

EDUCATION

The Master of Arts in Teaching (M.A.T.) program at Wheaton College has a bifold focus:

1. to prepare excellent educators for the contexts to which they are called to serve Christ and His Kingdom
2. to develop teacher-scholars who are able to use the rigorous knowledge in research for the purpose of educating and leading for human flourishing

The M.A.T. program enables candidates to earn a Master's degree and an Illinois Professional Teaching License (PEL). There are two options by which candidates are admitted into the program. The first option is the Accelerated M.A.T. program, which is available to students who are completing their undergraduate degree at Wheaton College and who apply for admission to the Graduate School their sophomore or junior year. The Accelerated M.A.T. incorporates the undergraduate professional course work into students' undergraduate years here at Wheaton. The second option is the General M.A.T. program and is available for students who have already received their undergraduate degree from an accredited institution and are seeking an Initial Illinois Professional Educator License for teaching. Candidates may apply to the General M.A.T. program at any time of the year.

The Department of Education is committed to providing an experience-oriented program set within the framework of a liberal arts education that provides a broad background of knowledge, dispositions, and skills important for a person entering the teaching profession. The purpose of the program is to prepare candidates to teach and lead for human flourishing. It is an ideal program for candidates considering teaching in public, private, or Christian schools, as well as international schools.

The M.A.T. in Elementary Education is available for candidates who desire to combine a bachelor's degree with elementary education (grades 1-6) licensure.

The M.A.T. in Secondary Education is available for candidates who desire to combine an undergraduate discipline-specific bachelor's degree with the following areas:

- English Language Arts (grades 9-12)
- Science; designations in Biology, Chemistry, and Physics (grades 9-12)
- Social Science; designation in History (grades 9-12)
- Mathematics (grades 9-12)
- World Languages: French and Spanish (grades PK-12)

For the MAT in Elementary Education and the MAT in Secondary Education degree candidates, additional or subsequent endorsements can be earned in the following areas by completing the approved coursework and passing the content test:

- ESL/Bilingual Education (grades PK-12)
- Middle Grade General Science (grades 5-8)
- Middle Grade Language Arts (grades 5-8)

- Middle Grade Mathematics (grades 5-8)
- Middle Grade Social Science (grades 5-8)
- Special Education, LBS1 (grade PK-age 21)

General Requirements for the Master of Arts in Teaching

Candidates who complete a bachelor's degree plus licensure requirements are eligible for an Initial Teaching License in the State of Illinois following successful completion of a content-area exam and the education Teacher Performance Assessment (edTPA).

To be admitted to the Graduate School, a candidate must have a minimum cumulative GPA of 3.0. The 3.0 minimum cumulative GPA must also be maintained after acceptance into the program.

Accelerated Master of Arts in Teaching

Wheaton College undergraduate students desiring to pursue an M.A.T. need to decide no later than their junior year whether to follow the bachelor's licensure program or the M.A.T. licensure program.

General Master of Arts in Teaching

While the M.A.T. was designed as a joint B.A./M.A.T. program, persons who have already earned a bachelor's degree from an accredited college can enroll in the program as well. Because some of the professional education course work may not have been completed during the undergraduate program, the General M.A.T. program includes undergraduate course work in addition to graduate course work.

Faculty

Chair, Ann Haskins Associate Professor of Special Education, Thomas Boehm

TESOL Program Director, Professor, Alan Seaman
Professor and Associate Professor of Philosophy, (by courtesy) Mark Jonas

Professor, Steven Layne

Associate Professor and MAT Program Coordinator, IL-Hee Kim
Assistant Professors, Pam Barger, Dyanne Martin, Sara Vroom Fick
Assistant Professor and Elementary Education Coordinator, Carleigh Schoenleber

Instructor and Secondary Education Coordinator, Brita Beitler

Guest Lecturer, Robyn Hackett

Admissions

Deadlines and requirements will vary depending on degree and program. See Graduate Admissions (<https://catalog.wheaton.edu/graduate/graduate-admissions/>) in the catalog for additional information or go to Wheaton College Graduate School Admissions (<https://www.wheaton.edu/graduate-school/admissions/>):

Wheaton College Graduate School
 Graduate Admissions
 Toll free: 800.888.0141 or 630.752.5195

<https://www.wheaton.edu/graduate-school/admissions> (<https://www.wheaton.edu/graduate-school/admissions/>)

Programs

- Accelerated Master of Arts in Teaching: Elementary Licensure (<https://catalog.wheaton.edu/graduate/education/accelerated-mat-elementary-licensure/>)

- Accelerated Master of Arts in Teaching: Secondary/Special Licensure (<https://catalog.wheaton.edu/graduate/education/accelerated-mat-secondary-special-licensure/>)
- General Master of Arts in Teaching: Elementary Licensure (<https://catalog.wheaton.edu/graduate/education/general-mat-elementary-licensure/>)
- General Master of Arts in Teaching: Secondary/Special Licensure (<https://catalog.wheaton.edu/graduate/education/general-mat-secondary-special-licensure/>)
- Teaching English to Speakers of Other Languages (TESOL) and Intercultural Studies, M.A. (<https://catalog.wheaton.edu/graduate/applied-linguistics-international-education/tesol-intercultural-studies-ma/>)
- Teaching English to Speakers of Other Languages (TESOL) Certificate (<https://catalog.wheaton.edu/graduate/applied-linguistics-international-education/tesol-certificate/>)

Courses

Education Courses

EDUC 505L. Learning Differences Practicum. (0 Credits)

The candidate will observe and work with students with special needs in a school or recreational setting for approximately 30 hours. Concurrent with EDUC 511L or EDUC 527L. Graded pass/fail.

EDUC 506. Classroom Communication and Curriculum Integration. (4 Credits)

Covers the communication processes germane to the teaching profession, which include the development of techniques in speaking, writing, and reading skills. Includes methodologies for teaching reading and writing across the curriculum with particular emphasis in middle school curriculum, as well as theory and practice for interpersonal communications, listening skills, public speaking, and instructional strategies (lecturing, questioning techniques, group processes and dynamics). Prerequisite: EDUC 515L, 225, 521L, and admission to WheTEP and M.A.T. program.

EDUC 507L. Middle Grade Practicum. (0 Credits)

An optional teacher-aiding experience in the middle grades for a full-time, five-day period when the College is not in session, usually completed during the winter or spring break. Pre-approved middle grade projects required. Graded pass/fail.

EDUC 511. Theories and Methods of Teaching Elementary and Middle School Students. (4 Credits)

An introduction to general methods of teaching elementary and middle school students, including units on the nature and curriculum of elementary and middle schools, classroom management, lesson and unit planning, adapting instruction for individual differences, and assessment. Prerequisite: EDUC 136L/515L, 225, 225L/521L, EDUC 305, MATH 125, admission to the M.A.T. program, and admission to WheTEP .

EDUC 511L. Methods Practicum for Elementary and Middle School. (0 Credits)

This field experience will provide an opportunity to integrate theory and practice through observation and use of the concepts and strategies developed in the professional block of methods courses and to understand the culture of elementary and middle schools through observation in various school settings and an additional extended full-time experience within a particular school setting. The elementary M.A.T. major works with a cooperating teacher over a four-week period in the spring. Concurrent with EDUC 312, 315, 317, 505L, 511, SCI 322, SSCI 321. Prerequisites: EDUC 136L/515L, 225, 225L/521L, 305, MATH 125, admission to the M.A.T. program, and admission to WheTEP. Graded pass/fail. Course fee: \$50.

EDUC 512. Theories and Methods: Elementary and Middle School Reading. (4 Credits)

This course is designed to foster candidates' understanding of the theoretical, pedagogical, and research-based application of effective reading instruction. It should enable candidates to develop the competencies necessary to design and implement comprehensive reading programs that include evidence-based strategies that meet the developmental reading needs of students. The course combines theory and practice through the supervised methods' practicum in partnership schools. Prerequisite: Admission to MAT and admission to WheTEP. Pre or Corequisite: EDUC 315, EDUC 317, EDUC 305L or 505L, EDUC 311L or 511L, SCI 322, SSCI 321. Additional course fee required: \$120.

EDUC 515L. Cross-Cultural Tutoring Practicum. (0 Credits)

A tutoring experience with students from cultural settings different from that of the graduate student's background. Graded pass/fail.

EDUC 521L. Teaching Aiding Practicum. (0 Credits)

Thirty hours of field-based work observing and assisting a licensed teacher in a local elementary, middle or high school and preparing a lesson to teach in this context. Concurrent with EDUC 225. Graded pass/fail.

EDUC 527L. Secondary and Middle Education Practicum. (0 Credits)

A practice of the concepts and skills acquired in the departmental methods course. Concurrent with departmental methods class, EDUC 305, 305L. Prerequisite: Admission to WheTEP and the M.A.T. program. Graded pass/fail. Course fee \$50.

EDUC 531. Ethical Perspectives on Teaching. (2 Credits)

An examination of ethical issues related to education, such as value conflicts between cultural groups, the nature of democracy in schools, allocation of limited resources, and implications of curricular decisions applicable to the candidate's area of teaching. Prerequisite: Admission to M.A.T. program.

EDUC 542. Research Methodologies in Education. (2 Credits)

The study and application of skills used in preparing, executing, reporting, and utilizing educational research in order to become critical consumers and producers of research. Candidate designs a curricular project that can be used during the induction year of teaching. Prerequisites: Admission to M.A.T. program.

EDUC 552. Educational Technology. (2 Credits)

This course will examine the complexities of the teaching profession within the context of technology integration. Students will examine their experiences with technology integration in the classroom and build upon their background knowledge. Students will evaluate best practices for technology integration in the classroom and digital discernment practices. This course will be designed to explore the essential question of, "How can technology be leveraged to increase student achievement, but still keep teaching and learning relational and interactive?" Various teaching strategies, models of instruction, and technologies will be examined to discover how technology integration can be used to instill 21st century learning skills by increasing higher order thinking, engagement, authenticity, digital discernment, and personalization. Cross-listed with EDUC 352. Prerequisite: EDUC 313 and 511, or EDUC 306 and 506.

EDUC 587. Philosophical Foundations of Education. (3 Credits)

An examination of the philosophical foundations of education from 1635 to the present. Emphasis is on a comparison of philosophical ideas in education and on the development of a personal philosophy of education. Candidate studies literature of a chosen educational theorist. Concurrent with EDUC 594 and 596. Prerequisite: EDUC 225. Additional course fee required: \$295.

EDUC 593. Educational Project. (2 Credits)

This course provides an opportunity for students to conduct an inquiry project in education. A project may take various forms, such as an extensive review of literature, or a case study. Pre or Corequisite: EDUC 542.

EDUC 594. Craft Of Teaching. (2 Credits)

An exploration of the complexities of the teaching profession within the context of student teaching. Candidates will examine their experiences within the framework of readings which will inform their methods of teaching and effective interaction with students. The course will also demonstrate how research can be done within the classroom as a means to answering some of the questions which arise from the student teaching experience. Focus is on implementing classroom research. Concurrent with EDUC 587 and 596. Prerequisite: Admission to M.A.T. program. Course fee: \$281

EDUC 595. Independent Study. (1 to 4 Credits)**EDUC 596. Student Teaching. (9 Credits)**

A twelve-week teaching internship focusing on the candidate's major area of scholarship and beginning classroom research. Usually student teaching is done within a 15-mile radius of the campus. Candidates complete their student teaching in their major teaching areas. Concurrent with EDUC 587, 594.

EDUC 597. Scholarly Inquiry Paper. (2 Credits)

Critical literature review paper on an area of scholarship related to the candidate's teaching. Pre or Corequisite: Admission to M.A.T. program, EDUC 542, EDUC 594, and EDUC 596.

EDUC 598. Action Research Paper. (2 Credits)

A research paper focusing on an area of scholarship based on on-site experience. The candidate defines, designs, and implements an original classroom research project. Prerequisites: Admission to M.A.T. program, EDUC 541, 542, 594, 596.

EDUC 599. Final Project Continuation. (0 Credits)

See M.A. Thesis/Applied Thesis/Action Research.

EDUC 698. Thesis. (2 Credits)**EDUC 699. Thesis Continuation. (0 Credits)**

See M.A. Thesis/Applied Thesis/Action Research.

Linguistics Courses

LING 503. Academic Comp & Communication. (0 Credits)

Group and individual instruction in expository writing and oral communication skills for students from non-English backgrounds. Students receive intensive preparation in English for academic purposes such as research papers and class presentations. Graded pass/fail.

LING 531. Theological Perspectives on Language and Education. (2 Credits)

A theological examination and understanding of language and education in both U.S. and international contexts. This course prepares teachers to think theologically about content, curriculum, and various contexts for learning.

LING 552. Cross-Cultural Perspectives on Gender and Leadership. (2 Credits)

An exploration of the role of women in missions, including their impact on mission strategies, their unique contributions, and a discussion of the critical issues they have faced since the time of the modern missionary movement.

LING 561. Intercultural Communication. (4 Credits)

Foundational principles of intercultural communication from the fields of social psychology, cultural anthropology, and communication theory integrated with selected areas of personal encounter in cross-cultural settings with a particular emphasis on cross-cultural teaching.

LING 562. Foundations of Intercultural Communication. (2 Credits)

Foundational principles of intercultural communication from the fields of social psychology, cultural anthropology, and communication theory.

LING 563. Cross Cultural Teaching and Learning. (2 Credits)

Contributions of nonformal educators, cognitive psychologists, and educational anthropologists to cross-cultural teaching and learning; attuning instruction to thinking styles, pedagogical expectations, and cultural values.

LING 573. Qualitative Research for Second Language Educators. (2 Credits)

A survey of qualitative research techniques for use in cross-cultural contexts, with a special focus on second language education.

LING 588. Asian Culture and Communication. (2 Credits)

An introduction to Asian cultures with a particular emphasis on the themes/issues of the 21st century. Includes an introduction to relevant languages and language-learning strategies. Principles for effective cross-cultural communication and adjustment are also considered.

LING 601. Introduction to TEFL Methodology. (2 Credits)

An introduction to the key concepts and skills involved in teaching English as a foreign language (EFL). The course provides a model-based introduction to methods for teaching English as a foreign language with a specific focus on oral communication.

LING 602. Second Language Acquisition in Intercultural Contexts. (2 Credits)

Principles and skills for the successful learning of foreign languages, including practical instruction in phonetics and language-learning strategies.

LING 606. Descriptive English Grammar: Foundations. (2 Credits)

A survey of the foundational systems of English grammar, including practical issues and procedures involved in teaching grammar to ESL/EFL learners.

LING 607. Descriptive English Grammar: Syntax and Discourse. (2 Credits)

A survey of specialized features of English grammar, including areas of difficulty for English language learners and complex multiclausal structures.

LING 608. Second Language Acquisition. (4 Credits)

Principles and skills for the successful learning of foreign languages, including practical instruction in phonetics and language-learning strategies.

LING 609. Introduction to Linguistic Science. (2 Credits)

Introductory study of the concepts and methodology of modern linguistics. Survey of the various branches of linguistic science and of their relationships to other disciplines. (Cross-listed with LING 321)

LING 611. Theoretical Foundations of TESOL Methodology. (4 Credits)

Survey of theory and research relevant to the teaching and learning of English as a second/foreign language. Emphasis on practical applications from linguistics, psycholinguistics, and sociolinguistics.

LING 612. Descriptive English Grammar for TESOL. (4 Credits)

A survey of English grammar and discourse analysis, including practical issues and procedures involved in teaching grammar and discourse to ESL/EFL learners.

LING 613. TESOL Classroom Dynamics Practicum. (2 Credits)

A survey of current research and methodology related to classroom instruction. Includes an analysis of the student's teaching skills in a supervised field placement. Appropriate for both inexperienced and experienced teachers, as well as TESOL administrators.

LING 614. Curriculum and Materials Development for TESOL. (2 Credits)

Principles and practices in the development of curricula for ESL/EFL courses, textbook evaluation, and the management of English language teaching programs. Cross-listed with LING 329.

LING 615. Teaching Reading and Composition to ESL/EFL Learners. (2 Credits)

Theoretical and practical issues involved in teaching reading and composition, including procedures for planning and implementing classroom instruction.

LING 616. English Phonology for ESL/EFL Teachers. (2 Credits)

The sound system of English, including procedures for planning and implementing pronunciation instruction for ESL/EFL learners.

LING 617. Principles of ESL/EFL Assessment. (2 Credits)

See LING 325.

LING 618. English Language Learning Content Methods and Materials. (2 Credits)

See LING 326.

LING 619. Teaching Speaking and Listening to ESL/EFL Learners. (2 Credits)

Specialized training in ESL teaching methods related to oral communication. Includes techniques for the analysis of oral discourse and current methodology related to language-learning strategies and the use of media.

LING 631. Principles of TESOL Teacher Mentoring. (2 Credits)

This course promotes a deeper understanding of how to engage teachers in conversations and activities that encourage professional growth. Teacher mentors will learn how to observe and give feedback to novice teachers and how to make use of a variety of professional development strategies. Taught in Asia.

LING 632. Seminar in TESOL Teacher Mentoring. (2 Credits)

This course helps teacher mentors identify and solve problems within their teaching context. Mentors will develop an understanding of the broad context of education and language education in the country and region where they work and will apply this knowledge as they guide teachers. The mentors will also become skilled at helping teachers conduct research as a means of understanding and solving problems in their classrooms. Taught in Asia.

LING 633. Practicum in Teacher Mentoring. (2 Credits)

Practical experience in teacher mentoring, including observing and giving feedback to teachers, advising them in lesson planning and classroom dynamics, and counseling them about their future teaching situation. Taught in Asia.

LING 634. Adult ESL Literacy. (2 Credits)

Problems and issues in adult literacy, with a specific focus on methodology for teaching immigrants, refugees, and other English language learners, both in the US and abroad.

LING 635. Principles of Materials Development for TESOL. (2 Credits)

Students will gain an understanding of the fundamental terminology, concepts and processes involved in the development of textbooks and other published materials, including web-based and audiovisual materials for English language teaching.

LING 636. Practicum in Materials Development. (2 Credits)

Students will develop materials for an existing project through a step-by-step process which is modeled during a series of class sessions. This will lead to a more extensive individual materials development project for an organization or publisher, under the guidance of the professor or a mentor.

LING 637. Problems and Issues in TESOL Materials Development. (2 Credits)

Students will present materials they have developed for a publisher or organization and will critique the materials developed by others. Discussion of current problems and issues in materials development, both theoretical and practical, will be stimulated by these presentations and the course readings.

LING 639. Introduction to Linguistics. (4 Credits)

This course is a study of the concepts and methodology of modern linguistics. It offers a survey of the various branches of linguistic science and their relationships to other disciplines. Cross-listed with LING 331.

LING 642. Bilingual Methods and Materials. (2 Credits)

See LING 323.

LING 643. English Language Learning Methods for Specialists. (2 Credits)

See LING 328.

LING 644. English for Specific Purposes. (2 Credits)

This course examines the field of English for specific purposes, and related subfields of the discipline such as English for academic purposes (EAP), English for business purposes (EBP), English for occupational purposes (EOP), and English for Bible and theology (EBT).

LING 692. Comprehensive Examination. (0 Credits)

Prerequisite: submission of Candidacy form. Fee \$75. Graded pass/fail.

LING 695. Independent Study. (1 to 4 Credits)

LING 696. Internship. (2 or 4 Credits)

Graded pass/fail.

LING 698. Thesis/Applied Thesis. (2 or 4 Credits)

LING 699. Applied Thesis/Thesis Continuation. (0 Credits)

See M.A. Thesis/Applied Thesis/Action Research.