

# Education

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

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

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

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

## **Admission to the Teacher Education Program: Step One**

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

## **Admission to Supervised Internship (Student Teaching): Step Two**

Subsequent to admission to the program, there is a formal admission procedure to student teaching. The application is initiated and facilitated through the Office of the Director of Student Teaching and should be prepared and ready for consideration (by the Teacher Education Committee) during the first semester of the junior year. The factors considered by the Teacher Education Committee include: (1) successful completion of prerequisite courses; (2) departmental recommendation; (3) portfolio requirements; (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 <sup>†</sup>	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 <sup>†</sup>	1-3	Practicum

<sup>†</sup>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 <sup>1</sup>	3	Foundations of Literacy and Language Arts in the Elementary Classroom
EDU 280 <sup>1</sup>	3	Communication & Language Arts in Preschool & Kindergarten
EDU 290 <sup>1</sup>	3	Social Studies, Science, & Mathematics in Preschool & Kindergarten
EDU 321 <sup>1</sup>	2	Teaching Science in the Elementary Classroom
IAS 320 <sup>1,2</sup>	3	Cross-Cultural Outreach
PSY 315 <sup>1,2</sup>	3	Working with Orphans and Vulnerable Children
SED 330 <sup>1,2</sup>	3	Foundations of Special Education
SED 355 <sup>1,2</sup>	3	Methods of Special Education
SED 360 <sup>1,2</sup>	3	Behavior Management and Disorders
SOC 340 <sup>1,2</sup>	3	Sociology of Children and Families
SOC 381 <sup>1,2</sup>	3	Marriage and Family Systems
SWK 320 <sup>1,2</sup>	3	Unleashing the Oppressed
SWK 340 <sup>1,2</sup>	3	Trauma-informed Work with Children
TSL 210 <sup>1,2</sup>	3	Teaching ELL in P-12 Classroom
TSL 211 <sup>1,2</sup>	3	Teaching English Internationally
TSL 303 <sup>1,2</sup>	3	Methods of TESOL
TSL 304 <sup>1,2</sup>	3	Issues in Second Language Acquisition
TSL 305 <sup>1,2</sup>	3	Pedagogical Grammar and Applied Linguistics in TESOL
TSL 482 <sup>1,2</sup>	3	Seminar with Field Experience in TESOL
YMI 325 <sup>2</sup>	3	Discipleship and Evangelism in Youth Ministry

<sup>1</sup>Recommended for Early Childhood/Elementary track

<sup>2</sup>Recommended 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 6<sup>th</sup> 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

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**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
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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.*

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## Notes