, stroke, diabetes, psychoneuroimmunology, aids, cancer, and arthritis. Students also explore psychological issues related to personal health behavior change.	3 hours	PSY 462 Counseling Skills This course introduces and provides foundational communication and interpersonal counseling skills from therapeutic listening and empathy to interviewing skills. It is experiential and aimed at helping students develop a foundation of strong, effective therapeutic people helping skills. <i>Prerequisite: PSY 461.</i>	3 hours
PSY 400 Theories of Personality A study of the major current systematic psychological theories of personality. Consideration is given to their underlying assumptions and usefulness for research and therapeutic practice. <i>Prerequisites: PSY 100 and three additional hours in psychology or social work.</i>	3 hours	PSY 480 Seminar A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion. <i>The content of the readings and discussions will focus on integrative material in the discipline, as well as contemporary issues confronting not only professional psychologists, but lay persons as well.</i>	1-4 hours
PSY 410 Motivation This course is designed to provide a theoretical, Christian, practical understanding of motivation. Motivation is addressed by looking at its historical development and models of volition, affection, intellect, and biology. <i>Prerequisites: PSY 100 and six additional hours in psychology or instructor's permission.</i>	3 hours	PSY 490 Honors Individualized study or research of an advanced topic within a student's major. <i>Open to students with at least a 3.00 GPA in the major field.</i>	1-2 hours
		PSY 495 Integration of Psychology and Christianity An examination of the relationship between psychology and Christian beliefs about human nature. Topics involve the presuppositions of modern psychology, the Christian view of the person, and tension areas between psychology and theology. <i>Prerequisites: PSY 100 and completion of 38 total hours in the major.</i>	3 hours

Sociology and Social Work

Chair, Assistant Professor D. Stiles
Professor S. Bird, M. Jessup
Assistant Professor C. Thompson

Sociology

Sociology offers important and distinct ways of seeing the world that enhances the skills of the intellect. Sociology helps students be aware of the impact of social experiences, conditions, and opportunities by incorporating a consciousness of history, the significance of culture, and the impact of the social structure or institutions on social life. Sociology enables students to acknowledge the social forces and factors affecting their own private lives and enhances a better understanding of complex social and cultural issues. Sociology encourages efforts to minister the redemptive grace of Christ by recognizing the complexities of international, national, and local issues and situations, and recognize how culture and the social structure affect the way people live and understand the gospel. Moreover, sociology encourage students to engage in action that promotes global responsibility, fosters healing, and restores human dignity.

The undergraduate degree provides a strong liberal arts preparation for entry-level positions, including business, social/human services, archaeology, cultural resource management, historic preservation, community development, human rights/social justice advocacy, tourism/heritage, missions/missiology, non-profits/NGOs, and government/public service careers. Moreover, many students choose sociology because they see it as a broad liberal arts base for professions such as law, education, medicine, social work, counseling, and missiology/missions.

Sociology (BA)

The Bachelor of Arts degree with a major in Sociology requires two years of one foreign language and 39 hours in the major. All major courses must be completed with a grade of C- or better and are included in the major GPA.

Major Requirements

SOC 100	3	Introduction to Sociology
SOC 110	3	Introduction to Global Societies
SOC 250	2	Principles of Research and Analysis
SOC 361	3	History of Social Thought
SOC 365	3	Contemporary Social Thought
SOC 393	1-4	Practicum
SOC 493	2	Sociology Integrative Seminar
SOC 498	1	Sociology Senior Thesis

Select one course from the following:

SOC 350	3	Social Research Methods
SOC 355	3	Applied Social Statistics

Electives

Select an additional 18 credits from the following courses. A minimum of 12 credits must be upper-division (300/400).

ANT 200	3	Cultural Anthropology
SOC 210	3	Contemporary Social Issues
SOC 220	3	Ethnic and Minority Issues
SOC 310	3	Religion and Society
SOC 315	3	Social Inequality and Stratification
SOC 360	1-4	Independent Study
SOC 370	3	Selected Topics
SOC 381	3	Marriage and Family Systems
SOC 410	3	Community and Urban Affairs
SOC 420	3	Organizational Policies and Programs
SOC 450	1-4	Directed Research
SWK 225	3	Diversity and the Disenfranchised
SWK 320	3	Unleashing the Oppressed
SWK 340	3	Trauma-informed Work with Children
SWK 355	3	Helping Troubled Families

Sociology (BS)

The Bachelor of Science degree with a major in Sociology requires 48 hours in the major. All major courses must be completed with a grade of C- or better and are included in the major GPA.

Major Requirements

SOC 100	3	Introduction to Sociology
SOC 110	3	Introduction to Global Societies
SOC 250	2	Principles of Research and Analysis
SOC 350	3	Social Research Methods
SOC 355	3	Applied Social Statistics
SOC 361	3	History of Social Thought
SOC 365	3	Contemporary Social Thought
SOC 393	1-4	Practicum
SOC 493	2	Sociology Integrative Seminar
SOC 498	1	Sociology Senior Thesis

Electives

Select an additional 24 credits from the following courses. A minimum of 18 credits must be upper-division (300/400).

ANT 200	3	Cultural Anthropology
SOC 210	3	Contemporary Social Issues
SOC 220	3	Ethnic and Minority Issues
SOC 310	3	Religion and Society
SOC 315	3	Social Inequality and Stratification
SOC 360	1-4	Independent Study
SOC 370	3	Selected Topics
SOC 381	3	Marriage and Family Systems
SOC 410	3	Community and Urban Affairs
SOC 420	3	Organizational Policies and Programs
SOC 450	1-4	Directed Research
SWK 225	3	Diversity and the Disenfranchised
SWK 320	3	Unleashing the Oppressed
SWK 340	3	Trauma-informed Work with Children
SWK 355	3	Helping Troubled Families

Sociology Minor

The Sociology minor requires 20 hours. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

Minor Requirements

SOC 100	3	Introduction to Sociology
SOC 250	2	Principles of Research and Analysis

Select one course from the following:

SOC 361	3	History of Social Thought
SOC 365	3	Contemporary Social Thought

Electives

Select 12 hours of sociology electives.

Social Work

Social work is one of the major human service professions focused on enhancing the social functioning of individuals, families, groups, organizations, and communities. Services are provided to all people with particular emphasis on disadvantaged populations. A variety of practice settings, including hospitals, family and children's service agencies, schools, residential facilities, healthcare facilities, home-based services, business and industry, mental health agencies, and developmental disabilities agencies are used as service learning experiences.

The goals of the Taylor Social Work program are to: (1) prepare baccalaureate level social workers for beginning-level generalist practice including formal and informal lifelong learning; (2) integrate Christian values with professional values to challenge worldviews, personal beliefs and societal constructs; and (3) to globalize student perspectives and sensitize circles of influence to issues and experiences of diverse, vulnerable, and marginalized population groups in an effort to advance social justice. The Social Work curriculum includes five content areas: human behavior and the social environment, practice, policy, research, and field instruction.

Taylor's Social Work program is accredited by the Council on Social Work Education (CSWE) and offers a Bachelor of Arts (includes language requirement) or Bachelor of Science degree in Social Work. Graduates are prepared to apply for state credentialing (licensure, certification, or registration) as a beginning-level social work practitioner in most states.

The formal admission process occurs as a part of the junior evaluation. This is a process in which faculty and each student sit down for a formal interview to discuss the level of learning as well as fit into the profession of social work and understanding of self. Students will be in progress or have completed:

- 30 volunteer hours
- SWK 200: Explorations in Social Work
- SWK 225: Diversity and the Disenfranchised
- SWK 351: Social Work Process and Practice I
- SWK 393: Junior Practicum or SWK 395: International Practicum

Attainment of a minimum 2.50 major GPA is required for the Social Work major.

Social Work (BA or BS)

The Bachelor of Arts and Bachelor of Science degrees are offered in Social Work. Students considering work in areas that are bilingual are encouraged to take appropriate language courses. The Bachelor of Arts degree requires two years of one foreign language. Students in the Social Work major are expected to complete a minimum of 75 major hours. All major courses must be completed with a grade of C- or better and are included in the major GPA.

Major Requirements

PSY 100	3	Introductory Psychology	Select <u>one</u> course from the following:		
PSY 250	3	Life Span Development	SWK 393	4	Junior Practicum
PSY 300	3	Abnormal Psychology	SWK 395	4	International Practicum
SOC 250	2	Principles of Research and Analysis	Select <u>one</u> course from the following:		
SOC 350	3	Social Research Methods	BIO 106	4	Human Biology
SOC 355	3	Applied Social Statistics	BIO 310	4	Human Anatomy and Physiology I
SWK 200	3	Explorations in Social Work	Select <u>one</u> course from the following:		
SWK 225	3	Diversity and the Disenfranchised	ANT 200	3	Cultural Anthropology
SWK 351	3	Social Work Process and Practice I	SOC 100	3	Introduction to Sociology
SWK 354	3	Social Work Process and Practice II	SOC 210	3	Contemporary Social Issues
SWK 355	3	Helping Troubled Families	Select <u>one</u> course from the following:		
SWK 362	3	Social Policy	SOC 110	3	Introduction to Global Societies
SWK 441	3	Human Behavior and the Social Environment	SOC 220	3	Ethnic and Minority Issues
SWK 451	3	Social Work Process and Practice III	Electives		
SWK 452	3	Advanced Social Work Practice	Select <u>one</u> social work elective from:		
SWK 482	2	Integrative Social Work Seminar	SWK 320	3	Unleashing the Oppressed
SWK 492	12	Senior Practicum	SWK 340	3	Trauma-informed Work with Children
			SWK 380	3	Understanding Suffering, Grief, and Loss

Complete and document 30 hours of volunteer experience by the end of sophomore year.

Social Work Minor

The Social Work minor requires 21 hours. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

Minor Requirements

SWK 200	3	Explorations in Social Work	Select <u>one</u> course from the following:		
SWK 225	3	Diversity and the Disenfranchised	SOC 210	3	Contemporary Social Issues
SWK 355	3	Helping Troubled Families	SOC 220	3	Ethnic and Minority Issues
SWK 362	3	Social Policy	Select <u>one</u> course from the following:		
SWK 370	3	Selected Topics*	SWK 320	3	Unleashing the Oppressed
			SWK 340	3	Trauma-informed Work with Children
			SWK 380	3	Understanding Suffering, Grief, and Loss

*Course must be Affecting Change in Neighborhoods and Communities

Complete and document 15 hours of volunteer experience by the end of sophomore year.

Criminal Justice Minor

The Criminal Justice minor requires 21 hours. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

Minor Requirements

JUS 100	3	Introduction to Criminal Justice
JUS 120	3	American Policing
JUS 311	3	Institutional Corrections
JUS 342	3	Criminology
SWK 340	3	Trauma-informed Work with Children

Select one course from the following:

SOC 210	3	Contemporary Social Issues
SOC 220	3	Ethnic and Minority Issues
SOC 315	3	Social Inequality and Stratification
SOC 410	3	Community and Urban Affairs

Select one course from the following:

PSY 270*	3	Selected Topics (approved by advisor)
PSY 300	3	Abnormal Psychology
PSY 305	3	Behavior Problems of Children and Adolescents
PSY 320	3	Multicultural Psychology
PSY 321	3	Social Psychology
SWK 355	3	Helping Troubled Families

*Course must be Affecting Change in Neighborhoods and Communities

Human Services (AA) – Taylor University Online

The Associate of Arts with a major in Human Services requires 17 hours in the major and 48 hours in foundational core. This degree blends the disciplines of social work and psychology. Upon completion, students may apply to Taylor University residential program to seamlessly transition to campus to complete a Bachelor of Science degree in Social Work in two additional years. All major courses must be completed with a grade of C- or better and are included in the major GPA. This program is only offered through Taylor University Online and residential students are not eligible.

Curriculum Requirements

ANT 200	3	Cultural Anthropology
ART 172	2	Art Appreciation
BIB 110	3	Biblical Literature I
BIB 210	3	Biblical Literature II
BIO 106	4	Human Biology
COS 101	2	Information Technology Concepts
ENG 110	3	College Composition
IAS 102	1	Orientation to Distance Learning
IAS 110	4	Foundations of the Christian Liberal Arts
KIN 100	2	Living Well
KIN 200I	1	Individualized Physical Education
MUS 149	2	Music Appreciation
PHI 413	3	Contemporary Christian Belief
REL 313	3	Historic Christian Belief
SWK 320	3	Helping Troubled Families

Select one course from the following:

CAC 160	3	Integrative Communication
COM 210	3	Public Speaking

Select one course from the following:

ENG 240	3	American Literature
ENG 250	3	British Literature

Select one history course of at least 3 credits.

Major Requirements

PSY 100	3	Introductory Psychology
PSY 300	3	Abnormal Psychology
SOC 250	2	Principles of Research and Analysis
SWK 200	3	Explorations in Social Work
SWK 225	3	Diversity and the Disenfranchised
SWK 355	3	Helping Troubled Families

Anthropology Courses

ANT 200 3 hours

Cultural Anthropology

An introduction to the principles of cultural anthropology, including the analysis of major anthropological theories and concepts and an examination of social institutional arrangements in small-scale societies. Meets foundational core civic engagement or general social science requirement.

ANT 280 3 hours

Anthropology of Study Abroad, Short-term Mission, and Tourism

The recent explosion of global travel for relatively short periods brings travelers into transient contact with people in different places. Such travel may have educational, recreational, religious, or service goals. Through anthropological readings, this course examines the nature of the intercultural encounters experienced on these trips, the motivations and outcomes of these trips for both travelers and hosts, and considers a wide variety of related dynamics. Students will be coached in engaging in research on course-related themes or in conducting research in preparation for their own upcoming global trip. Meets foundational core cross-cultural requirement; and civic engagement or general social science requirement.

Criminal Justice Courses

JUS 100 3 hours

Introduction to Criminal Justice

A survey of the organization, administration, and function of law enforcement, the courts, and corrections in an historical, legal, and contemporary context. An emphasis is placed on both offenses and offenders at each stage of the process.

JUS 120 3 hours

American Policing

An introductory course on legal, theoretical, historical, and organizational foundations of law enforcement in the United States with a critical assessment of alternative police policies and practices.

JUS 311 3 hours

Institutional Corrections

A study of the historic, philosophical, organizational, and administrative aspects of the nation's correctional institutions. This course includes institutions for adult, juvenile, male, and female offenders in a variety of secure settings and focuses on research related to correctional institutions. Prerequisite: JUS 100 or permission of instructor.

JUS 342 3 hours

Criminology

An interdisciplinary approach to the analysis of individual and group behaviors that result in delinquency and criminal conduct with an opportunity for each student to develop and defend a unified theory of criminal behavior. Prerequisite: JUS 100 and JUS 120.

JUS 347 3 hours

Courts

This course will examine the American court system and the components of the legal system that feed cases into the system, in both the civil and criminal legal process. Students will learn about the many elements of the court system and their interlocking relationships to the judicial process. Jurisdictional issues between state, local, and federal courts will be examined, as well as the trial and appellate process. Students will have the opportunity to do a paper on a high profile case and review the social impact of decisions. Emphasis will be on the criminal justice system since criminal cases make up the majority of court cases. This course is offered through Taylor University Online (TUO).

Social Work Courses

SWK 170 Selected Topics A course offered on a subject of interest but not listed as a regular course offering.	1-4 hours	SWK 360 Independent Study An individualized, directed study involving a specified topic.	1-4 hours
SWK 200 Explorations in Social Work This course intends to assist the prospective social worker in gaining awareness and understanding of basic tenets of the social work profession, Code of Ethics, guiding principles and values, and of practice settings. Throughout the course, students are given the opportunity to explore their interest in and potential for a career in social work. The course will also assist students in understanding social welfare systems and their development, and how social welfare policy affects people across the globe. As students learn about the various social issues that social workers help to change, students will explore how their Christian faith commands their reflection and action in tackling these issues. <i>Meets foundational core civic engagement or general social science requirement.</i>	3 hours	SWK 362 Social Policy Discusses topics related to social welfare history, public policy, and social welfare policies that exist in today's society and how they impact those most dependent on social programs. Examines social programs in light of the problems they address, the service they provide, and their effectiveness. Addresses contemporary social issues in light of public funding decisions. <i>Prerequisite: Junior or senior status or permission of the instructor. Offered Spring semester.</i>	3 hours
SWK 225 Diversity and the Disenfranchised A hybrid course integrating theory and application of concepts through case study dealing with issues related to diversity, oppression, discrimination, human rights, and social justice. Dimensions related to women's issues, immigration and acculturation, religion and spirituality, social class, and sexual orientation will be explored.	3 hours	SWK 370 Selected Topics A course offered on a subject of interest but not listed as a regular course offering.	1-4 hours
SWK 231 Social Welfare: Historical Perspectives and Development This course follows the development of social welfare efforts from early civilizations to the present time. The course focuses on the emergence of the profession of social work and explores the question "Am I my brother's keeper?" in the light of biblical principles. <i>This course is offered through Taylor University Online (TUO).</i>	3 hours	SWK 380 Understanding Suffering, Grief, and Loss Provides a basic introduction to crucial issues related to suffering and affliction, both self-imposed and those related to the human condition. Bereavement, grief and loss across the life span will be explored. Contemporary issues related to death and dying and the roles of social institutions and services to persons affected by suffering, death and loss will be covered. Issues will be examined based on difference in gender, culture, ethnicity and religion and in light of historic and contemporary Christian faith. <i>Open to all students. Offered Spring semester of odd years.</i>	3 hours
SWK 270 Selected Topics A course offered on a subject of interest but not listed as a regular course offering.	1-4 hours	SWK 393 Junior 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. <i>Students spend time in a social work setting learning how an agency functions, how professional social work practice is implemented, and how the professional interacts within an agency. Pass/fail only. Practicum course credit requires 140 hours of observation and practice. Prerequisites: SWK 351, junior status, and approval of the Junior Practicum Coordinator. Offered January interterm.</i>	4 hours
SWK 320 Unleashing the Oppressed This course is designed to provide the student with the necessary knowledge, values and skills to empower people who fall into "at-risk population" groups. Those groups who are at-risk for prejudice and discrimination typically include mental disability, developmental disability, sexual orientation, women, elderly, and religious diversity. Service-learning component provides interaction with a variety of community-based agencies. <i>Meets foundational core civic engagement or general social science requirement. Open to all students.</i>	3 hours	SWK 395 International Practicum During the January interterm of the junior or senior year, students would spend time in an international social work setting gaining knowledge of social work in a different country. They learn how an agency functions, how social work practice is implemented abroad, and specific needs within another culture. This practicum opportunity provides 140 hours of field lab work. <i>Class fee assessed to cover travel and in country experience. Prerequisites: SWK 351 and permission of Director of Social Work. Pass/fail only.</i>	4 hours
SWK 340 Trauma-informed Work with Children This course is a social work elective that is designed to provide an overview of the broad field of child welfare. Topics include the role of the family in the care of children, the history and current state of care of children, current problems such as child abuse and neglect, the impact of poverty and diversity in the well-being of children, and responses to children in need such as foster care, adoption, residential programs, the courts and school-based services. Application is made through readings, experiential activities, agency visits, and guest speakers. A service learning component provides interaction with community-based agencies. <i>Prerequisite: Sophomore, junior, or senior status. Offered Fall semester.</i>	3 hours	SWK 441 Human Behavior and the Social Environment This course serves as a capstone course for the human behavior in the social environment sequence in the social work major. The primary purpose of this course is explore the question, "Why do people behave as they do?" This question will be explored from a multi-dimensional systems social work perspective. It is designed to prepare students for multi-dimensional assessments that will be required for the senior field placement and generalist practice after graduation. <i>Prerequisites: PSY 250; SWK 362; SWK 354; BIO 106 or 310. Offered Fall semester.</i>	3 hours
SWK 351 Social Work Process and Practice I First in a 4-course practice sequence designed to provide the student with the necessary knowledge, values for ethical decision making and skills for successful practice with individuals at the generalist social work practitioner level. Develops understanding of the nature and process of social work practice, principles and techniques of the planned change process. Develops students' ability for self-awareness and for understanding the nature of clienthood. <i>Prerequisites: PSY 100; SWK 200; SWK 225; COM 210 or COM 320; ANT 200 or SOC 100 or SOC 210. Offered Fall semester.</i>	3 hours	SWK 450 Directed Research Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.	1-4 hours
SWK 354 Social Work Process and Practice II Second in the 4-course practice sequence. Enables further development of generalist social work skills with various client systems. Areas of group dynamics, ethical issues, developmental levels and diversity are emphasized. Participation in a group experience is required. <i>Prerequisite: SWK 351. Offered Spring semester.</i>	3 hours	SWK 451 Social Work Process and Practice III The third in the 4-course generalist social work practice sequence. This course integrates social work practice, intervention and professional skills with regards to intervention and assessment at the organizational and community level. The course also focuses on macro social work practice, community organizing and development. Students will also participate in a grant writing project as they begin to develop grant writing and fundraising know-how and skills. As in the other courses in the practice sequence in our social work program, there will be a focus on the integration of micro, mezzo, and macro skills to empower students for effective generalist social work practice. <i>Prerequisite: SWK 354. Offered Fall semester.</i>	3 hours
SWK 355 Helping Troubled Families Introduces family systems theory, as well as the history and development of family interventions. Presents the major approaches of working with families and provides the opportunity to role play application of these approaches. <i>Prerequisite: Junior or senior status or permission of the instructor. Offered Fall semester.</i>	3 hours	SWK 452 Advanced Social Work Practice Last in the 4-course sequence for developing generalist practice skills. The professional helping relationship and interview process are emphasized. Simulated client-worker situations provide opportunities to practice skills. Employment interviews and strategies are also discussed. Beginning-level professional writing skills are developed through documentation exercises. <i>Prerequisite: SWK 354. Offered Fall semester.</i>	3 hours

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

SWK 482 2 hours
Integrative Social Work Seminar
A seminar class taken by all social work majors during interterm of the senior year. The focus is holistic integration of: (1) faith and the social work profession; (2) self and the social work profession; (3) liberal arts education and the knowledge and practice of social work; (4) self- and civic-mindedness; and (5) self as global citizen. Students begin to develop the CSWE content portion of their professional portfolio. Focused presentations are conducted with regard to stress and time management and burnout prevention. *Pass/fail only.*

SWK 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.*

SWK 492 12 hours
Senior Practicum
A professional semester of supervised field practicum in a social work setting; 480 hours are required. *Prerequisite: Completion of all required courses in the social work major. Offered Spring semester.*

Sociology Courses

SOC 100 3 hours
Introduction to Sociology
A study of the principles and concepts of sociology in the context of present day social systems. Attention is given to major contemporary analyses of social events, processes, and institutions. *Meets foundational core civic engagement or general social science requirement. Offered Fall semester.*

SOC 110 3 hours
Introduction to Global Societies
This course explores the nature of contemporary societies around the world by considering societal stages and development, cultural and social structural aspects of societies, international inequality, and globalization. *Meets foundational core civic engagement or general social science requirement. Offered Spring semester.*

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

SOC 210 3 hours
Contemporary Social Issues
An introduction to the study of social problems from several perspectives. Problems in areas such as drug abuse, crime, education, and the family are examined in the light of basic principles of sociology. *Meets foundational core civic engagement or general social science requirement. Offered Fall semester.*

SOC 220 3 hours
Ethnic and Minority Issues
An analysis of inter-group relations in the United States. Topics include a consideration of the mechanisms of group interaction between dominant and subordinate groups and the experiences and histories of the primary minority groups in the United States. *Meets foundational core civic engagement or general social science requirement. Offered Spring semester.*

SOC 250 2 hours
Principles of Research and Analysis
Intended to prepare students to effectively make sense of the bewildering variety of numbers available in contemporary societies about people, organizations, and social outcomes, this course is an introduction to the key principles of social measurement and basic ways numbers are used to represent patterns in the social world. *Offered Fall semester.*

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

SOC 310 3 hours
Religion and Society
An examination of the cultural and structural influences that guide the forms religion takes in society and the processes through which religious ideas, behaviors, and institutions are constructed. Attention is given to the sociological theory and research that underlies religious behavior. *Meets foundational core general social science requirement. Offered periodically.*

SOC 313 3 hours
Statistics for Behavioral Science
The major concepts covered in the class will be descriptive statistics, basic probability theory, and inferential statistics. Demonstrations of Microsoft Excel competency will be assigned for each segment of the class. *This course is offered through Taylor University Online (TUO).*

SOC 315 3 hours
Social Inequality and Stratification
This course examines the social systems (cultural and structural) that determine outcomes in wealth, power and social prestige. The primary focus is on class systems. *Meets foundational core civic engagement or general social science requirement. Offered Spring semester.*

SOC 330 3 hours
Social Change and Social Movements
This course focuses on the basic premises of social change including the evolutionary, conflict and cyclical theories of social change, and the organized activities of collective behavior and social movements that encourage or discourage social change. Special attention is given to the theoretical contributions of the structural strain, resource mobilization and social constructionists' perspectives. *Meets foundational core general social science requirement. Offered periodically.*

SOC 340 3 hours
Sociology of Children and Families
This course examines the sociological foundations of childhood including family formation, childhood socialization and the changing cultural significance of children. This course also examines the divergent roles, styles and functions of parenting. *Offered Fall semester of every other year (alternates with SOC 381).*

SOC 350 3 hours
Social Research Methods
An exploration of the primary methods of social research and data collection. Topics include defining a research question and design, and data collection from operationalization to data entry. *Prerequisite: SOC 250. Offered Fall semester.*

SOC 355 3 hours
Applied Social Statistics
An introduction to statistical analysis for social research issues. The course focuses on the uses of statistics, choosing appropriate statistics for a given problem and interpreting statistical output. *Meets foundational core mathematics requirement. Prerequisite: SOC 250. Offered Spring semester.*

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

SOC 361 3 hours
History of Social Thought
Primary emphasis is placed upon the contributions of sociologists since the time of Comte. The writings and concepts of leading sociologists in both Europe and America are studied. *Meets foundational core general social science requirement. Offered Fall semester of every other year (alternates with SOC 365).*

SOC 365 3 hours
Contemporary Social Thought
An analysis of social theory as it is practiced today. Building on the classical works of Marx, Durkheim, Weber, Simmel and Mead, this course focuses on how modern sociologists have incorporated the classical writers to explain social developments. Special attention is given to postmodernists, social constructionists, functionalists, neo-Marxists, neo-Weberians and leading feminist thinkers. *Meets foundational core general social science requirement. Offered Fall semester of every other year (alternates with SOC 361).*

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

SOC 381 3 hours
Marriage and Family Systems
A study of the changing state of family systems in America. The course also examines how work, social class, ethnicity and gender affect family structure and function. *Meets foundational core general social science requirement. Offered Fall semester of every other year (alternates with SOC 340).*

SOC 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.*

SOC 410 3 hours
Community and Urban Affairs

Consideration of problems relating to community structure, development and process, beginning with a historical overview of the development of cities. Special emphasis is placed upon the interrelationships of various groupings within communities, particularly within the urban scene. A field trip to a major urban center provides "hands-on" learning. *Meets foundational core civic engagement or general social science requirement. Offered Spring semester.*

SOC 420 3 hours
Organizational Policies and Programs

A study of the social dynamics that guide and shape organizations in modern societies. The class prepares students to see and work with the structures of organizations like the church, government agencies, for-profit companies and nonprofits. The focus is on the application of organizational theories to organizational settings and includes projects on the development of organizational programs. *Offered periodically.*

SOC 450 1-4 hours
Directed Research

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

SOC 480 1-4 hours
Seminar

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

SOC 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.*

SOC 493 2 hours
Sociology Integrative Seminar

This course provides students with the opportunity to approach the field of sociology holistically and integrate faith and sociological insight. *Offered Spring semester.*

SOC 498 1 hour
Sociology Senior Thesis

Students will complete a senior thesis that demonstrates an ability to apply sociological perspective through a theoretical or methodological analysis of a sociological topic they have chosen. *Offered Spring semester.*

Notes
