

Education

Chair, Assistant Professor B. Hotmire
Professors S. Abebe, A. Armstrong, C. Tyner, Q. White
Associate Professors T. Mahan, C. Sisson
Assistant Professor M. Jessup
Director of Teacher Certification Kim Overbey

Taylor University seeks to develop competent, caring, and reflective teachers prepared for world service. The belief that teachers who have experienced a vigorous professional preparation within the framework of evangelical Christian values will have a profound influence on the students they teach in public, private, or overseas schools pervades the education program approach. A comprehensive liberal arts curriculum provides the foundation for subject matter competence as well as lifelong learning, leadership, and continued growth in the teaching profession. The 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 NCATE (National Council for Accreditation of Teacher Education) and the Indiana Department of Education. Admission to, retention in, and completion of an approved teacher education program at Taylor University is coordinated by the Director of Teacher Education.

Students seeking teaching certification may fulfill the 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 (elementary or a 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 Department of Education. The Teacher Education Program Student Handbook includes a 4-year program timeline and course sequence for foundational core, major, and professional education courses that assist the students in planning their teacher education programs.

The Indiana Department of Education has approved new teacher licensure rules: Rules for Educator Preparation and Accountability. Interpretation of the new 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 in Euler 020 and from the Director of Teacher Certification in Euler 003.

Admission to the Teacher Education Program: Step One

There is a formal admission procedure to the teacher education program. A student is admitted to the program upon completion of an official application form (initiated through the office of the Director of Teacher Certification) and favorable action by the Teacher Education Committee. The application should be completed during the first term of a student's sophomore year. Students are formally admitted to the teacher education program after completing three terms of college work, one of which must have been at Taylor. The Teacher Education Committee has established standards that students must meet in order to be admitted to and remain in the program. Factors encompassed by these standards are scholastic performance, communication skills, portfolio requirements, state qualifying scores for the CASA exam or state qualifying composite SAT or ACT scores, 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) by the first semester of the junior year. The factors considered by the Teacher Education Committee include: (1) successful completion of prerequisite courses; (2) departmental recommendation; (3) portfolio requirements; and (4) scholastic performance. Detailed explanations of these standards may be obtained from the department.

Scholastic Performance

Teacher education program standards include students passing ENG 110, CAS 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 Certification, after consultation with the appropriate department chair, will accept transfer credit when the courses taken are equivalent to requirements on a designated major curriculum guide.

Field Experiences and Student Teaching

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

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

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 majors are required to take the Elementary Pedagogy (CORE) and score 220 or above. Any elementary education major who does not successfully pass is provided opportunity to participate in a tutorial-guided instruction program under the direction of the Academic Enrichment Center or Department of Education to prepare for retaking the test or a departmental exam. In secondary education, the comprehensive examination is in the major teaching field. A student is allowed a maximum of three attempts to pass the comprehensive examination in any single major.

Practicum

Opportunities for practicum experiences in rural, urban, and overseas settings are available. A practicum is supervised learning involving a firsthand field experience or project. It is offered primarily during January interterm or summer with the consent of a supervising professor and the approval of the department chair. Under certain conditions a practicum may be required to demonstrate readiness for student teaching. In order to receive a grade, the experience or project must be supervised.

Fields of Study

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

Elementary Education (BA or BS)

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

The Elementary Education (*kindergarten through 6th grade*) major requires a 94-119 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 328	2	Assessment for Student Learning
EDU 421	15	Supervised Internship in Elementary Schools
EDU 493	3	Elementary Education Senior Capstone
GEO 220	3	Regional Geography
KIN 250	2	Elementary School Health and Physical Activity
MUS 301	2	Music in the Elementary Classroom
PSY 240	3	Child Psychology

Additional Requirements

CAS 110	3	Public Speaking
ENG 230	3	World Literature

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:

Language Arts

ENG 110	3	Expository Writing
ENG 230	3	World Literature
ENG 240	3	American Literature
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

Mathematics

MAT 120	3	Investigations in Math
MAT 205	2	Explorations in Elementary School Mathematics
MAT 210	4	Introduction to Statistics

MAT 280	3	Mathematics for Middle School
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 211	3	Introduction to Creative Writing
ENG 212	4	Critical Approaches to Literature

ENG 230	3	World Literature
ENG 240	3	American Literature
ENG 305	4	Writing Theory and Grammar

Middle School Mathematics Licensure

EDU 332	2	The Junior High/Middle School
MAT 205	2	Explorations in Elementary School Mathematics
MAT 210	4	Introductory Statistics
MAT 280	3	Mathematics in the Junior High/Middle School
MAT 301	3	Number Concepts for Elementary Teachers
MAT 302	3	Geometry and Measurement for Elementary Teachers

Select one course from the following:

MAT 120	3	Investigations in Mathematics
MAT 180	3	Problem Solving

Select one course from the following:

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

Middle School Science Licensure

BIO 102	4	Biology for Educators
CHE 100	4	Chemistry for Living
EDU 332	2	The Junior High/Middle School
SUS 200	3	Environment and Society

Select two courses from the following:

GEO 210	4	Physical Geography
GEO 240	3	Introduction to Geology
PHY 201	3-4	Introduction to Astronomy

Middle School Social Studies Licensure

EDU 332	2	The Junior High/Middle School
GEO 230	3	Political Geography
HIS 103	3	World History I
HIS 104	3	World History II
HIS 124	3	History of the United States to 1877
HIS 125	3	History of the United States since 1877

Select one course from the following:

POS 100	3	American Politics
PSY 100	3	Introductory Psychology
SOC 220	3	Ethnic and Minority Issues

Music

MUS 101	0-1	Music Theory (<i>or competency</i>)
MUS 105	2	Applied Lesson (<i>Primary Instrument</i>)
MUS 112P	0-1	Piano (<i>or competency</i>)
MUS 124	3	Music Theory and Harmony I
MUS 124L	1	Music Theory and Harmony I Lab

MUS 135	1	Introduction to Music Education
MUS 201	1	Computers, Technology, and Music
MUS 301	2	Music in the Elementary Classroom
MUS 361	2	Conducting I
HUM 230	4	Art as Experience

Elementary Education requirements continued on next page

Science

BIO 102	4	Biology for Educators	<i>Select one of the following:</i>	
CHE 100	4	Chemistry for Living	GEO 210	4 Physical Geography
EDU 321	2	Teaching Science in Elementary Classroom	GEO 240	3 Introduction to Geology
SUS 200	3	Environment and Society	PHY 201	3-4 Introductory Astronomy

Social Studies

GEO 220	3	Regional Geography	<i>Select one of the following:</i>	
HIS 103	3	World History I	GEO 230	3 Political Geography
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

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		

Special Education P-12 Licensure

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

SED 220	3	Exceptional Children	SED 340	3 Assessment of Exceptional Learners
SED 330	3	Foundations of Special Education	SED 350	3 Behavior Management and Disorders
SED 335	3	Critical Issues in Mild Intervention	SED 355	3 Methods of Special Education

TESOL Elementary K-6 or P-12 Licensure

EDU 260	3	Educational Psychology
EDU 328	2	Assessment for Student Learning
EDU 332 [†]	2	The Junior High/Middle School
EDU 384	1	Perspectives on Diversity
EDU 385	3	Diversity in the Classroom
EDU 421	15	Supervised Internship in Elementary Schools
TSL 201	2	Introduction to the Field of Teaching ESOL
TSL 203	1	Introduction to ESOL in American Public Schools
TSL 210	1	Teaching English Language Learners in the P-12 Classroom
TSL 302	3	Language and Culture
TSL 303	3	Methods of TESOL
TSL 304	3	Second Language Acquisition
TSL 305	3	Pedagogical Grammar in TESOL

Electives

<i>Select 3 credits not taken from the following:</i>				
ANT 200	3	Cultural Anthropology		
CAS 340	3	Intercultural Communication		
ENG 230	3	World Literature		
ENG 373	4	Literature of Cultural Diversity		
GEO 220	3	Regional Geography		
HIS 103	3	World History I		
HIS 104	3	World History II		
MUS 343	3	Music and World Cultures		
PHI 322	3	World Religions: Western Traditions		
PHI 323	3	World Religions: Eastern Traditions		
POS 150	3	World Politics		
REL 391	3	Preparation and Strategy for Christian World Mission		
SOC 220	3	Ethnic and Minority Issues		
SWK 200	3	Explorations in Social Work		
TSL 211	2	Teaching English Internationally		
TSL 212	1	Adult ESL Literacy Development		
TSL 482	2	Practicum in TESOL		
____ 300/400	3	Any modern language course (upper-division)		

[†]Required for P-12 licensure

Visual Arts

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

Educational Studies (BS)

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

Core Requirements

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

Select one course from the following:

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

Major Requirements

CMI 100	3	Introduction to Christian Ministries
EDU 393 [†]	3	Practicum
SOC 210	3	Contemporary Social Issues
SWK 200	3	Explorations in Social Work
TSL 201	2	Introduction to the Field of Teaching ESOL

Select one course from the following:

TSL 202	1	Introduction to the ESOL Classroom
TSL 203	1	Introduction to ESOL in American Public Schools

Select two courses from the following:

ART 300	2	Art for Teachers
KIN 250	2	Elementary School Health and Physical Activity
MUS 301	2	Music in the Elementary Classroom

Select 3 hours from the following:

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

[†]Practicums must be in different areas

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

YMI 315	3	Youth Culture and Issues
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Select one course from the following:

PSY 250	3	Life Span Development
PSY 350	3	Child and Adolescent Psychology

Recommended Courses

EDU 255 ¹	3	Foundations of Literacy and Language Arts in the Elementary Classroom
EDU 280 ¹	3	Communication & Language Arts in Preschool & Kindergarten
EDU 290 ¹	3	Social Studies, Science, & Mathematics in Preschool & Kindergarten
EDU 321 ¹	2	Teaching Science in the Elementary Classroom
IAS 320 ¹²	3	Cross-Cultural Outreach
PSY 315 ¹²	3	Working with Orphans and Vulnerable Children
SED 330 ¹²	3	Foundations of Special Education
SED 350 ¹²	3	Behavior Management and Disorders
SED 355 ¹²	3	Methods of Special Education
SOC 340 ¹²	3	Sociology of Children and Families
SOC 381 ¹²	3	Marriage and Family Systems
SWK 320 ¹²	3	Unleashing the Oppressed
SWK 340 ¹²	3	Working with Children
TSL 210 ¹²	1	Teaching English Language Learners in the P-12 Classroom
TSL 211 ¹²	2	Teaching English Internationally
TSL 302 ¹²	3	Language and Culture
TSL 303 ¹²	3	Methods of TESOL
TSL 304 ¹²	3	Second Language Acquisition
TSL 305 ¹²	3	Pedagogical Grammar in TESOL
TSL 482 ¹²	2	Practicum in TESOL
YMI 325 ²	3	Discipleship and Evangelism in Youth Ministry

¹Recommended for Early Childhood/Elementary track

²Recommended for Youth/Adolescence and Adult/Family tracks

Secondary Grades 5-12

The following areas offer majors: Biology, Chemistry, English, Mathematics, Physics, Physics/Mathematics, Social Studies (Economics, Geographical Perspectives, Government and Citizenship, Psychology, Sociology, Historical Perspectives), and Spanish. Except for Music Education, the secondary education majors lead to a Bachelor of Science degree, but a Bachelor of Arts degree may be granted if a student completes the language requirement and requests a BA degree prior to degree conferral. Music Education is awarded with the Bachelor of Music degree. The student preparing to teach in secondary schools will select a content major. Requirements for the secondary grades 5-12 license include foundational core, professional education, and subject matter concentration (see *departmental curriculum guides for detailed requirements*). All secondary education majors, except Art Education and Music Education, must take CAS 110 and PSY 340. Art Education and Music Education majors must take CAS 110 and PSY 350.

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 is for grades K-6, and the secondary program is for grades 5-12. K-12 programs are offered in limited content areas. The program is composed of graduate courses and is online. Individuals interested in the Transition to Teaching Program should view the following: <http://online.taylor.edu/transition-to-teaching/>.

Certification

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

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

Education Courses

EDU 150 3 hours

Education in America

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

EDU 170 1-4 hours

Selected Topics

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

EDU 200 3 hours

Introduction to Early Childhood Programs

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

EDU 210 3 hours

Reading and Writing for Professional Educators

Course focus is on writing skills and content area reading skills necessary for the professional educator. The course includes a research component, reading and writing across the disciplines, and demonstration of knowledge and performance of adolescence literacy standards, based upon scientifically-based reading research. A grammar usage test must be passed at the 80 percent level during the course. Required for all elementary, secondary, and all-grade majors seeking certification. *Prerequisite: ENG 110.*

EDU 222 2 hours

Reading in the Content Area for Secondary Teachers

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

EDU 242 3 hours

Educational Technology in Elementary Education

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

EDU 243 1 hour

Technology Applications in Elementary Education

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

EDU 255 3 hours

Foundations of Literacy and Language Arts in the Elementary Classroom

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

EDU 260 3 hours

Educational Psychology

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

EDU 270 1-4 hours

Selected Topics

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

EDU 306 2 hours

Discipline and Classroom Management for Elementary Teachers

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

EDU 307 2 hours

Discipline and Classroom Management for Secondary Teachers

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

EDU 309 1 hour

Teaching in Secondary, Junior High/Middle Schools-Special Methods

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

EDU 328 2 hours

Assessment for Student Learning

Designed to assist students in developing practical skills and techniques to assess students in the P-12 classroom for student learning. Topics will include development of teacher-made tests, alternative/authentic/summative/formative assessments, standardized testing, parent communication, and the role of homework. In addition, the course will focus upon the linkage among assessment, student learning, and instructional strategies. *Prerequisites: EDU 150 and 260. Corequisite: EDU 421 or 431.*

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 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, 260, and approval into the teacher education program. Offered fall semester.

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

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

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

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

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

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

EDU 371 **3 hours**
Literature for Children and Adolescents
The various genres of children's literature and young adult literature are explored. Course focuses upon new literacy, multicultural literature, special needs, and other appropriate literature. Materials range from emergent books to young adult literature. *JuMP field experience.* Prerequisites: EDU 150, 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.

Special Education Courses

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

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

SED 335 **3 hours**
Critical Issues in Mild Intervention
The study of students with mild disabilities which include those with cognitive, learning and emotional disabilities as well as those on the autism spectrum. This class will examine historical, sociological, psychological and contemporary issues related to inclusion of students with mild disabilities in the general education classroom as well as the types of services they receive. Prerequisites: SED 220, 330, and 340. Offered Spring semester.

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 **15 hours**
Supervised Internship in Elementary Schools
Full-time teaching experiences for the intern at two grade levels under the supervision of public and private school and college personnel. Multicultural/multiethnic education placement is required in one of the experiences. Prerequisites: (a) approval by the Teacher Education Committee; (b) EDU 150, 255, 260, 306, 351, 355, 356. Corequisite: EDU 328. Credit only.

EDU 431 **15 hours**
Supervised Internship in Secondary Schools
Full-time teaching experiences for the intern at two grade levels under the supervision of public school and college personnel. Prerequisites: (a) approval of the Teacher Education Committee; (b) EDU 150, 222, 260, 307, 309. See individual majors for additional prerequisite courses. Corequisite: EDU 328. Credit only.

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

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

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

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

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

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

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