

# 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*. The concept of educating for human flourishing has ancient roots, including a strong presence in the wisdom literature of the Hebrew Bible. It first appeared in a form directly applicable to the contemporary academy in the works of Plato and Aristotle, where this goal is compatible with Christian theology in recognizing that all individuals are created in the image and likeness of God, and therefore each human being has inherent value and the capacity to learn and grow.

Human flourishing is the ethical and purposeful realization of human attributes, in mind, body, and spirit, which fits a person, as Milton said, "to perform justly, skillfully, and magnanimously all the offices of public and private life." The work of the Christian professional educator is to instill and develop the knowledge, skills, and intellectual and moral virtues which help to actualize this potential. In order to teach for human flourishing, Christian professional educators should have a broad background in the liberal arts, expertise in the subject matter, knowledge of the ways in which children and adolescents develop and learn best, knowledge of the optimal conditions to achieve the education good, and the skills, virtues and dispositions worthy of the profession. For those who are called to serve in our state's, nation's, and world's public and private schools, this mission charges teacher candidates to devote their lives wholly to Christ by faithfully and intelligently teaching each of His children to the best of their abilities.

The Department of Education has chosen *teaching and leading for human flourishing* on which to base its teacher preparation program for its congruence with transcendent scriptural principles, its relationship to the liberal arts, and its inherently high and holistic expectations for each student. Implicit in this model are three distinct professional and dispositional components:

1. embodying justice
2. making reasoned and ethical decisions
3. acting in a Christ-like manner

## Embodying Justice

Candidates are expected to demonstrate justice in the following areas:

- See students' competencies and capacities in a holistic manner
- Create a safe learning environment for all students
- Hold all learners to high expectations
- Offer a rich and rigorous curriculum to all students
- Use evidence-based approaches and methods that reflect the research on diverse learners
- Build strong relationships with all students, parents and guardians

## Making Ethical and Reasoned Decisions

Candidates will make ethical and reasoned decisions which:

- Empower independent student learning
- Reflect both the breadth and depth of the curriculum
- Emanate in part from assessment data
- Augment their instruction through a rich variety of resources, including appropriate technologies

- Increase students' literacy skills in and through all areas of the curriculum
- Consider the local and global contexts

## Acting in a Christ-like Manner

Candidates will demonstrate the following dispositions:

- (Professionalism) Demonstrate professional and ethical conduct with supervisors, students, colleagues and community
- (Collaboration) Foster collaborative relationships that enhance the teaching and learning experience
- (Scholarship) Demonstrate commitment to the acquisition of knowledge, skills, intellectual curiosity and moral development
- (Problem-solving) Adjust successfully to new circumstances, be flexible in nature, accommodate given the unforeseen, and persist through adversity
- (Initiative) Actively demonstrate the ability to foster extensions in learning and teaching
- (Leadership) Develop effective communication skills, thinking skills and creative expression

In addition to the above outcomes, the Department of Education meets the standards and principles promulgated by the Illinois State Board of Education (ISBE) and the teacher education programs are approved by the Illinois State Board of Education (ISBE). Candidates may obtain licensure in the following areas:

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

Additional or subsequent endorsements can be earned in the following areas:

- 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 (grades PK-12)

Candidates graduating from the program are eligible for an Initial Teaching License in the State of Illinois following successful completion of a content-area exam and the Teacher Performance Assessment (edTPA). The content exams are administered throughout the year at Pearson testing sites, are typically required prior to student teaching, and there is a fee for each exam. The Professional Educator License (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 an Illinois teaching license. 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 (German, 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. See the section on middle grade endorsements.

To be admitted to the Wheaton Teacher Education Program (WheTEP), a candidate must have a minimum grade point average (GPA) of 2.5 in the major, in professional education courses, and cumulatively. The 2.5 GPA must be maintained throughout the program. These GPA requirements will increase to 2.8 in Spring 2022. All candidates seeking licensure must earn a grade of C- or better in all major, professional and endorsement subject courses counted toward entitlement. Candidates must submit a completed WheTEP application. An interview and dispositional assessments are part of the WheTEP process.

An application to student teach must be submitted by October 1 of the year prior to the college year during which they plan to student teach. **Failure to submit an application to student teach by this date 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.**

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

1. observations and cooperating teacher ratings during clinical experiences
2. dispositional forms completed during foundation courses
3. a screening process which includes the WheTEP interview and review of documents from cooperating teachers, college supervisors, and course instructors

Formal votes to affirm appropriate dispositions are taken at two points (admission to WheTEP and admission to student teaching) during the candidate's preparation program. Additionally, a candidate's dispositions to teach are carefully monitored during the student teaching experience. A candidate may be denied admission to any phase of the program or be denied licensure if, in the judgment of the faculty members, he/she does not exhibit the appropriate dispositions to teach. For more information on the screening process, please see the department.

Transfer candidates 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.

Candidates pursuing elementary, secondary, or PK-12 foreign 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. Due to the number of required hours and the sequencing of some courses, candidates seeking licensure may need to enroll for nine semesters. 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.)

## Initial Special License (for World Language and Music)

**Initial Special License PK-12 candidates must complete a program in an approved major field of specialization.** Currently the majors approved for PK-12 licensure by the State of Illinois are Foreign Language (French, German, or Spanish) and Music. For major requirements refer to the appropriate academic department section of this catalog.

**The education courses required for World Language Special License candidates (PK-12) include:**

Code	Title	Credits
<b>License Requirements</b>		
EDUC 135	School & Society	2
EDUC 136	Teaching Ethnically and Linguistically Diverse Students (and EDUC 136L)	2
EDUC 225	Learning and Development: The Psychological and Developmental Contexts of Education (and EDUC 225L)	4
EDUC 305	Learning Differences (and EDUC 305L)	2
EDUC 306	Classroom Communication & Curriculum Integration	4
EDUC 324L	Methods Practicum—Middle and High School	1
EDUC 494	Senior Seminar	2
EDUC 496	Student Teaching	9
EDUC 497	Philosophical Foundations of Education	3

A minimum of 100 hours of clinical experiences is required prior to student teaching.

This includes four required experiences: EDUC 136L, EDUC 225L, EDUC 305L, and EDUC 324L; EDUC 405L or other experiences approved by the Department of Education may also count toward the 100 hours.

**The education courses required for the Music Special License candidates (PK-12) include:**

Code	Title	Credits
<b>License Requirements</b>		
EDUC 135	School & Society	2
EDUC 136	Teaching Ethnically and Linguistically Diverse Students	2
EDUC 225	Learning and Development: The Psychological and Developmental Contexts of Education (and EDUC 225L)	4
EDUC 305	Learning Differences (and EDUC 305L)	2
EDUC 494	Senior Seminar	2
EDUC 496	Student Teaching	9
EDUC 497	Philosophical Foundations of Education	3

Candidates should follow the B.M.E. guidelines for completion of additional clinical experiences.

Semester hours counted for the purpose of meeting the general education requirements may also be counted for the licensure major field of specialization, as long as the course for the grade is C- or higher.

*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) for grades PK-12.*

## ESL and Bilingual Endorsements

To earn an ESL or Bilingual Education endorsement from the Illinois State Board of Education, a teacher must:

1. hold a valid Illinois teaching license
2. have ESL or bilingual clinical experience totaling 100 clock hours with ESL students
3. have earned credits totaling 18 semester hours in five course areas:
  - a. Linguistics
  - b. Theoretical Foundations of Teaching ESL
  - c. Assessment of the Bilingual Student
  - d. Methods and Materials for Teaching ESL
  - e. Cross-Cultural Studies for Teaching LEP Students

Undergraduate students must take the following classes in order to apply for the ESL endorsement:

Code	Title	Credits
<b>ESL Endorsement Requirements</b>		
LING 222	English Grammar for Teachers	2
LING 224	Theoretical Foundations of Language Acquisition	4
LING 227	Cross-Cultural Teaching and Learning	2
LING 321	Introduction to Linguistic Science	2
LING 325	Principles of Assessment for TESOL	2
LING 326	English Language Methods for Content Area Teachers (required for the ESL endorsement)	2
LING 328	English Language Learning Methods for Specialists	2
LING 328L	ELL Practicum	1
LING 329	Curriculum and Materials Development for English Language Learning	2
<b>Bilingual Endorsement</b>		
Take the same ESL endorsement LING courses as well as:		
LING 323	Bilingual Methods/Materials (and LING 323L)	2

Courses for the ESL and Bilingual education endorsements are offered through the TESOL and Intercultural Studies programs in the Education Department.

## Special Education Endorsement

Candidates seeking a special education concentration, leading to an Illinois Learning Behavior Specialist I Endorsement, must take the following classes and pass the Illinois Learning Behavior Specialist I Content Exam:

Code	Title	Credits
<b>Endorsement Requirements</b>		
EDUC 308	Survey of Exceptional Children	2

EDUC 328	Cross-Categorical Characteristics (and EDUC 328L)	4
EDUC 338	Methods of Teaching Cross-Categorical Special Education (and EDUC 338L)	4
EDUC 348	Diagnosis and Assessment of Students with Disabilities	4

Note the sequence and semester offerings of these courses and consult with the department for further information.

## Middle Grade Endorsements

Elementary and secondary candidates can add a middle grade endorsement for any one or more of the following areas:

- language arts
- mathematics
- science
- social science
- foreign language
- music

Each endorsement requires 18 hours of coursework, including a content-specific methods course that includes middle grade levels, and a state content exam. More information on specific coursework and required test can be obtained from the Education Department or the department website.

## Faculty

**Chair, Professor** Steven Layne

**TESOL Program Director, Professor** Alan Seaman

**Professor and Associate Professor of Philosophy** (by courtesy) Mark Jonas

**Associate Professor** IL-Hee Kim

**Ann Haskins Associate Professor of Special Education** Thomas Boehm

**Assistant Professors** Pam Barger, Sara Vroom Fick

**Visiting Instructor and Secondary Coordinator** Betsy Leong

**Visiting Lecturer and Elementary Education Coordinator** Carleigh Schoenleber

**Visiting Lecturer** Brita Beitler

## 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/>)

## Courses

### Education Courses

**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 the English Language Development (ELD) Standards and English Language Proficiency (ELP) Standards of the World-Class Instructional Design and Assessment professional organization (WIDA). Corequisite: EDUC 136L. B quad

**EDUC 136L. Cross-cultural Tutoring. (1 Credit)**

A tutoring experience with students from cultural and linguistic settings different from that of the college student's background. Most of the assignments are arranged through the Christian Service Council. Concurrent with 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.

**Tags:** DUS, SI

**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. Corequisites EDUC 225L or EDUC 521L.

**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 311. Theories and Methods of Teaching Elementary and Middle School Students. (2 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. Concurrent with EDUC 312, 311L, 315, 317, 305L, SSCI 321, SCI 322. Prerequisites: EDUC 135, 136, 136L, 225, 225L, 305, MATH 125, and admission to WheTEP. Field trip fee.

**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. Prerequisites: EDUC 135, 136, 136L, 225, 225L, 305, MATH 125, and admission to WheTEP. Graded pass/fail. \$50 course fee.

**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. Concurrent with EDUC 311, 311L, 315, 317, 305L, SSCI 321, SCI 322. Prerequisites: EDUC 135, 136, 136L, 225, 225L, 305, MATH 125, and admission to WheTEP.

**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 312, 311, 311L, 317, 305L, SSCI 321, SCI 322. Prerequisites: EDUC 135, 136, 136L, 225, 225L, 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. Concurrent with EDUC 312, 311, 311L, 315, 305L, SSCI 321, SCI 322. Prerequisites: EDUC 135, 136, 136L, 225, 225L, 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. Prerequisites: EDUC 135, 136, 136L, 225, 225L, 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. Prerequisites: EDUC 135, EDUC 136, EDUC 136L, EDUC 225, EDUC 225L, EDUC 305, EDUC 308. Concurrent Corequisite: EDUC 328. Graded pass/fail.

**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 A (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 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 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. Prerequisites: EDUC 135, 136, 225, 225L, and admission to WheTEP. Concurrent with EDUC 494, 496. Course fee approximately \$175.

**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, 136, 136L, 225, 225L, 312 (or equivalent), and admission to WheTEP or consent of instructor.