

# EDUCATION

Reflecting the College's mission to benefit society worldwide, the goal of the Wheaton College Teacher Education Program is *to prepare educators who teach and lead for human flourishing*. This goal recognizes that all individuals have inherent value and the capacity to learn and grow. The goal of preparing educators who teach and lead for human flourishing was chosen for its congruence with scriptural principles, its relationship to the liberal arts, and its inherently holistic expectations for each student; this goal provides the foundation for Wheaton's teacher education program.

The Department of Education meets the standards and principles set forth by the Illinois State Board of Education (ISBE), our approved program provider. Candidates may obtain licensure with the Illinois State Board of Education (ISBE) in the following areas:

- Elementary Education (grades 1-6)
- English/Language Arts (grades 9-12)
- French (PK-12)
- Mathematics (grades 9-12)
- Music (PK-12)
- Science, designations in Biology, Chemistry, and Physics (grades 9-12)
- Social Science, designation in History (grades 9-12)
- Spanish (PK-12)

Additional or subsequent endorsements can be earned through the Illinois State Board of Education (ISBE) in the following areas:

- ESL/Bilingual Education (PK-12)
- ESL (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 (K to age 22)

Wheaton's major and endorsement programs fulfill Illinois State Board of Education (ISBE) license and endorsement requirements. Please see the Programs tabs in the catalog for more information about the Wheaton requirements.

Candidates graduating from the program are eligible for an initial Professional Educator License (PEL) in the State of Illinois following successful completion of a content-area exam and the Teacher Performance Assessment (edTPA). The content exams, administered throughout the year at Pearson testing sites, are typically required prior to student teaching, and there is a fee for each exam. The PEL is a fully valid license for five years of teaching. During the five years, the individual must complete additional requirements in order to renew the PEL. Candidates planning to apply for licensure in other states should

check with the Department of Education for requirements in those states. Persons convicted of committing any sex, narcotics, or drug offense, attempted first degree murder, first degree murder, or a Class X felony may be denied a PEL. In order to be licensed in Illinois, a candidate must either be a U.S. citizen or legally present and authorized for employment.

Candidates planning to teach in grades 1-6 major in Elementary Education and are eligible for an initial elementary license. Candidates planning to teach in grades 9-12 must major in a subject area commonly taught in the public high schools to be eligible for an initial secondary license. Candidates desiring to teach music or a world language (French or Spanish) major in one of these subjects and take courses and experiences to be eligible for an initial special license (PK-12). Candidates interested in the middle-grade levels can add this endorsement to either an elementary or a secondary license.

To be admitted to the Wheaton Teacher Education Program (WheTEP), a candidate must have a minimum grade point average (GPA) of 2.8 in the major, in professional education courses, and cumulatively. The 2.8 GPA must be maintained throughout the program. All candidates seeking licensure must earn a grade of C- or better in all major, professional, and endorsement subject courses counted towards entitlement. Admission to WheTEP requires a completed application as well as a professional interview. A review of any previous dispositional issues is a part of the WheTEP admission process; in addition, a candidate's disposition is assessed throughout the WheTEP interview.

An application to student teach must be submitted by the end of October in the year prior to student teaching. **Failure to submit an application to student teach by the deadline may result in a delay of one semester for student teaching.** Evidence of a TB test and/or physical may be required prior to student teaching. Candidates may need to secure proof of a criminal background check through the district in which they will complete their student teaching. **Candidates must take responsibility for their own transportation for practicum experiences, including student teaching.**

The Department of Education screens its candidates for appropriate dispositions to teach through three means:

- observations and cooperating teacher evaluations during clinical experiences
- the formal WheTEP interview
- the Assessment of Pre-service Teacher Dispositions and Virtues form - requiring both student reflections and faculty assessment in foundational courses EDUC 101, EDUC 136, and EDUC 225.

A disposition referral may be completed by any supervisor, school partner, staff member, or faculty member regarding a student exhibiting unprofessional or Christ-like behavior or language. A candidate's referral history is reviewed prior to admittance into WheTEP and prior to a candidate being allowed to begin the methods practicum and student teaching.

Additionally, a candidate's dispositions to teach are carefully monitored during the methods practicum and the student teaching experience. # A candidate may be removed from any placement or be denied licensure if, in the judgment of the faculty members, he/she does not exhibit the appropriate dispositions to teach.

Candidates pursuing elementary, secondary, or PK-12 world language teacher licensure through Wheaton College complete basic competencies

and the liberal arts *Christ at the Core* general education requirements that apply to all students in the Bachelor of Arts and Bachelor of Science degree programs. It is essential that candidates follow these requirements carefully beginning with their freshman year. Candidates are encouraged to receive credit through department exams whenever possible. Credit through testing and/or enrollment in summer school may reduce the number of necessary semesters. (Note: The State of Illinois continues to review requirements; and, therefore, licensure requirements are subject to change.)

Transfer students should contact the Department of Education as soon as possible. No candidate will be admitted to WheTEP until he or she has been a full-time Wheaton College student for at least one semester and has completed at least one course in the Wheaton College Department of Education, accompanied by at least one practicum experience. Candidates are expected to complete all WheTEP requirements and take all 300- and 400-level education courses at Wheaton College. Due to the number of required hours and the sequencing of some courses, candidates seeking licensure may need to enroll for nine semesters.

In order to complete licensure, candidates must take and pass the content-area test for their major field of specialization and pass the Teacher Performance Assessment (edTPA). Please see the Department of Education for more information on which courses apply to the initial special license or endorsements offered by the Illinois State Board of Education (ISBE).

## 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 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

## Programs

- Elementary Education Major (<https://catalog.wheaton.edu/undergraduate/arts-sciences/education/elementary-education-major/>)
- Secondary Education Major (<https://catalog.wheaton.edu/undergraduate/arts-sciences/education/secondary-education-major/>)
- Pre-Licensure Elementary Education Certificate (<https://catalog.wheaton.edu/undergraduate/arts-sciences/education/pre-licensure-elementary-education-certificate/>)
- Pre-Licensure Secondary Education Certificate (<https://catalog.wheaton.edu/undergraduate/arts-sciences/education/pre-licensure-secondary-education-certificate/>)
- Middle-Grade Language Arts Endorsement (<https://catalog.wheaton.edu/undergraduate/arts-sciences/education/middle-grade-language-arts-endorsement/>)
- Middle-Grade Math Endorsement (<https://catalog.wheaton.edu/undergraduate/arts-sciences/education/middle-grade-math-endorsement/>)
- Middle-Grade Science Endorsement (<https://catalog.wheaton.edu/undergraduate/arts-sciences/education/middle-grade-science-endorsement/>)
- Middle-Grade Social Science Endorsement (<https://catalog.wheaton.edu/undergraduate/arts-sciences/education/middle-grade-social-science-endorsement/>)
- Special Education (LBS1) Endorsement (<https://catalog.wheaton.edu/undergraduate/arts-sciences/education/special-education-lbs1-endorsement/>)
- Bilingual/ESL Endorsement (<https://catalog.wheaton.edu/undergraduate/arts-sciences/education/bilingual-esl-endorsement/>)
- ESL Endorsement (<https://catalog.wheaton.edu/undergraduate/arts-sciences/education/esl-endorsement/>)
- Bachelor of Music Education (<https://catalog.wheaton.edu/undergraduate/music/degree-programs/bachelor-of-music-education/>)
- Biology Major with Teaching (<https://catalog.wheaton.edu/undergraduate/arts-sciences/bhs/biology-major-with-teaching/>)
- Chemistry Major with Teaching (<https://catalog.wheaton.edu/undergraduate/arts-sciences/chemistry/chemistry-major-with-teaching/>)
- English Major with Teaching (<https://catalog.wheaton.edu/undergraduate/arts-sciences/english/english-major-with-teaching/>)
- French Major with Teaching (<https://catalog.wheaton.edu/undergraduate/arts-sciences/modern-classical-languages/french-major-with-teaching/>)
- History/Social Science Major with Teaching (<https://catalog.wheaton.edu/undergraduate/arts-sciences/history/history-social-science-major-with-teaching/>)
- Mathematics Major with Teaching (<https://catalog.wheaton.edu/undergraduate/arts-sciences/mathematics-computer-science/mathematics-major-with-teaching/>)
- Physics Major with Teaching, Bachelor of Science (<https://catalog.wheaton.edu/undergraduate/arts-sciences/physics-engineering/physics-major-with-teaching-bs/>)
- Spanish Major with Teaching (<https://catalog.wheaton.edu/undergraduate/arts-sciences/modern-classical-languages/spanish-major-with-teaching/>)

## Related Programs

Paired with the Secondary Education major, the following majors lead to licensure with the Illinois State Board of Education (ISBE) and are housed within other academic departments: English/Language Arts (7-12), French (PK-12), Mathematics (7-12), Science with a designation in either Biology, Chemistry, or Physics (7-12), Social Science with a designation in History (7-12), or Spanish (PK-12).

The Bachelor of Music Education leads to licensure in Music (PK-12).

## Courses

### Education Courses

#### **EDUC 101. The Teaching Profession. (2 Credits)**

This course is designed to foster candidates' understanding of the theoretical, pedagogical, and research-based practices behind the teaching profession. It should enable candidates to develop the competencies and dispositions necessary to proceed to the next steps of the Education program culminating in the Student Teaching Practicum. The course combines theory and practice as students prepare for participation in the Department of Education's Day of Assessments in hopes of passing and advancing toward admittance into the Wheaton Teacher Education (WheTEP) Program. Transfer credit is not accepted for this course.

#### **EDUC 135. School & Society. (2 Credits)**

Introductory course to provide a broad exposure to the foundations of education in the United States through history, many aspects of culture and society, theoretical concepts, current issues, and their educational implications. Explores these topics through the lenses of the Education Department conceptual framework, Teaching and Leading for Human Flourishing, which includes embodying justice, making ethical and reasoned decisions, and acting in a Christ-like manner.

#### **EDUC 136. Teaching Ethnically and Linguistically Diverse Students. (2 Credits)**

The theoretical and pedagogical background necessary to provide culturally and linguistically responsive learning experiences for a diverse student population. The course includes an examination of culture and identity in the classroom with an emphasis on understanding one's own background and that of future students. Strategies for partnering with families and communities are discussed. B quad

#### **EDUC 136L. Cross-cultural Tutoring. (0 Credits)**

A tutoring experience with students from cultural and linguistic settings different from that of the college student's background. Most placements are arranged through partnerships with community-based organizations. Corequisite: EDUC 136. Graded pass/fail.

#### **EDUC 201. U.S. Education Policy: Problems and Possibilities. (4 Credits)**

This course has three primary purposes: 1) introduce today's major education policy issues in historical, social, and cultural contexts; 2) investigate the ways U.S. education policy questions are addressed at federal, state, and local levels with comparative analysis to other countries; and 3) develop oral and written skills in generating and recommending appropriate policy options and solutions as a Christian seeking to influence schools, society, and human flourishing. Topics include: comparative analysis of policy; executive, judicial, and legislative policy actions, motivation, and history; equity, standards, and accountability reforms; teachers and instructional quality; and access affordability, and persistence. Crosslisted with PSCI 201.

**Tags:** DUS, SI

#### **EDUC 205. Technology for Aspiring Teachers. (2 Credits)**

In this course, aspiring elementary teachers will learn about innovative uses of technology in the classroom. Students will investigate current technology integration practices in elementary classrooms, focusing on the benefits and principles behind technology integration. Applying knowledge from the course texts and materials, students will design and test lesson plans in peer groups, applying new knowledge to practice. Through this coursework, students will gain exposure to the best practices taught in the Wheaton College Education Department and current uses of technology in schools. (Open to Wheaton College Summer Institute students only)

#### **EDUC 214. Books for the Middle-School Reader. (2 Credits)**

This course is designed to prepare the teacher candidate to integrate quality literature throughout the curriculum in a middle-school classroom. A thorough understanding of the appeal specialized genres and formats hold for middle-school readers will be developed; specific attention will be given to the impact of the classroom teacher's book knowledge on the development of middle-school readers. Additional course fee required: \$110.

#### **EDUC 225. Learning and Development: The Psychological and Developmental Contexts of Education. (4 Credits)**

Overview of the major theories, concepts, issues, data, and research methodologies used in understanding how children from birth through adolescence learn and grow. Various theories of learning are examined and the impact of typical growth stages on learning is assessed. Not open to freshmen without consent of instructor. Pre or Corequisite: EDUC 225L or EDUC 521L.

**Tags:** SI

#### **EDUC 225L. Teacher Aiding Practicum. (1 Credit)**

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

#### **EDUC 305. Learning Differences. (2 Credits)**

The theoretical and pedagogical background necessary to meet the requirements of the Individuals with Disabilities Education Act (I.D.E.A.) and its amendments, as well as the Elementary and Secondary Education Act, including Response to Intervention (RTI). It includes instruction in the psychology of children and adolescents with exceptionalities with emphases on students who are gifted, who have learning disabilities, and English language learners. It emphasizes identification of learning needs, individualization of educational programs, differentiation of instruction, and utilization of available services. Prerequisites: EDUC 135, EDUC 136; Pre or Corequisites EDUC 225 and EDUC 225L, or Department approval.

#### **EDUC 305L. Learning Differences Practicum. (1 Credit)**

The candidate will observe and work with students with special needs in a school or recreational setting for approximately 30 hours. Corequisite with content-specific methods practicum or permission of instructor. Corequisites: EDUC 311L or EDUC 324L or MUMS 471L or MUMS 472L. Graded pass/fail.

#### **EDUC 306. Classroom Communication & 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). Concurrent with a methods of teaching course in the major, EDUC 324L, 305, and 305L. Prerequisites: EDUC 135, 136, 136L, 225, 225L, and admission to WheTEP.

#### **EDUC 308. Survey of Exceptional Children. (2 Credits)**

The cognitive, emotional, social, physical, and motivational characteristics and educational requirements of exceptional children, focusing on students in K-12 settings. Exceptionalities at both ends of the continuum are examined. Required for Illinois Learning Behavior Specialist I endorsement. Prerequisites: EDUC 135, 136, 136L, 225, 225L, 305.

**EDUC 311L. Methods Practicum for Elementary and Middle School. (1 Credit)**

An opportunity to practice some of the concepts and skills acquired in methods courses. The elementary major works with a cooperating teacher over a several week period in the spring. Concurrent with appropriate methods courses. Graded pass/fail. Prerequisite: EDUC 135, 136, 136L, 225, 225L, 305, MATH 125, and admission to WheTEP. Additional course fee required: \$65.

**EDUC 312. Theories and Methods: Elementary and Middle School Reading. (4 Credits)**

This course is designed to foster teacher candidates' understanding of the theoretical, pedagogical, and research-based applications of effective reading instruction. Enables candidates to develop competencies necessary to design and implement comprehensive reading programs which include evidence-based strategies that meet the developmental reading needs of K-8 students of diverse backgrounds. Prerequisite: EDUC 135, EDUC 136, EDUC 136L, EDUC 225, EDUC 225L, EDUC 305, MATH 125, and admission to WheTEP. Pre or Corequisite: EDUC 305L, EDUC 311L, EDUC 313, EDUC 315, EDUC 317, SSCI 321, SCI 322. Additional course fee required: \$120.

**EDUC 313. 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, technology integration, and assessment. Prerequisite: EDUC 101, 135, 136, 136L, 225, 225L, 305.

**EDUC 314. Methods & Materials: Children's Books in the Elementary Classroom. (4 Credits)**

This course is designed to prepare the teacher candidate to integrate quality children's literature throughout the curriculum in grades 1-6. A thorough understanding of the specialized genres and formats used in creating books for young readers will be examined; specific attention will be given to the impact of the classroom teacher's book knowledge on the development of elementary-school readers. Additional course fee required: \$130.

**EDUC 315. Theories and Methods of Teaching Elementary and Middle School Mathematics. (4 Credits)**

The content, techniques, and strategies in the teaching of mathematics in the elementary and middle grades. Emphasis on philosophy and concepts of mathematics instruction based on the curriculum, professional, and assessment standards of NCTM and the Illinois Professional Teaching Standards, and the Common Core State Standards. Concurrent with EDUC 305L, EDUC 311L, EDUC 312, EDUC 317, SSCI 321, SCI 322. Prerequisites: EDUC 135, EDUC 136, EDUC 136L, EDUC 225, EDUC 225L, EDUC 305, MATH 125, and admission to WheTEP.

**EDUC 317. Theories and Methods of Teaching Elementary and Middle School Language Arts. (2 Credits)**

The theoretical and pedagogical background for teaching language arts in the context of written and oral composition, handwriting, spelling, grammar, listening, poetry, and literature. EDUC 305L, EDUC 311L, EDUC 312, EDUC 315, SSCI 321, SCI 322. Prerequisites: EDUC 135, EDUC 136, EDUC 136L, EDUC 225, EDUC 225L, EDUC 305, MATH 125, and admission to WheTEP.

**EDUC 324L. Methods Practicum—Middle and High School. (1 Credit)**

An opportunity to practice some of the concepts and skills acquired in methods courses. The secondary education major works with a cooperating teacher for 30 hours in half-day units during the fall or spring. Completed the semester prior to student teaching. Prerequisites: EDUC 135, 136, 136L, 225, 225L, and admission to WheTEP. Graded pass/fail. Course fee \$50.

**EDUC 328. Cross-Categorical Characteristics. (4 Credits)**

Characteristics of Cross-Categorical Special Education. An overview of the field of cross-categorical special education and the K-12 students who are placed in cross-categorical settings. Required for Illinois Learning Behavior Specialist I endorsement. Prerequisite: EDUC 135, 136, 136L, 225, 225L. Pre or Corequisite: EDUC 305, 308.

**EDUC 328L. Special Education Practicum A (LBS 1). (1 Credit)**

Twenty hours of field-based work, observing, assisting and instructing students in a cross-categorical educational context. Required for Illinois Learning Behavior Specialist I endorsement. Concurrent Corequisite: EDUC 328. Graded pass/fail. Prerequisite: EDUC 135, EDUC 136, EDUC 136L, EDUC 225, EDUC 225L. Pre or Corequisite: EDUC 305, 308.

**EDUC 338. Methods of Teaching Cross-Categorical Special Education. (4 Credits)**

The planning, instruction, and assessment required for students with individual educational plans, consistent with federal and state requirements relating to such practices as inclusion and Response to Intervention. Required for Illinois Learning Behavior Specialist I endorsement. Prerequisites: EDUC 135, 136, 136L, 225, 225L, 305, 308, 328, and 328L.

**EDUC 338L. Special Education Practicum B (LBS 1). (1 Credit)**

Twenty hours of field-based work assisting in the instructions and assessment of students in a cross-categorical educational context. Required for Illinois Learning Behavior Specialist I endorsement. Prerequisites: EDUC 135, 136, 136L, 225, 225L, 305, 308, 328, 328L. Concurrent with EDUC 338. Graded pass/fail.

**EDUC 341. Topics in Education. (2 or 4 Credits)**

Specific topics in education not normally included in the curriculum. Prerequisites: EDUC 135, 136, 136L, 225, 225L, or consent of instructor.

**EDUC 348. Diagnosis and Assessment of Students with Disabilities. (4 Credits)**

Study of the diagnostic assessments leading to eligibility for special education services as well as effective alternative and differentiated assessment strategies for students with disabilities. Required for Illinois Learning Behavior Specialist I endorsement. Prerequisites: EDUC 135, 136, 136L, 225, 225L, 305, 308, 328, 328L, 338, 338L.

**EDUC 352. 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 552. Prerequisite: EDUC 313 or EDUC 306.

**EDUC 405L. Middle Grade Practicum. (1 Credit)**

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. Graded pass/fail.

**EDUC 494. Senior Seminar. (2 Credits)**

This course will examine 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 their student teaching experience. Taken during the student teaching semester. Course fee \$281.

**EDUC 495. Problems in Education. (1 to 4 Credits)**

Problems in Education. Individual work with periodic conferences for candidates who have demonstrated ability and have definite interest in problems in a restricted field.

**EDUC 496. Student Teaching. (9 or 10 Credits)**

This is an internship experience where candidates apply teaching principles in local schools and classrooms under supervision. 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 497, 494.

**EDUC 497. Philosophical Foundations of Education. (3 Credits)**

This course examines the philosophical foundations of education with an emphasis on a comparison of philosophical ideas in education and on the development of a personal philosophy of education related to one's calling and vocation. Concurrent with EDUC 494, 496. Prerequisite: EDUC 135, 136, 225, 225L, and admission to WheTEP. Additional course fee required: \$295 (for a week at Honey Rock).

**Tags:** PI

**General Education:** SHAR

**EDUC 498. Literacy Assessment. (2 Credits)**

This course is designed to explore specific problems in the teaching of the language arts beyond those covered in EDUC 312. It deals with diagnosis and recommendations for providing supportive contexts for individual differences. Prerequisites: EDUC 135, EDUC 136, EDUC 136L, EDUC 225, EDUC 225L, EDUC 312 (or equivalent), and admission to WheTEP or consent of instructor