

# Education

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Taylor University seeks to develop competent, caring, and reflective teachers prepared for world service. The belief that teachers who have experienced a vigorous professional preparation within the framework of evangelical Christian values will have a profound influence on the students they teach in public, private, 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 department of education cooperates with other departments to ensure the development of high quality general education and major fields of study. Taylor University's teacher education program is accredited by NCATE (National Council for Accreditation of Teacher Education) 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 teaching certification may fulfill the requirements 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 bachelor of science degree must be combined with curriculum requirements in education.

The teacher education programs are accredited by the National Council for Accreditation of Teacher Education and the Indiana Department of Education.

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 (elementary or secondary), 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 department of education. The Teacher Education Program Student Handbook includes a 4-year program timeline and course sequence for general education, major and professional education courses that assist the students in planning their teacher education programs.

## **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 Certification) and favorable action by the Teacher Education Committee. The application should be completed during the first term of a student's sophomore year. Students 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 students must meet in order to be admitted to and remain in the program. Factors encompassed by these standards are scholastic performance, communication skills, portfolio requirements, state qualifying scores for the Praxis I exam and departmental recommendation. Detailed explanations of these standards may be obtained from the Department of Education.

## **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 Field Experiences and should be prepared and ready for consideration (by the Teacher Education Committee) by the beginning of the sixth term. The factors considered by the Teacher Education Committee include: (1) successful completion of prerequisite courses; (2) departmental recommendation; (3) portfolio requirements; and (4) scholastic performance. Detailed explanations of these standards may be obtained from the Department of Education.

## **Scholastic Performance**

Teacher education program standards include students passing all professional education and 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.

## **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 Certification, 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 multicultural 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 term activity.

Opportunities are provided for overseas student teaching. After completing a 10-week experience stateside, students may teach for six or more weeks in an overseas setting. Application for overseas student teaching must be submitted during the sophomore year. Applications are available in the Department of Education.

## Comprehensive Exam Requirement

All elementary education majors are required to take the Elementary Education: Curriculum, Instruction and Assessments Specialty Area Test (Praxis II) and score 165 or above. Any elementary education major who does not successfully pass is provided opportunity to participate in a tutorial-guided instruction program under the direction of the Academic Enrichment Center to prepare for retaking the test or a departmental exam.

In secondary education, the comprehensive examination is in the major teaching field. A student 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. It is offered primarily during January interterm or summer with the consent of a supervising professor and the approval of 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 Division of Professional Standards are listed on the curriculum guides available to each student. Preparation for standard teaching licenses in the following fields is provided at Taylor.

### Elementary Education (BA or BS)

Students seeking teaching certification may fulfill the requirements while earning either a bachelor of arts or bachelor of science degree. The bachelor of science degree must be combined with curriculum requirements in education. Additionally, the bachelor of arts degree requires the completion of two years sequential study in one foreign language.

The bachelor of arts or bachelor of science degree in elementary education (*kindergarten through 6<sup>th</sup> grade*) requires a minimum of 128 hours. Students are required to complete an elementary education core, professional education, general education, and elective courses. The major GPA is calculated using the courses marked with an asterisk (\*). *Majors must take CAS 110 to meet their general education speaking requirement.*

#### General Education Core

BIB 110	3	Biblical Literature I
BIB 210	3	Biblical Literature II
CAS 110	3	Public Speaking
ENG 110	3	Expository Writing
ENG 230	3	World Literature
GEO 220	4	Regional Geography
HUM 250	1	Participation in the Arts
IAS 101	1	New Student Orientation
IAS 110	3	Foundations of Christian Thought
IAS 495	1	Senior Seminar
PHI 413	3	Contemporary Christian Belief
PHP 100	1	Fitness for Life
PHP 200	1	General Physical Education
PSY 240	3	Child Psychology
REL 313	3	Historic Christian Belief
EDU 384	1	Perspectives on Diversity
EDU 385	3	Diversity in the Classroom

Select one course from the following:

BIO 100	4	General Biology
ENS 200	3	Environment and Society

Select one course from the following:

HUM 230	4	Art as Experience
HUM 330	4	Arts and Ideas

Select one of the following physical or earth science courses:

CHE 100	4	Chemistry for Living
CHE 201	4	General Chemistry I
CHE 211	4	College Chemistry I
PHY 120	4	Experiences in Physical Science
PHY 203	4	General Physics
PHY 211	4	University Physics
PHY 201	3-4	Introductory Astronomy
ENS 241	4	Physical Geology
ENS 242	4	Geology of Indiana
GEO 210	4	Physical Geography
GEO 240	3	Introduction to Geology

#### Elementary Education Core

ART 300*	3	Art for Teachers
EDU 210*	3	Writing for Teachers
EDU 371*	3	Literature for Children and Adolescents
EDU 493*	3	Elementary Education Senior Capstone
HIS 124*	3	History of the United States to 1877
MAT 201*	4	Mathematics for Elementary Teachers I
MAT 202*	4	Mathematics for Elementary Teachers II
MUS 301*	3	Music in the Elementary Classroom
PHP 250*	3	Elementary School Health and Physical Education

Select one course from the following:

EDU 242*	3	Computers in Educational Settings
EDU 243*	1	Computer Application in Elementary Education

Must complete one of the following if EDU 243 was selected in the core:

COS 104	2	Computing and Information Concepts
COS 106	2	Computing and Information Concepts

#### Professional Education Core

EDU 150	3	Education in America
EDU 200	3	Introduction to Early Childhood Programs
EDU 210	3	Writing for Teachers
EDU 221	3	Teaching Science in the Elementary Classroom
EDU 260	3	Educational Psychology
EDU 310	2	Discipline and Classroom Management
EDU 351*	3	Methods and Materials for Elementary Teachers
EDU 355*	3	Early Literacy Experiences and Assessments: K-3
EDU 356*	3	Middle Childhood Literacy Experiences and Assessments: 4-6
EDU 415	1	Student Teaching Seminar
EDU 421	15	Supervised Internship in Elementary Schools
PSY 340	3	Adolescent Psychology
SED 320	3	Exceptional Children

#### Suggested Electives

EDU 115E	3	Teaching About Religion in the Public Schools
EDU 280	3	Communications and Language Arts in the Preschool and Kindergarten
EDU 290	3	Social Studies, Science and Mathematics in the Preschool and Kindergarten
EDU 393	4	Practicum—Cross-Cultural
EDU 370	1-4	Selected Topics
HIS 103	3	World History I
HIS 104	3	World History II
HIS 125	3	History of the United States since 1877
SOC 220	3	Ethnic and Minority Issues

## Secondary Education - General Education Requirements

Students completing a secondary education program must complete the following general education requirements in addition to the major requirements listed under each department's section of the catalog.

### General Education Core

BIB 110	3	Biblical Literature I
BIB 210	3	Biblical Literature II
CAS 110	3	Public Speaking
COS 104	2	Computing and Information Concepts
ENG 110	3	Expository Writing
HIS xxx	3-4	History Elective
HUM 250	1	Participation in the Arts
IAS 101	1	New Student Orientation
IAS 110	3	Foundations of Christian Thought
IAS 495	1	Senior Seminar
PHI 413	3	Contemporary Christian Belief
PHP 100	1	Fitness for Life
PHP 200x	1	General Physical Education
PHP 200x	1	General Physical Education
PSY 340	3	Adolescent Psychology
REL 313	3	Historic Christian Belief

Select one course from the following:

CAT 200	3	Performing Literature
ENG 230	3	World Literature
ENG 233	3	Literary London
ENG 240	3	American Literature
ENG 250	3	British Literature

Select one course from the following:

ECO 190	3	Issues in Economics
ECO 201	4	Principles of Microeconomics
ECO 202	3	Principles of Macroeconomics
GEO 230	3	Political Geography
POS 100	3	American Politics
POS 211	3	World Politics
POS 213	3	International Political Economy
POS 331	3	Public Policy
SOC 100	3	Introduction to Sociology
SOC 210	3	Contemporary Social Issues
SOC 220	3	Ethnic and Minority Issues
SWK 200	3	Explorations in Social Work
SWK 320	3	Unleashing the Oppressed

Select one course from the following:

HUM 230	4	Art as Experience
HUM 330	4	Arts and Ideas

Select one course from the following:

MAT 110	3	Finite Mathematics
MAT 120	3	Investigations in Mathematics
MAT 140	3	Fundamental Calculus for Applications
MAT 145	3	Introduction to Functions and Calculus
MAT 151	4	Calculus I
MAT 180	3	Problem Solving
MAT 210	4	Introductory Statistics

\*Select one course from the following:

BIO 100	4	General Biology
BIO 200	4	Human Nutrition
BIO 243	5	Human Anatomy and Physiology
BIO 244	4	Human Anatomy and Physiology
ENS 200	3	Environment and Society
ENS 231	4	Introduction to Environment Science

\*Select one of the following physical or earth science courses:

CHE 100	4	Chemistry for Living
CHE 201	4	General Chemistry I
CHE 211	4	College Chemistry I
PHY 120	4	Experiences in Physical Science
PHY 203	4	General Physics
PHY 211	5	University Physics
PHY 201	3-4	Introductory Astronomy
ENS 241	4	Physical Geology
ENS 242	4	Geology of Indiana
GEO 210	4	Physical Geography
GEO 240	3	Introduction to Geology

\*A minimum of seven hours must be completed of lab sciences.

Complete at least two Speaking (SP) designated courses, including EDU 431.

Complete at least two Writing (WR) designated courses, including EDU 210.

Complete at least one Cross Cultural (CC) designated course.

## Junior High/Middle School Licensure

Elementary education majors may obtain a junior high/middle school license along with the elementary license. The licensure can be in the areas of language arts, mathematics, science, and social studies. Candidates must pass a separate licensure test as determined by the Division of Professional Standards.

### Licensure Requirements

EDU 332	3	The Junior High/Middle School
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Select at least one of the following content areas:

#### Language Arts

CNM 255	3	Media and Society
ENG 211	3	Introduction to Creative Writing
ENG 212	4	Critical Approaches to Literature
ENG 230	3	World Literature
ENG 240	3	American Literature
ENG 302	4	Writing Theory and Grammar

#### Mathematics

MAT 201	4	Mathematics for Elementary Teachers I
MAT 202	4	Mathematics for Elementary Teachers II
MAT 210	4	Introductory Statistics
MAT 280	3	Mathematics in the Junior High/Middle School

Select one course from the following:

MAT 120	3	Investigations in Mathematics
MAT 180	3	Problem Solving

Select one option from the following:

MAT 140	3	Fundamental Calculus for Applications
MAT 151	4	Calculus I
†MAT 145	3	Introduction to Functions and Calculus
and		
†MAT 146	3	Functions and Calculus

†MAT 145 & 146 count as one option.

#### Science

BIO 100	4	General Biology
CHE 100	4	Chemistry for Living
ENS 200	3	Environment and Society

Select two of the following:

BIO 200	4	Human Nutrition
GEO 210	4	Physical Geography
GEO 240	3	Introduction to Geology
PHY 201	4	Introduction to Astronomy

#### Social Studies

GEO 220	4	Regional Geography
GEO 230	3	Political Geography
HIS 103	3	World History I
HIS 104	3	World History II
HIS 124	3	History of the United States to 1877
HIS 125	3	History of the United States since 1877

Select one course from the following:

ECO 190	3	Issues in Economics
POS 100	3	American Politics
PSY 200	3	Introduction to Psychology
SOC 220	3	Ethnic and Minority Issues

## Teaching English to Speakers of Other Languages (TESOL) Licensure

### For Education Majors

To receive the TESOL licensure, K-12 education majors must complete 24 credit hours, plus student teaching. This licensure is needed to be able to teach English to Speakers of Other Languages (ESOL) in the American public school system.

#### Licensure Requirements

EDU 260	3	Educational Psychology
EDU 384	1	Prospectives on Diversity
EDU 385	3	Diversity in the Classroom
EDU 415	1	ESL Student Teaching Seminar
EDU 421/431	15	ESL Supervised Internship
TSL 201	3	Introduction to TESOL
TSL 302	3	General Linguistics in TESOL
TSL 303	3	Methods of TESOL
TSL 304	3	Pedagogical Grammar and Adult Literacy
TSL 305	3	Second Language Acquisition
TSL 482	2	Practicum in TESOL

#### Electives

Select *one* elective from the following:

CAS 340	3	Intercultural Communication
ENG 230	3	World Literature
ENG 373	4	Literature of Cultural Diversity
FRE 3xx/4xx	3-4	Upper-Level French Course
GEO 220	4	Regional Geography
HIS 103	3	World History I
HIS 104	3	World History II
MUS 343	3	Music and World Cultures
PHI 322	3	World Religions: Western Traditions
PHI 323	3	World Religions: Eastern Traditions
POS 211	3	World Politics
REL 391	3	Preparation and Strategy for Christian World Mission
SOC 200	3	Cultural Anthropology
SOC 220	3	Ethic and Minority Issues
SPA 3xx/4xx	3-4	Upper-Level Spanish Course
SWK 200	3	Explorations in Social Work

## Teaching English to Speakers of Other Languages (TESOL) Minor

### For Non-Education Majors

Open to all majors, *except education majors*, the TESOL minor requires completion of 26-28 hours and will provide training to those interested in teaching English in international or non-public education contexts. The minor also provides additional cross-cultural and pedagogical training.

#### Minor Requirements

EDU 260	3	Educational Psychology
TSL 201	3	Introduction to TESOL
TSL 302	3	General Linguistics in TESOL
TSL 303	3	Methods of TESOL
TSL 304	3	Pedagogical Grammar and Adult Literacy
TSL 305	3	Second Language Acquisition
TSL 482	2	Practicum in TESOL

#### Electives

Select *two* electives from the following:

CAS 340	3	Intercultural Communication
ENG 230	3	World Literature
ENG 373	4	Literature of Cultural Diversity
FRE 3xx/4xx	3-4	Upper-Level French Course
GEO 220	4	Regional Geography
HIS 103	3	World History I
HIS 104	3	World History II
MUS 343	3	Music and World Cultures
PHI 322	3	World Religions: Western Traditions
PHI 323	3	World Religions: Eastern Traditions
POS 211	3	World Politics
REL 391	3	Preparation and Strategy for Christian World Mission
SOC 200	3	Cultural Anthropology
SOC 220	3	Ethic and Minority Issues
SPA 3xx/4xx	3-4	Upper-Level Spanish Course
SWK 200	3	Explorations in Social Work

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

Requiring the completion of 11 credit hours, the department offers a Teaching English to Speakers of Other Language (TESOL) certificate for students who want to more effectively teach students for which 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. Open to all majors, the TESOL Certificate is awarded by the Education Department and requires completion of 12 hours.

#### Certificate Requirements

TSL 201	3	Introduction to TESOL
TSL 302	3	General Linguistics in TESOL
TSL 303	3	Methods of TESOL
TSL 482	2	Practicum in TESOL

### Special Education—Mild Intervention Licensure

Requiring the completion of 15 credit hours, the department offers a Special Education—Mild Intervention licensure that may be added to the Generalist: Early and Middle Childhood, Grades K-6 licensure. Licensure applicants must student teach with a licensed special education classroom teacher.

#### Licensure Requirements

SED 320	3	Exceptional Children
SED 330	3	Foundations of Special Education
SED 340	3	Assessment of Exceptional Learners
SED 350	3	Behavior Management
SED 355	3	Methods of Special Education

### Early Childhood Education (AA)

In addition to the baccalaureate degree programs maintained by the department, an associate of arts degree 2-year curriculum in early childhood education is offered for students who wish to qualify for leadership positions in daycare centers, Headstart and preschool programs.

This program blends a series of liberal arts courses with practical experiences in field centers and professional content to prepare early childhood workers. The program includes two curriculum workshops that integrate the early childhood curriculum in the liberal arts with a multicultural/multiethnic emphasis, experience at field-based centers and a core curriculum. The student will spend at least three hours weekly in a field-based center (selected daycare, preschool or Headstart facility). This degree requires a minimum of 64 hours. *Majors must take CAS 110 to meet their general education speaking requirement.*

### Scholastic Performance

Associate of Arts degree standards include students passing all professional education and 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. Professional Education courses are indentified with an asterisk ( \* ) in the listing below.

#### Major and General Education Requirements

ART 300	3	Art for Teachers	<i>Select <u>one</u> course from the following:</i>		
BIB 110	3	Biblical Literature I	COS 104	2	Computing and Information Concepts
BIB 210	3	Biblical Literature II	COS 106	2	Computing and Information Concepts
CAS 110	3	Public Speaking	<i>Select <u>one</u> course from the following:</i>		
*EDU 200	3	Introduction to Early Childhood Programs	ENG 230	3	World Literature
*EDU 223 <sup>†</sup>	4	Supervised Field Experience in Early Childhood Education	HUM 230	4	Art as Experience
*EDU 280	3	Communication and Language Arts in the Preschool & Kindergarten	<i>Select <u>one</u> course from the following:</i>		
*EDU 290	3	Social Studies, Science and Mathematics in the Preschool & Kindergarten	SOC 381	3	Marriage and Family Systems
EDU384	1	Perspectives in Diversity	SWK 355	3	Helping Troubled Families
EDU 385	3	Diversity in the Classroom	<i>Select <u>one</u> mathematics or science course</i>		
*SED 320	3	Exceptional Children	<i>†EDU 223 Supervised Field Experience in Early Childhood Education course must be taken twice</i>		
ENG 110	3	Expository Writing			
HUM 250	1	Participation in the Arts			
IAS 101	1	New Student Orientation			
IAS 110	3	Foundations of Christian Thought			
MUS 301	3	Music in the Elementary Classroom			
PHP 100	1	Fitness for Life			
PHP 200	2	General Physical Education			
PSY 240	3	Child Psychology			

### All-Grade Education (Kindergarten Through 12<sup>th</sup>Grade)

Preparation is offered for all-grade education in music, physical education, and arts. Requirements for the all-grade education major include general education, professional education, and subject matter concentration (see *departmental curriculum guides for detailed requirements*).

### Early Adolescence and Adolescence/Young Adult

The following areas offer majors: English, French, mathematics, biology, chemistry, physics, physics/mathematics, physical science, social studies (economics, geographical perspectives, government and citizenship, psychology, sociology, historical perspectives), and Spanish. The student preparing to teach in secondary schools will select a teaching major. Requirements for the senior high, junior high and middle school education major include general education, professional education and subject matter concentration (see *departmental curriculum guides for detailed requirements*).

### Transition to Teaching

The Transition to Teaching Program is an alternative licensure process designed for individuals who have previously graduated from college and wish to obtain an Indiana Teaching License. The elementary program is for grades K-5, and the secondary program is for grades 6-12. The program is composed of graduate courses and is online. Individuals interested in the Transition to Teaching Program should go to the following web address: <http://www.taylor.edu/online>.

## Certification

All teacher education programs have been designed to meet Indiana certification requirements and have been approved by the Indiana Professional Standards Board. Students who meet graduation requirements, complete an approved teacher education program, successfully complete student teaching, and meet the Indiana qualifying scores on the required Praxis tests will be eligible for Indiana certification (a teaching license). The teacher certification office is responsible for verifying to the Division of Professional Standards that all requirements for certification have been met and for processing all applications for certification.

Indiana has an Interstate Agreement Contract with many states (reciprocity). However, additional requirements may need to be met in order to receive permanent certification in these states. Students who plan to teach outside of Indiana should obtain a current description of certification requirements from each state where they plan to teach, because requirements often change from year to year. Addresses and telephone numbers for every State Department of Education are available in the teacher certification office.

## 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 170** **1-4 hours** **Selected Topics**

A course offered on a subject of interest but not listed as a regular course offering. *May count toward the departmental major and general education requirements.*

### **EDU 200** **3 hours** **Introduction to Early Childhood Programs**

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

### **EDU 210** **3 hours** **Writing for Teachers**

Advanced writing class for prospective educators. Includes a research component, reading and writing in the disciplines, and a standardized grammar test (to be passed at the 80 percent level). Required for elementary and secondary majors seeking certification. Not required of English majors or minors. *Prerequisite: ENG 110.*

### **EDU 221** **3 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. *Prerequisite: EDU 150.*

### **EDU 223** **4 hours** **Supervised Field Experience in Early Childhood Education**

A full-time, four-week participation experience in a preschool, daycare center, or Headstart. The student assumes a position of leadership with children under the supervision of qualified early childhood teachers. Students pursuing the AA degree complete this January interterm course two times, once in a day care center or Headstart and once in a preschool. *Prerequisite: EDU 280 or 290; or permission of instructor.*

### **EDU 242** **3 hours** **Computers in Educational Settings**

Key concepts of learning theory that have a direct bearing upon using microcomputer software are reviewed. Students become aware of a variety of software and hardware and its application to classroom instruction. Opportunities to develop word processing and programming skills are provided in the Academic Enrichment Center computer lab. *Meets the general education computer literacy requirement for elementary education majors.*

### **EDU 243** **1 hour** **Computer Applications in Elementary Education**

The course includes topics of CAI, hypermedia—multimedia development, distance learning, and educational simulations. The course examines the pedagogical value of computers. *EDU 243 fulfills the one hour of computer application general education requirement for elementary education majors. Prerequisite: COS 104 or 106.*

### **EDU 260** **3 hours** **Educational Psychology**

The study and application of learning theories and psychological concepts and principles to the teaching-learning process. The teacher's responsibility to all types of special needs students is explored. Cognitive, affective, and psychomotor aspects of the teaching-learning process are considered. Other topics included are statistics, tests and measurement, motivation, and classroom management. Includes a field experience lab. *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. *May count toward the departmental major and general education requirements.*

### **EDU 280** **3 hours** **Communications and Language Arts in the Preschool and Kindergarten**

This course deals with the many areas involved in developing positive forms of communicating, with emphasis on nonverbal and listening skills, and examines the many facets of the language arts curriculum in public/private preschools and kindergartens. These include language development (ethnic, cultural, and disability awareness), teaching strategies and techniques utilizing a variety of visuals, reading readiness programs, and evaluation forms for children. Weekly observation of and participation with children in preschool, kindergarten, or Headstart helps students become aware of the wide abilities within these classrooms. *Offered every third semester.*

### **EDU 290** **3 hours** **Social Studies, Science and Mathematics in the Preschool and Kindergarten**

The many areas of the child's immediate world, including development of positive self-concepts, which are then broadened to a worldview, are studied in this course. Various teaching approaches are utilized to help children become aware of the home, family, and aspects of cultural and ethnic influence within their communities and how these affect values, standards, and morals within their homes and schools. The past, present, and future areas of science and mathematical readiness are all viewed as aids in developing this worldview. Weekly observation of and participation with children in preschool, kindergarten, and Headstart helps students become aware of meaningful teaching modes and methods of the areas covered in this course. *Offered every third semester.*

### **EDU 309** **1 hour** **Teaching in Secondary, Junior High/Middle Schools-Special Methods**

A junior level course taught in conjunction with the student's major department. Course focuses upon topics including diversity and multi-cultural education. The majority of course has student being placed in secondary schools for a laboratory field experience. Students will take the subject matter methods course during the same semester. *Prerequisites: EDU 150 and EDU 260 and approval into the Teacher Education Program. Corequisite: Subject matter methods course.*

- EDU 310** 2 hours  
**Discipline and Classroom Management**  
 This course is designed to assist students in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Students develop a plan for discipline and the classroom 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 skills. *Prerequisite: EDU 150.*
- EDU 322** 3 hours  
**Reading for Junior High/Middle School and Secondary Teachers**  
 Designed to provide practical procedures for developing effective reading skills at the junior high, middle, and secondary school levels. Attention centers on understanding the relationships between the processes of reading and the learning of content. Suggestions on how to meet the total range of student reading needs in the classroom are addressed. Methods and materials to enhance advanced comprehension and study skills of adolescents in a multicultural society are presented. Includes a field experience lab. *Prerequisites: EDU 150 and approval into the teacher education program.*
- EDU 328** 2 hours  
**Assessment for Student Learning**  
 Designed to assist students in developing practical skills and techniques to assess students in the P-12 classroom for student learning. Topics will include development of teacher-made tests, alternative/authentic/summative/formative assessments, standardized testing, parent communication, and the role of homework. In addition, the course will focus upon the linkage among assessment, student learning, and instructional strategies. *Prerequisites: EDU 150 and 260.*
- EDU 332** 3 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. *Prerequisites: EDU 150, 260. Must be completed prior to student teaching.*
- 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. *Prerequisites: EDU 150, 260, and approval into the teacher education program. Offered fall semester.*
- EDU 355** 3 hours  
**Early Literary Experiences and Assessments: K-3**  
 Course focuses upon the teaching and assessment of literacy in the early classroom. Topics include emergent literacy, word identification and recognition, fluency, and assessments. *Prerequisites: EDU 150, 260, and approval into the teacher education program. Corequisite: EDU 371. Offered fall semester.*
- EDU 356** 3 hours  
**Middle Childhood Literacy Experiences and Assessments: 4-6**  
 Course focuses upon the teaching and assessment of literacy in the middle childhood classroom. Topics include vocabulary, comprehension, study skills, content area literacy, and assessments. *Prerequisites: EDU 150, 260, 355 and approval into the teacher education program. Corequisite: EDU 351. 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. *May count toward the departmental major and general education requirements.*
- EDU 371** 3 hours  
**Literature for Children and Adolescents**  
 The various genres of children's literature and young adult literature are explored. Course focuses upon new literacy, multicultural literature, special needs, and other appropriate literature. Materials range from emergent books to young adult literature. *Prerequisites: EDU 150, 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. *Prerequisite: EDU 150. Meets general education civic engagement requirement. Offered fall and spring semesters. A class fee is necessary to cover field trip expenses.*
- EDU 385** 3 hours  
**Diversity in the Classroom**  
 This course provides a pre-student teaching experience working in a public school. Placements are in diverse settings in an urban area. 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. *Prerequisite: EDU 260 and 384. Meets general education cross-cultural requirement. Offered January term.*
- 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 415** 1 hour  
**Student Teaching Seminar**  
 This course is designed to assist students in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Students develop a plan for discipline and classroom management that 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. *Corequisite: EDU 421/431.*
- EDU 421** 15 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, 210, 260, 310, 351, 355, 356. Corequisite: EDU 415. Credit only.*
- EDU 431** 15 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, 210, 260, 310, 312. See individual majors for additional prerequisite courses. Corequisite: EDU 415. 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 teaching through lectures, readings, school visits, and discussion. The integration of Christian philosophical concerns with the current role and responsibilities of teachers is emphasized. *Required Washington D.C. field trip. Fee required. Prerequisites: Approval into the Teacher Education Program. Offered J-Term only.*

## Special Education Courses

### SED 320 3 hours

#### Exceptional Children

This course is designed to prepare the teacher for the challenge of meeting the needs of exceptional children in the regular classroom. A general study of exceptional children focuses on mainstreamed and included special education students. Various topics included are identification of exceptional children, their characteristics and special needs, delivery of services, instructional methods and techniques, and evaluation. *Prerequisite: EDU 150.*

### SED 330 3 hours

#### Foundations of Special Education

A study of the profession of special education, this course deals with the philosophical, historical, ethical, and legal foundations of special education. The responsibilities and rights of students, their parents, all involved educators and other professionals are studied as they relate to meeting the needs of exceptional learners. *Prerequisite: SED 320*

### SED 340 3 hours

#### Assessment of Exceptional Learners

This course focuses on formal and informal assessments used to identify, plan for, and teach students with exceptional needs, including the use of that information to develop individual education plans. Communication of that information with students, parents, and other professionals is discussed. Includes a field experience lab. *Prerequisites: SED 320, 330; EDU 260*

### SED 350 3 hours

#### Behavior Management

Managing the learning environment of students with special needs is the focus of this course. Topics covered include behavioral assessments and their use in developing behavior intervention plans for exceptional students, as well as the legal implications of laws and regulations regarding the implementation of these plans in various learning environments. *Prerequisites: SED 320, 330; EDU 260*

### SED 355 3 hours

#### Methods of Special Education

Methods and materials used in the intervention of exceptional learners are presented in this course. Strategies of instruction in the least restrictive environment, modification of curriculum, and collaboration and consultation across the spectrum of services are presented in conjunction with the daily teaching and planning required of students' individual education plans. Includes a field experience lab. *Prerequisites: SED 320, 330; EDU 260. Offered fall semester.*

## Teaching English to Speakers of Other Languages (TESOL) Courses

### TSL 201 3 hours

#### Introduction to TESOL

Foundations of second language acquisition and teaching principles for those interested in Teaching English to Speakers of Others Languages (TESOL). Examines cross-cultural education dynamics, cultural competency skills, and both domestic and international teaching opportunities. Introduces elements of effective language teaching in the ESOL classroom. Includes 10 hours of TESOL observation/cross-cultural experience.

### 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, etc.) in more depth. *Prerequisite: TSL 201.*

### TSL 303 3 hours

#### Methods of TESOL

Teaching methods and techniques, curriculum development, educational technology, and teaching language skills in TESOL settings. Examines practical aspects of planning, teaching, and evaluating in ESOL settings. Includes a 15-20 hour field experience lab. *Prerequisite: TSL 201.*

### TSL 304 3 hours

#### Second Language Acquisition

Review of past and present language teaching methods and theories and issues in second language acquisition. *Prerequisites: TSL 201, 302, and 303.*

### TSL 305 3 hours

#### Pedagogical Grammar and Adult Literacy

Provides students with an understanding of selected grammatical structures and how to teach English grammar. Examines aspects of teaching adult literacy in the English language classroom. *Prerequisites: TSL 201, 302, and 303.*

### TSL 482 2 hours

#### Practicum in TESOL

Supervised ESOL teaching experience totaling 80 hours. *Prerequisites: TSL 201, 302, and 303.*

## Notes

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