

Academic Departments and Courses

Course Information

Some curricular courses or course components listed in this catalog include physical or off-campus activities for which students must sign a waiver of liability as a precondition of participation.

Course offerings (*including changes in time, day, and the assignment of instructors*) may be added to, amended, or canceled by the decision of a department or the University.

The following courses are offered in many departments with descriptions for these courses being the same for all departments, but carrying different departmental prefixes and applicable pre-requisites. Registration forms are available online at <http://public.taylor.edu/academics/registrar/forms.shtml>.

<p>550 Directed Research Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.</p>	1-3 hours	<p>593 Practicum Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. <i>Offered primarily during summer.</i></p>	1-3 hours
<p>560 Independent Study An individualized, directed study involving a specified topic.</p>	1-3 hours	<p>795 Program Continuation To be used by students who have completed all degree requirements except thesis or internship. <i>Available only to students who are working under the supervision of a faculty advisor and with the approval of the program chair/director.</i></p>	0 hours
<p>570 Selected Topics A course offered on a subject of interest but not listed as a regular course offering. <i>May count toward the program requirements.</i></p>	1-3 hours		



Business Administration

Interim Program Director, Jeff Groeling

The Master of Business Administration (MBA) program is offered in collaboration with LCC International University, our partner school in Lithuania. Students simultaneously earn a Master of Arts in International Management through LCC and an MBA through Taylor University. This innovative partnership focuses on the key enterprise-level decisions and implementation strategies required in today's dynamic business and economic climate, rather than on the mid-management skills of traditional programs. The program emphasizes the importance of community and relationships and is committed to changing lives through shared experiences. This is a strong tradition of Taylor University and one that sets this program apart. The delivery method is based on several residencies as well as incorporating elements of online learning into each course.

Students and professors will complete applied case studies, projects, and business research with local employers which are meaningful and rewarding for both businesses and graduate students. Some benefits of the program include:

- Taylor University's long history and national reputation for quality Christian liberal arts education
- Accredited by The Higher Learning Commission
- Timely and relevant course content
- Highly qualified and experienced faculty
- Small class cohorts that study together for the duration of the program
- An innovative format incorporating international travel/study, interactive lectures, Internet delivery, supervised research, and applied learning experiences

Business Administration (MBA)

The Master of Business Administration degree requires 36 hours, of which 18 are transferred from LCC international University.

Core Requirements through LCC International University

FIN 610	3	Financial Management and Performance
MGT 510	3	Organizational Design and Change
MGT 515	3	Ethics and Decision Making
MGT 575	3	Research and Analytics
MGT 610	3	Management and Strategy
MKT 510	3	Global Marketing and Business Cultures

Core Requirements through Taylor University

ACC 510	3	Managerial Accounting
ECO 510	3	Global Economic Environment
ITB 515	3	Global Study Tour
MGT 535	3	Business Creativity and Innovation
MGT 680	3	Human Resource Development
MGT 692	3	Directed Research - LCC

Accounting Courses

ACC 510 Managerial Accounting **3 hours**

A review of both traditional and contemporary systems for providing timely and relevant information for decision-making. Emphasis is on recent and emerging accounting strategies developed to support management in implementing world class concepts such as value chain analysis, activity based management, just-in-time management, life cycle cost management, costs of quality, and productivity measurement and control. Qualitative as well as quantitative measures and techniques are examined.

Economics Courses

ECO 510 Global Economic Environment **3 hours**

Survey of corporate financial management and the global economic environment. Primary course topics emphasize sophisticated pricing policies, managing under uncertainty, global competition considerations, global financial markets, corporate finance policies, and the various impacts of government policy. This course provides a basis for analyzing financial and economic decisions based on modern financial and economic theory.

Finance Courses

FIN 610 Financial Management and Performance **3 hours**

This course will examine the critical financial issues and decisions facing organizations. Students will gain exposure navigating and analyzing financial statements to better understand and position organizations, including the budgeting process. A particular focus will be placed on generating and managing cash flow. Identifying and attracting a variety of funding sources is also addressed. Lastly, an examination of the means by which organizations can enhance their value and the requisite financial mechanisms to do so is undertaken.

International Business Courses

ITB 515 Global Study Tour **3 hours**

Students experience the variations in operations and industry sectors and cultural differences first-hand by visiting other global markets. Tours include a combination of industry meetings with visits to historic sites and the unique communities of selected countries. Particular emphasis is given to identifying cultural differences in values, customs, attitudes, and behaviors that impact the marketplace and organizational environments. Students are encouraged to explore and examine particular areas of interest during the study tour and while completing course requirements.

Management Courses

MGT 510 Organizational Design and Change 3 hours

The behavior of groups and individuals in organizations is examined using current management theory and research. Emphasis is given to understanding, predicting, motivating, and changing work-related behaviors in organizations. Key topics include organizational structure, culture, power, diversity, performance, resistance, and communication, particularly related to the rapid pace of organizational growth and change.

MGT 515 Ethics and Decision Making 3 hours

This course seeks to foster the practice of robust Christian ethics in organizational settings, especially as it relates to decisions. The foundation for effectiveness in leadership is built on Christian character and virtue as well as understanding of a Christian worldview and how it relates to and differs from other ethical worldviews. The leader is prepared for ethical decision-making and for strength of character by which to execute those decisions. The course draws first from the Bible and then from philosophy, psychology, history, literature, and current events for its principles, exemplars, and case studies.

MGT 535 Business Creativity and Innovation 3 hours

Processes that are used to develop new ideas and opportunities are covered from a managerial perspective, including how to stimulate creativity and imagination in employees and associates. Challenges to innovation management, new product development, collaborative efforts, and the learning organization are examined through theory and application. Course includes both individual and group processes used to strengthen organizational creativity.

MGT 545 Business and Organizational Sustainability 3 hours

This course examines the development of sustainable organizations and practices. This course is interdisciplinary in nature, integrating science, business, and environmental studies. A look at how sustainable business practices improve long-term profitability, the health of natural systems, and the social infrastructure of our world community is undertaken. Among other activities you will analyze how to manage resource scarcity, and apply case studies to your business model. You will also evaluate the business case for sustainable practice in selected sectors and organizations, examine the potential for implementing sustainable business practices for selected sectors and organizations, and consider the implications for Christians in sustainable organizations.

MGT 575 Research and Analytics 3 hours

Study of the research process and techniques. Students will learn and utilize specific steps and methods within the research process within their organizations to tackle issues as they arise and produce quantitative analysis to be used in their decision-making. Students will also learn the process of developing meaningful analytics to drive performance within their organizations, with a heavy emphasis on performance metrics.

MGT 610 Management and Strategy 3 hours

Current and historical perspectives related to the organization and strategy foundational to top management development, including organizational analysis that leads to strategy formulation and implementation. This course emphasizes the examination of present and historical management theory and practice, as well as current trends in literature and numerous industry applications.

MGT 620 Leading Strategies and Organizations 3 hours

This course addresses current trends and practices regarding organizations, their structures, intended outcomes and how they deal with culture, employee behavior, and values. Students will examine best practices and innovative strategies designed to create and evaluate organizational behaviors, individual and organizational learning, communicating across cultures, and intellectual capital. This course also examines organization leaders in such areas as communication, motivation, work teams, organizational change, stress, influence, loyalty, and trust.

MGT 652 Management and Leadership of Closely Held Businesses 3 hours

Family-owned businesses throughout the world are transitioning to a new generation of leaders. More than ever, the success and continuity of these organizations depends on the effectiveness of those at the top. This course will explore the unique challenges and opportunities involved in the management and ownership of family businesses. Key business, personal, and interpersonal issues relevant to the continuity and management of these firms are examined. Topics will include understanding the family business as a dynamic entity, exploring family systems, and their impact on family business management, ownership transfer and estate planning issues, and important transitions and life cycles in the family-owned organization, especially in preparation for succession planning and leadership development.

MGT 653 Legal Issues and Governance of Closely Held Businesses 3 hours

This course will focus on the legal obstacles that a family business owner faces. These obstacles range from acquiring licenses and permits, leasing property, selection and working with attorneys, patenting a product, dealing with credit and collections, and other similar legal issues as they apply specifically to family-owned businesses and their leaders. Students will also examine topics concerning governance such as developing effective boards, organizing family assembly and family council meetings, creating policies and plans for the family's involvement, and how to develop leaders in the family-owned business.

MGT 654 Biblical Leadership Application 3 hours

This course focuses on key passages of Scripture related to Biblical leadership and the effective application of Scripture to the role of a leader. This course equips students to serve effectively as Christ-centered leaders, change agents, mission-oriented facilitators, and organizational administrators. Students will participate in various leadership assessments throughout the course, allowing each individual to learn about their own natural leadership style and how this affects those they lead. Emphasis will be placed on developing a Biblical model of leadership, including theories of leadership, leadership styles, leadership responsibility and accountability, and leadership relationships with key stakeholders.

MGT 680 Human Resource Development 3 hours

Rapid changes in technology and job design, along with the increasing importance of learning- and knowledge-based organizations, makes human resource development, with a focus on performance, an increasingly important topic. This course is a study of current trends in human resource development in organizations with a focus on how individuals and groups learn and interact, including motivation, group dynamics, system theory, organizational culture, learning and change. Specifically students will learn how to identify development needs through assessments, job analysis, identifying and developing a variety of development activities, including training and coaching, and evaluating development programs.

MGT 692 Directed Research – LCC 3 hours

Investigative learning involving closely directed research using data, scientific literature, and research tools. In this course students demonstrate advanced research methods in both an extensive review of literature and original research on a significant topic in the field of international management. The requirements for completing directed research include the following components: the problem and its setting, the literature review, data collection methods, summary of results, conclusions, and recommendations for further research. The student works with a personal advisor, with the final approval being given by the Thesis Committee. The thesis must be presented at a public oral defense.

Marketing Courses

MKT 510 Global Marketing and Business Cultures 3 hours

Study and application of the current challenges confronting marketing organizations in today's global marketing environment. Critical success factors essential to effective and efficient marketing efforts are developed through numerous industry applications. Individual, organizational, and industry factors that impact market-oriented planning, global market development, effective channels management, integrated marketing communications, and attention to competitive advantages are examined. Marketing leadership skills are emphasized, including intercultural communication, cultural sensitivity, acculturation, collaboration, and cultural synergy. The examination of competitive strategy, positioning, advantages, and opportunities are analyzed and discussed.

MKT 610 Strategic Marketing Management 3 hours

The marketing concepts and theories underlying marketing decision making are developed, including market analysis, segmentation strategies, new product development processes, marketing performance assessment, channels management, and business-to-business environments. Applications of marketing practice are made to a variety of organizations and industries.

Higher Education and Student Development

Graduate Chair, Tim Herrmann

The Master of Arts in Higher Education and Student Development (MAHE) program is built upon the foundation of a unique and longstanding institutional commitment to whole-person, Christ-centered higher education and prepares graduates to provide thoughtful and effective service within diverse higher educational settings. This foundation supports a distinctive community culture in which all members—students, faculty, staff, and administration—are encouraged to partner together to facilitate a robust and dynamic educational enterprise combining academic excellence, personal support, and Christian vision. It will employ an engaged instructional methodology to teach, model, and promote whole-person education, serve in a variety of higher educational roles and contexts, and cultivate change agents who will provide exemplary higher educational service and leadership from a Christian perspective.

This program is designed to help you connect to the best of higher educational research, thought, and practice in order to form a distinctive, personal educational philosophy that will equip you to serve and inspire college students in a manner that helps to nurture growth and fullness in all areas of their personal and professional lives. The program is intended to equip graduates to serve in a variety of higher educational roles and contexts. In accordance with this objective and acknowledged professional standards the program will focus on the following learning outcomes:

1. College student learning and development: Program graduates will be able to describe the major elements and issues of college student development and will demonstrate the capacity to apply developmental understandings in professional practice.
 - Counseling and referral: Graduates will demonstrate an understanding of and proficiency with basic helping skills as well as the skills and knowledge required to provide referrals to students needing professional mental health care.
 - Student learning: Graduates will possess knowledge of the student learning paradigm and demonstrate proficiency at promoting, developing and implementing a “seamless curriculum.”
 - Spiritual development: Graduates will display personal spiritual maturity and the clear ability to effectively and appropriately integrate faith and practice. Additionally, graduates will possess the knowledge and skills necessary to promote student spiritual formation. This outcome forms the foundation of the whole person philosophy of this Christ-centered program and its graduates.
2. Leadership for change: Graduates will demonstrate an understanding of the theoretical and practical principles for leading change. Additionally, graduates will develop a personal model of leadership and gain experience by assisting in undergraduate leadership development initiatives.
 - Administration and governance: Graduates will be aware of the unique administrative, organizational and governance issues and structures present in higher education. In addition, they will demonstrate the ability navigate and work effectively within these structures.
 - Higher education finance: Graduates will exhibit an understanding of higher education finance and funding structures as well as the ability to construct, and manage institutional and departmental budgets.
 - Program Development: Graduates will exhibit theoretical understanding and organizational skills necessary for the development and implementation of effective educational curricula and programs.
 - Legal issues in higher education: Graduates will gain exposure to legal concepts and issues in higher education and demonstrate practical knowledge of working with legal counsel.
 - Global engagement: Graduates will understand higher education within a global context and be prepared to skillfully operate within multiple cultural environments.
 - Contemporary issues and trends in higher education: Graduates will demonstrate knowledge and understanding of significant issues and trends in higher education. Additionally, they will possess a practical understanding of methods of identifying and evaluating contemporary developments.
3. Educational values, philosophy, and history: Graduates will possess knowledge of the philosophical, psychological, and sociological underpinnings of American higher education. Additionally, they will be able to discern important implications of these foundations in the practice of program and curriculum design and implementation.
 - History of higher education: Graduates will demonstrate knowledge and understanding of the key historical events, movements, and trends that have shaped American higher education.
4. Research, scholarship, and assessment: Graduates will demonstrate research proficiency necessary for the purposes of program assessment and improvement, development of optimal educational practice, and the advancement of knowledge in the field. Students will participate in original research and have opportunities to present and or publish findings professionally.
 - Assessment: Graduates will have an understanding of the principles of program assessment, skills needed to construct such assessments, and the knowledge of how to incorporate assessment findings into continuous quality improvement.
5. Experiential learning: Graduates will gain hands-on professional experience through participation in a variety of practicum and internship opportunities.

Higher Education and Student Development (MA)

The Master of Arts degree in Higher Education and Student Development requires 40 hours. The successful completion of a thesis is required for graduation. Students may request an extension for completion by August 15. The extension must be approved by the thesis supervisor and the Graduate Chair. If a student fails to complete the thesis prior to August 15, the student must maintain continuous enrollment and will be charged a continuation fee, currently \$500, each term until the thesis is complete.

Student Core

HED 510	3	College Student Development
HED 520	3	College Student Mental Health
HED 610	3	Spiritual Formation
HED 630	3	Facilitating Student Learning
HED 695	3	Capstone in Higher Education and Student Development

Leadership and Administration Core

HED 570	1	Global Student Mobility
HED 640	3	Assessment of Learning in Higher Education
HED 645	2	Comparative International Higher Education and Introduction to Study Abroad
HED 650	3	Leadership and Administration in Higher Education

History and Foundations Core

HED 530	3	Organization, Governance, and Culture in Higher Education
HED 550	3	History and Foundations of Higher Education

Research and Inquiry Core

HED 580	3	Inquiry in Higher Education
HED 690	1	Higher Education Research
HED 790	2	Advanced Research and Data Analysis

Internship and Professional Development Core

HED 585	1	Professional Development Seminar I
HED 592	2	Internship
HED 685	1	Professional Development Seminar II

Higher Education and Student Development Courses

HED 510 College Student Development 3 hours

This course explores the specific developmental patterns and issues of college students.

HED 520 College Student Mental Health 3 hours

This course explores and promotes a wellness model to facilitate optimal college student mental health. Additionally the course will seek to provide key knowledge and skills necessary to work effectively with college students. Attention will be given to the promotion of healthy lifestyle choices, recognizing and intervening in common problem behavior areas, and the development of helping/counseling skills.

HED 530 Organization, Governance, and Culture in Higher Education 3 hours

This course explores the unique administrative and governance structures present in higher education as well as the influence and importance of organizational culture.

HED 550 History and Foundations of Higher Education 3 hours

This course investigates the significant historical and philosophical trends that have influenced and shaped American higher education.

HED 580 Inquiry in Higher Education 3 hours

This course surveys common statistical concepts and design strategies used in higher educational research.

HED 585 Professional Development Seminar I 1 hour

This seminar style course will explore a variety of current events and trends in higher educational topics as well as issues of career planning and development.

HED 592 Internship 2 hours

First direct supervised experience within an institutional office or program. Student will assume direct responsibility for a specific project or program.

HED 610 Spiritual Formation 3 hours

This course focuses on the elements of spiritual formation as well as methods and considerations necessary for facilitating committed Christian discipleship.

HED 630 Facilitating Student Learning 3 hours

This course is designed to explore the student learning paradigm and its applications to higher educational practice.

HED 640 Assessment of Learning in Higher Education 3 hours

This course explores the assessment movement in higher education with an emphasis on developing assessment strategies and designing useful goals and measures of student learning and program effectiveness. A key component of this course will be assessment for continuous quality improvement.

HED 645 Comparative International Higher Education and Introduction to Study Abroad 2 hours

The focus of the course is to allow for a comparative analysis of higher educational policy and practice between the U.S. and other international locations. This will be accomplished by lecture, discussion of readings, and international site visits. These visits will allow students to explore and observe a variety of international institutions and interact with the administrators, faculty and students of these institutions. As a result, students will understand the key differences and similarities between American and higher educational practices in other parts of the world. Additionally, students will develop a practical understanding of planning and leading a study abroad experience.

HED 650 Leadership and Administration in Higher Education 3 hours

This course explores the administrative structures common in higher education as well as key leadership issues present and skills necessary to effectively navigate, design and maintain critical systems, and lead change.

HED 685 Professional Development Seminar II 1 hour

Professional development seminars will be taken by all students during the spring of the first year and the fall of the second year. These seminar style courses will explore a variety of current events and trends in higher educational topics as well as issues of career planning and development.

HED 690 Higher Education Research 1 hour

This course provides an introduction to research methodology in higher education. Students are asked to develop a foundational understanding of the practitioner-scholar model in relationship to their training within higher education. Students will also begin development of their thesis project.

HED 695 Capstone in Higher Education and Student Development 3 hours

The capstone course and the completed thesis serve as the two culminating experiences of students seeking the M.A. degree in Higher Education and Student Development. This seminar style course will help students to refine their philosophical, practical, and vocational understandings of higher education in order to prepare them to launch their professional journey. The ultimate purpose of the course is to help students to nurture a concrete understanding of the vital connection between theory and practice for both their own service and for the broader realm of higher education.

HED 790/791 Advanced Research and Data Analysis 2 hours

Continuation of Inquiry in Higher Education and culminates in the crafting of a publishable thesis.

HED 795 Program Continuation 0 hours

To be used by students who have completed all degree requirements except thesis or internship. Available only to students who are working under the supervision of a faculty advisor and with the approval of the program chair/director.

Transition to Teaching

Director of Transition to Teaching/Licensure Programs, Pam Medows

The Transition to Teaching (TTT) program is a non-degree program designed for individuals who have earned a baccalaureate degree from a regionally accredited institution of higher education and wish to pursue a teaching license. The program includes coursework completed online along with associated field experiences.

Students desiring an elementary license will complete a 24-hour course of study. The secondary licensure program is an 18-hour course of study. Candidates must meet all state licensure requirements of the Indiana Department of Education which include state tests, CPR training, and suicide prevention training. A ten-week student teaching experience is a mandatory component of either program. Upon successful completion of all program requirements, students may apply for an Indiana teaching license.

In addition to the coursework required for each program, students admitted to the program must submit a current criminal background check; pass basic competency, content knowledge, and pedagogy tests; and complete an electronic portfolio during student teaching.

The Mild Intervention Licensure Program allows a candidate who already possesses a current Indiana license to add Exceptional Needs: Mild Intervention (K-12) to their license. This program is a series of six courses, some of which include a field experience component. Student teaching is not required. Upon completion of coursework and passage of state required competency tests, the candidate will be eligible to add this licensure to their existing license.

For additional information and an application, please contact the Taylor University Education Department at (765) 998-5147 or visit online at <http://online.taylor.edu/transition-to-teaching>.

Elementary Licensure Program

The elementary licensure program requires 24 hours.

Requirements

SED 520	3	Exceptional Children
TTT 510	3	Introduction to the Education Profession
TTT 520	3	Educational Psychology
TTT 540	3	Mathematics in the Elementary Classroom
TTT 551	1	Classroom Management for Elementary Teachers
TTT 560	3	Early Literacy Experiences and Assessments: K-3
TTT 565	3	Middle Childhood Literacy and Assessment
TTT 581	2	Elementary Methods
TTT 590	3	Student Teaching: Transition to Teaching

Secondary Licensure Program

The secondary licensure program requires 18 hours.

Requirements

SED 520	3	Exceptional Children
TTT 510	3	Introduction to the Education Profession
TTT 520	3	Educational Psychology
TTT 535	2	Reading in the Content Area for Secondary Teachers
TTT 552	1	Classroom Management for Secondary Teachers
TTT 555	3	Secondary Methods
TTT 590	3	Student Teaching: Transition to Teaching

Mild Intervention Licensure Program

The mild intervention licensure program requires 18 hours.

Requirements

SED 520	3	Exceptional Children
SED 530	3	Foundations of Special Education
SED 535	3	Critical Issues in Special Education
SED 540	3	Assessment in Special Education
SED 550	3	Behavior Management
SED 555	3	Methods of Special Education

Special Education Courses

SED 520 Exceptional Children

3 hours

This course is designed to prepare the teacher for the challenge of meeting the needs of diverse student populations in the regular classroom. Various topics included are diverse student populations, mainstreaming and inclusion, federal and state special education laws, identification of exceptional children, their characteristics and special needs, delivery of services, instructional methods and techniques, and evaluation.

SED 530 Foundations of Special Education

3 hours

This course is an overview of the history and development of laws which mandate the provision of Special Education and related services to students with disabilities. The purpose of this course is to empower the prospective teacher of Special Education through the development of the knowledge of the legal foundation of Special Education. Students will gain an understanding of the legal issues surrounding the rights and provision of Special Education services to students with disabilities in public schools. This course will provide students with information about legal issues in special education with an emphasis on implementing legally sound policies and procedures in their own practice.

SED 535 Critical Issues in Special Education

3 hours

This course is an overview of the contemporary issues surrounding the inclusion of students with mild to moderate disabilities in public schools. The purpose of this course is to empower the prospective teacher of special education through their preparation to respond to issues they will encounter in the profession. Students will explore a wide variety of issues and trends currently impacting the field of special education. Students will gain an understanding of the important issues surrounding the inclusion of students with mild to moderate disabilities in public schools. *Prerequisites: SED 520 and SED 530.*

SED 540 Assessment in Special Education

3 hours

This course focuses on formal and informal assessment 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 personnel is discussed. This course has a field experience. *Prerequisites: SED 520 and SED 530.*

SED 550 Behavior Management

3 hours

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 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. Characteristics and observations of behavior disorders are also explored. An observation of a classroom with disruptive behaviors is required as well as service learning projects. *Prerequisites: SED 520 and SED 530.*

SED 555 Methods of Special Education

3 hours

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 520 and SED 530.*

SED 556 Methods of Secondary Special Education

3 hours

Methods and materials used in the intervention of secondary 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 field experience hours in a secondary setting.

Transition to Teaching Courses

TTT 510 Introduction to the Education Profession

3 hours

A study of the historical, philosophical, and sociological foundations of education. The organization, role, and funding of the public school (K-12) in a multicultural society are examined. Topics include court cases related to education, INTASC principles, concepts of teaching, lesson planning, educational technology, and educational ethics. The course also includes an introduction to candidate portfolio. Includes a field experience lab.

TTT 520 Educational Psychology

3 hours

The study and application of learning theories and psychological concepts and principles to the teaching-learning process. Cognitive, affective and psychomotor aspects of the teaching-learning process are considered. Other topics included are statistics, tests and measurement, teaching models, principles of assessment, lesson planning, issues related to diverse student populations, motivation, and classroom management. The course includes a 12-15 hour field experience.

TTT 535 Reading in the Content Area for Secondary Teachers

2 hours

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. Some field experience is required. *Prerequisites: TTT 510 and TTT 520.*

TTT 540 Mathematics in the Elementary Classroom

3 hours

A content-methods course for elementary teacher preparation which is a study of number systems, operations, geometry, measurement, data analysis/probability, and state accountability requirements in math (NCLB). There is a special reference to teaching materials, laboratory methods and pedagogy, including classroom use of manipulatives and technology. Includes a field experience. *Prerequisites: TTT 510 and TTT 520.*

TTT 551 Classroom Management for Elementary Teachers

1 hour

This course is designed to assist candidates preparing for the elementary classroom in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Candidates 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 candidates in developing effective discipline plans. This course includes 6-8 hours of field experience. *Prerequisites: TTT 510 and TTT 520.*

TTT 552 Classroom Management for Secondary Teachers

1 hour

This course is designed to assist candidates preparing for the secondary or P-12 classroom in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Candidates 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 candidates in developing effective discipline plans. *Prerequisites: TTT 510 and TTT 520.*

TTT 555 Secondary Methods

3 hours

This course is designed for secondary education/P-12 candidates in the Transition to Teaching program. All aspects of planning, current effective teaching strategies, and evaluation of individual progress utilizing both traditional and non-traditional assessments are discussed. Aspects of adolescent literacy are included. Content specific assignments are included. The course includes a 12-15 hour field experience. *Prerequisites: TTT 510 and TTT 520.*

TTT 560 Early Literacy Experiences and Assessments: K-3

3 hours

This course is an examination of current methods, materials, and media used in teaching and assessing literature in a multicultural society. Literacy skills instruction and the development of literacy reading skills are studied in relationship to the total range of student needs. Topics include how language is acquired and developed, reading process, hierarchy of reading skills, technology to instruct and reinforce reading skills, and methods used to instruct reading. Includes a field component. *Prerequisites: TTT 510 and TTT 520.*

TTT 565 Middle Childhood Literacy and Assessment

3 hours

This course is designed to examine current methods, materials, and media used in teaching literacy for grades 3-6 and to assist classroom teachers in the knowledge, operation, and execution of diagnostic tools to assist reading problems of elementary school children in these grades. Teaching methodologies in language art and literature-based programs are addressed. Students prepare plans of correction for elementary school children's weaknesses in reading. Includes a field experience. *Prerequisites: TTT 510 and TTT 520.*

TTT 581 Elementary Methods

2 hours

An integrative approach of utilizing a variety of effective instructional methods and resources with content areas appropriate for elementary children. Strategies for working with diverse student populations and incorporating current technology are included. Topics include development of thematic units, implementation of various instructional strategies, lesson planning and integration of elementary subject areas. Assignments are commensurate with graduate level work. Includes 3-6 hours of field experience. *Prerequisites: TTT 510 and TTT 520.*

TTT 590 Student Teaching: Transition to Teaching

3 hours

Student teaching is a ten week full-time teaching experience under the supervision of public or private school and college personnel. A portfolio is required to successfully complete student teaching. *Prerequisites: (a) approval by the Teacher Education Committee; (b) completion of required program courses.*