Academic Programs and Courses

Course Information

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

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

The following courses may be offered by all programs with descriptions for these courses being the same for all, but carrying different prefixes and applicable prerequisites. Registration forms are available online at https://www.taylor.edu/about/offices/registrar/forms

593/693/793   **1-3 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.

594/694/794   **1-3 hours**
Directed Research
Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

596/696/796   **1-3 hours**
Independent Study
An individualized, directed study involving a specified topic.

597/697/797   **1-3 hours**
Selected Topics
A course offered on a subject of interest but not listed as a regular course offering. *May count toward the program requirements.*

795
Program Continuation   **0 hours**
To be used by students who have completed all degree requirements except thesis or internship. *Available only to students who are working under the supervision of a faculty advisor and with the approval of the program chair/director.*

Classical Christian Education

The Classical Christian Education program is a non-degree program designed to empower educators in Classical and Charter Independent schools with a Christ-centered, academically rigorous credential that upholds the core principles of Classical education. By doing so, the program seeks to advance the mission of restoring a Classical Christian tradition that promotes virtue, wisdom, and lifelong learning.

Upon completion of this program, students may apply for credentialing through the Society for Classical Learning.

Classical Christian Education Courses

CCE 601   Education History: The Story and Core Principles of Classical Christian Education   3 hours

This course offers a comprehensive exploration of the historical development and core principles of classical Christian education from its roots in pre-Christian civilizations through its contemporary practice. Students will engage with the foundational telos and pedagogical traditions that have shaped classical Christian education, contrasting them with the emergence of progressive educational movements, particularly in the United States. Through this historical lens, students will articulate the purpose of education as the cultivation of the soul, fostering lives characterized by piety, virtue, and wisdom, while aligning students' affections and beliefs with the true, the good, and the beautiful as grounded in Christian theological and philosophical thought. The course will examine the essential components of a robust classical Christian curriculum, emphasizing the seven liberal arts - both verbal and quantitative - as well as the integration of fine arts, common arts, physical education, and classical languages. A key focus will be placed on the use of primary sources and great works from classical and Christian traditions, the practice of memorization, and the development of eloquent, persuasive expression.

CCE 602   Classical Christian Education Applied as a Living Tradition in the United States   3 hours

This course situates and applies the historic tradition of classical Christian education and the liberal arts within contemporary schools and classrooms in the United States, with attention to our own local places, our national story, and multiple ethnic traditions, as well as the insights and capacities of technology, modern school subjects or disciplines, and the resources of developmental psychology and neurology.

CCE 603   Classroom and School Culture: Shaping Student Loves and Virtues   3 hours

Starting with an overview of the Christian virtue tradition in terms of both concepts and practices, this course will provide students with practical skills in planning and leading their classrooms in rhythms, habits, and practices that intentionally cultivate the virtues of their own students. Students will be able to articulate and practically demonstrate the connections between virtue formation in their classrooms, parent partnerships, and embodied (sacramental or liturgical) learning.

CCE 604   Pedagogy in the Classical Tradition: Teaching in Support of Student Growth and Learning   3 hours

Surveying principles and practices of teaching applied with the strongest results for school-age students and in line with the objectives of classical Christian education (including Socratic teaching approaches, Mortimer Adler's three pillars of instruction, Charlotte Mason's narration practice, awareness of the rhythms, practices, and routines of embodied and liturgical learning, as well as concepts such as festina lente, multum non multa, repetitio mater memoriae, and docendo discimus), this course will enable to students to plan and deliver lessons in their classroom that maximize student growth and learning. These historic pedagogical insights will be integrated with universal design for learning theory and practice.

CCE 605   Student Assessment in Classical Christian Education: Principles Practices of and Guidance, Feedback, and Evaluation   3 hours

With reference to Socratic learning paradigms, tutorial feedback methods, mentorship, principles of mastery learning, and the use of student work portfolios, this course will survey the history of grading and assessment for school-age students (K-12 in the United States) and offer a variety of options for developing student learning outcomes and assessment methods that maximize the integration of academic and virtue-cultivation outcomes so that the learning experiences for school-age students is humanized with an focus on student guidance and discipleship over simply quantitative evaluations focused on the memorization of information and following directions.

CCE 606   Great Books, Classical Languages, and Fine Arts: Vertical and Horizontal Integration Across the Curriculum   3 hours

This course provides teachers in the classical Christian tradition of education with an overview of the integrations between the curriculum subjects vertically as well as their progression year to year horizontally so that teachers can have clarity about the connections between their classroom objectives and the larger scope and sequence of student learning. Teachers as mentors and exemplars should also demonstrate a love of learning across all subject areas in how they refer to other subjects as well as how they make connections through the integration in lessons, assignments, and projects to include themes and skills from great books, classical languages, and the fine arts into all areas of the curriculum include mathematics and science. As teachers cultivate a deeper understanding of the interconnectedness of subjects, they can foster a more cohesive and enriching learning experience for students.

CCE 607   Student Division Level and Subject Area Practicum   3 hours

This course provides teaching practicum experience with proposals and demonstrations specific to the subject areas and grade levels most relevant or of interest to the students. Instructors will facilitate experiential learning, feedback, and coaching as well as incorporating the report from a student teaching assignment at a school accredited or endorsed by the Society for Classical Learning providing teaching experience and mentorship in a real classroom setting.

Higher Education (MA)

Chair, Skip Trudeau

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

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

1. College student learning and development: Program graduates will be able to describe the major elements and issues of college student development and will demonstrate the capacity to apply developmental understandings in professional practice.
   - Counseling and referral: Graduates will demonstrate an understanding of and proficiency with basic helping skills as well as the skills and knowledge required to provide referrals to students needing professional mental health care.
   - Student learning: Graduates will possess knowledge of the student learning paradigm and demonstrate proficiency at promoting, developing and implementing a "seamless curriculum."
   - Spiritual development: Graduates will display personal spiritual maturity and the clear ability to effectively and appropriately integrate faith and practice. Additionally, graduates will possess the knowledge and skills necessary to promote student spiritual formation. This outcome forms the foundation of the whole person philosophy of this Christ-centered program and its graduates.

2. Leadership for change: Graduates will demonstrate an understanding of the theoretical and practical principles for leading change. Additionally, graduates will develop a personal model of leadership and gain experience by assisting in undergraduate leadership development initiatives.
   - Administration and governance: Graduates will be aware of the unique administrative, organizational and governance issues and structures present in higher education. In addition, they will demonstrate the ability to navigate and work effectively within these structures.
   - Higher education finance: Graduates will exhibit an understanding of higher education finance and funding structures as well as the ability to construct, and manage institutional and departmental budgets.
   - Program Development: Graduates will exhibit theoretical understanding and organizational skills necessary for the development and implementation of effective educational curricula and programs.
   - Legal issues in higher education: Graduates will gain exposure to legal concepts and issues in higher education and demonstrate practical knowledge of working with legal counsel.
   - Global engagement: Graduates will understand higher education within a global context and be prepared to skillfully operate within multiple cultural environments.
   - Contemporary issues and trends in higher education: Graduates will demonstrate knowledge and understanding of significant issues and trends in higher education. Additionally, they will possess a practical understanding of methods of identifying and evaluating contemporary developments.

3. Educational values, philosophy, and history: Graduates will possess knowledge of the philosophical, psychological, and sociological underpinnings of American higher education. Additionally, they will be able to discern important implications of these foundations in the practice of program and curriculum design and implementation.
   - History of higher education: Graduates will demonstrate knowledge and understanding of the key historical events, movements, and trends that have shaped American higher education.

4. Research, scholarship, and assessment: Graduates will demonstrate research proficiency necessary for the purposes of program assessment and improvement, development of optimal educational practice, and the advancement of knowledge in the field. Students will participate in original research and have opportunities to present and or publish findings professionally.
   - Assessment: Graduates will have an understanding of the principles of program assessment, skills needed to construct such assessments, and the knowledge of how to incorporate assessment findings into continuous quality improvement.

5. Experiential learning: Graduates will gain hands-on professional experience through participation in a variety of practicum and internship opportunities.

Higher Education (MA)

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

Student Core

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

Leadership and Administration Core

HED 620	1	International Higher Education: Global Student Mobility
HED 640	3	Assessment of Learning in Higher Education
HED 645	2	Comparative International Higher Education and Introduction to Study Abroad
HED 650	3	Leadership and Administration in Higher Education

History and Foundations Core

HED 530	3	Organizational Leadership, Governance, and Culture
HED 550	3	History and Foundations of Higher Education

Research and Inquiry Core

HED 582	2	Higher Education Research
HED 691	2	Inquiry in Higher Education
HED 790	2	Advanced Research and Data Analysis

Internship and Professional Development Core

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

Higher Education Courses

HED 510 College Student Development   3 hours
This course explores the specific developmental patterns and issues of college students.

HED 520 College Student Mental Health   3 hours
This course explores and promotes a wellness model to facilitate optimal college student mental health. Additionally the course will seek to provide key knowledge and skills necessary to work effectively with college students. Attention will be given to the promotion of healthy lifestyle choices, recognizing and intervening in common problem behavior areas, and the development of helping/counseling skills.

HED 530 Organizational Leadership, Governance, and Culture   3 hours
This course explores the unique administrative and governance structures present in higher education as well as the influence and importance of organizational culture.

HED 550 History and Foundations of Higher Education   3 hours
This course investigates the significant historical and philosophical trends that have influenced and shaped American higher education.

HED 582 Higher Education Research   2 hours
This course provides an introduction to research methodology in higher education. Students are asked to develop a foundational understanding of the practitioner-scholar model in relationship to their training within higher education. Students will also begin development of their thesis project.

HED 585 Professional Development Seminar I   1 hour
This seminar style course will explore a variety of current events and trends in higher educational topics as well as issues of career planning and development.

HED 592 Internship   2 hours
First direct supervised experience within an institutional office or program. Student will assume direct responsibility for a specific project or program.

HED 610 Spiritual Formation   3 hours
This course focuses on the elements of spiritual formation as well as methods and considerations necessary for facilitating committed Christian discipleship.

HED 620 International Higher Education: Global Student Mobility   1 hour
This course prepares students to better understand and accommodate the unique needs of international students within their responsibilities in U.S. of international higher education.

HED 630 Facilitating Student Learning   3 hours
This course is designed to explore the student learning paradigm and its applications to higher educational practice.

HED 640 Assessment of Learning in Higher Education   3 hours
This course explores the assessment movement in higher education with an emphasis on developing assessment strategies and designing useful goals and measures of student learning and program effectiveness. A key component of this course will be assessment for continuous quality improvement.

**HED 645   Comparative International Higher Education
                and Introduction to Study Abroad   2 hours**
The focus of the course is to allow for a comparative analysis of higher educational policy and practice between the U.S. and other international locations. This will be accomplished by lecture, discussion of readings, and international site visits. These visits will allow students to explore and observe a variety of international institutions and interact with the administrators, faculty and students of these institutions. As a result, students will understand the key differences and similarities between American and higher educational practices in other parts of the world. Additionally, students will develop a practical understanding of planning and leading a study abroad experience.

HED 650 Leadership and Administration in Higher Education   3 hours
This course explores the administrative structures common in higher education as well as key leadership issues present and skills necessary to effectively navigate, design and maintain critical systems, and lead change.

HED 685 Professional Development Seminar II   1 hour
Professional development seminars will be taken by all students during the spring of the first year and the fall of the second year. These seminar style courses will explore a variety of current events and trends in higher educational topics as well as issues of career planning and development.

HED 691 Inquiry in Higher Education   2 hours
This course surveys common statistical concepts and design strategies used in higher educational research.

HED 695 Capstone in Higher Education and Student Development 3 hours
The capstone course and the completed thesis serve as the two culminating experiences of students seeking the M.A. degree in Higher Education. This seminar style course will help students to refine their philosophical, practical, and vocational understandings of higher education in order to prepare them to launch their professional journey. The ultimate purpose of the course is to help students to nurture a concrete understanding of the vital connection between theory and practice for both their own service and for the broader realm of higher education.

HED 790/791 Advanced Research and Data Analysis   2 hours
Continuation of Inquiry in Higher Education and culminates in the crafting of a publishable thesis.

HED 795 Program Continuation   0 hours
To be used by students who have completed all degree requirements except thesis or internship. *Available only to students who are working under the supervision of a faculty advisor and with the approval of the program chair/director.*

Leadership (MA)

Director, Scott Moeschberger

The Master of Arts in Leadership develops servant-leaders with the skills and experience to lead in their chosen field. Capitalizing on Taylor University's long-standing strength of integrating a Biblical perspective and the knowledge, diversity, and experience of our faculty, graduates of this one-year program will be equipped to:

• Integrate Biblical values into their chosen field
• Create and execute organizational strategies
• Build change management strategies
• Apply leadership theories and ethics into practice
• Lead in a diverse world

This on-campus program will cultivate the development of students as values-based leaders with the knowledge and abilities to be servant-leaders in whatever field God calls them.

Leadership (MA)

The Master of Arts degree in Leadership requires 30 credit hours. Most courses are held on-campus along with three online courses.

Requirements

LDR 601	3	Leadership Theory and Practice	LDR 606	3	Leadership Seminar and Field Experience
LDR 602	3	Cultural Intelligence for Christian Leaders	LDR 607	3	Biblical Foundations of Leadership
LDR 603	3	Personality and Leadership Development	LDR 608	3	Organizational Leadership and Administration
LDR 604	3	Professional and Ethical Decision-Making	LDR 609	3	Leadership and Spirituality
LDR 605	3	Strategic Leadership	LDR 610	3	Organizational Leadership, Governance, and Culture

Leadership Courses

LDR 601   Leadership Theory and Practice   3 hours
This online course surveys leadership theory and practice within a Christian worldview. Learners will examine leadership theory, ethics, character development, and leader behavior to identify effective leadership skills and competencies in contemporary organizations.

LDR 602   Cultural Intelligence for Christian Leaders   3 hours
In this online course, students will critically examine the intercultural competencies necessary to lead people across cultures for effective group dynamics, innovative ideas, and increased productivity. Students will explore intercultural frameworks to assess how to approach a leadership assignment in a culture that is not their own. Students will draw on various models of intercultural leadership to analyze their experiences and develop a personal development plan to acquire the competencies necessary to lead effectively in different cultures. *Crosslisted with LDR 702.*

LDR 603   Personality and Leadership Development   3 hours
This course reviews leadership development research and relevant personality typologies to critically examine the diversity and complexity of leadership types and better understand how to grow as an authentic leader with one's own personality type. Participants will study and apply commonly used personality typologies to better understand and enhance their own leadership.

LDR 604   Professional and Ethical Decision-Making   3 hours
This course examines various ethical frameworks and explores how leaders develop the character and skills to lead responsibly and ethically. Emphasis on using biblical perspectives to guide leaders in making ethical decisions will be examined. Case analysis and discussion will be used to explore the challenges and complexities leaders face daily as well as in strategic decision-making and times of crisis.

LDR 605   Strategic Leadership   3 hours
In this course, students will critically examine the role of leadership in creating, implementing, and evaluating organizational strategy. Through case study analysis, students will examine the interrelationship between organizational vision, mission, culture, organizational resources, external environment, and organization design.

LDR 606   Leadership Seminar and Field Experience   3 hours
This course will provide students with the opportunity to learn, observe, and assist professionals with selected projects that align with the student's individual learning and vocational and goals. Students will integrate leadership theory and practical application through a combination of traditional coursework and guided field experience at an organization of the student's choosing. Students will learn to bridge theory and practice while continuing to develop their leadership skills.

LDR 607   Biblical Foundations of Leadership   3 hours
In this online course students will critically evaluate modern leadership theory in light of the leadership principles, patterns, and personalities in the Hebrew Bible and Christian scriptures. Students will examine how leadership informed by faith, rooted in the divine mandate for stewardship, and inspired by value for all humanity as bearers of the image of God engenders posture, purpose, and propriety. *Crosslisted with LDR 707.*

LDR 608   Organizational Leadership and Administration   3 hours
This course explores the administrative structures common in higher education as well as key leadership issues present and skills necessary to effectively navigate, design and maintain critical systems, and lead change. *Crosslisted with HED 650.*

LDR 609   Leadership and Spirituality   3 hours
In this course, students examine the interplay between spiritual development and leadership practice. Students will analyze literature that explores different models of leadership and spiritual development. Students will also review their leadership and spiritual development practices in light of their reading and reflection.

LDR 610   Organizational Leadership, Governance, and Culture   3 hours
This course explores the predominant leadership, administrative, and governance structures in contemporary organizations. In doing so, the course pays particular attention to board governance, change management, and the influence and importance of organizational culture. *Crosslisted with HED 530.*

Leadership (Ph.D.)

Executive Director, Jody Hirschy

The Ph.D. in Leadership marks Taylor University's return to offering doctoral degrees. Those with a calling to be servant-leaders can expect to be challenged by award winning faculty and rigorous coursework to become values-based leaders who implement powerful leadership strategies for their chosen fields.

Leadership is about creating an aspirational vision and motivating individuals and teams to work effectively and intentionally. This program offers students the opportunity to develop their own leadership strategies and expertise along with the research and analysis skills necessary to present and defend a powerful dissertation. Graduates will advance their careers in order to lead as a beacon of Christ while meeting the next generation of challenges and opportunities.

Leadership (Ph.D.)

The Doctor of Philosophy degree in Leadership requires 50 credit hours including requirements for an Organizational Leadership or Educational Leadership track. Most courses are fully online with one-week summer residencies which include networking opportunities.

Core Requirements

LDR 701	3	The Call to Lead
LDR 702	3	Cultural Intelligence for Christian Leaders
LDR 707	3	Biblical Foundations of Leadership
LDR 708	3	Managing People, Leading Change: Organization, Culture, and Strategy

Research Requirements

LDR 703	3	The Research Design and Dissertation Process
LDR 704	3	Quantitative Data Analysis for Leadership Research I
LDR 705	3	Qualitative Data Analysis for Leadership Research
LDR 706	3	Quantitative Data Analysis for Leadership Research II
LDR 801	3	Dissertation Writing Stage I: Dissertation Proposal
LDR 802	3	Dissertation Writing Stage II
LDR 803	3	Dissertation Writing Stage III
LDR 804	2	Dissertation Defense and Final Submission

Select <u>one</u> track in Organizational Leadership or Educational Leadership:

Organizational Leadership Requirements

LDR 710	3	Leadership Communication
LDR 711	3	Values-Based Leadership and Decision-Making
LDR 712	3	Leading People in a Technological Age
LDR 713	3	Leading, Creativity, Innovation, and Entrepreneurship
LDR 714	3	Servant Leadership in Organizations

Educational Leadership Requirements

LDR 720	3	Leading Change in Educational Institutions
LDR 721	3	Foundations of Personal Leadership Development
LDR 722	3	Resource Development in Education
LDR 723	3	Contemporary Issues in Educational Leadership
LDR 724	3	School Governance and the Law in Educational Leadership

Leadership Courses

LDR 701   The Call to Lead   3 hours
This course explores the individual's call to lead, the processes of leadership development, and how, through personal hinge moments, organizational change, and societal transformation, a sense of vocation can be strengthened and honed.

LDR 702   Cultural Intelligence for Christian Leaders   3 hours
In this course, students will critically examine the intercultural competencies necessary to lead people across cultures for effective group dynamics, innovative ideas, and increased productivity. Students will explore intercultural frameworks to assess how to approach a leadership assignment in a culture that is not their own. Students will draw on various models of intercultural leadership to analyze their experiences and develop a personal development plan to acquire the competencies necessary to lead effectively in different cultures. *Crosslisted with LDR 602. Students who completed the MA in Leadership may count LDR 602 toward LDR 702 with the submission of an additional approved paper.*

LDR 703   The Research Design and Dissertation Process   3 hours
A complete doctoral education requires students to demonstrate their ability to conduct and write scholarly research. This course introduces students to the processes of planning, researching, writing, and successfully defending a doctoral dissertation. Students learn the requirements of each of the five dissertation chapters and discuss their preliminary research ideas. Students will begin to explore qualitative, quantitative and mixed methodologies and designs relevant to their broad research topics.

LDR 704   Quantitative Data Analysis for Leadership Research I 3 hours
This course introduces students to the strengths and limitations of quantitative research methods and designs. An emphasis is placed on pattern recognition and quantitative descriptive statistics. Students will learn how to conduct and analyze means comparisons, along with analysis of variance, and also correlational research. Students use statistical software packages to analyze and will be equipped to draw conclusions from numerical data.

LDR 705   Qualitative Data Analysis for Leadership Research   3 hours
This course introduces doctoral students to the strengths and limitations of qualitative research methods and design, including grounded theory, ethnography, phenomenology, narrative, and case study. Students will learn how research problems are identified, qualitative research methodology is designed, and how qualitative data is collected and analyzed so that findings can be credibly disseminated.

LDR 706   Quantitative Data Analysis for Leadership Research II   3 hours
Building on the foundational principles of Quantitative Data Analysis for Leadership Research I, this advanced quantitative analysis course will continue to utilize pattern recognition and descriptive analysis as the foundation for statistical analysis and thought. Students will learn how to conduct regression, quasi and true experiments, predictive analysis, and meta-analyses, along with emerging statistical analyses that are relevant to the field of leadership. Students use statistical software packages to analyze and will be equipped to draw conclusions from numerical data.

LDR 707   Biblical Foundations of Leadership   3 hours
In this course, students will critically evaluate modern leadership theory in light of the leadership principles, patterns, and personalities in the Hebrew Bible and Christian scriptures. Students will examine how leadership informed by faith, rooted in the divine mandate for stewardship, and inspired by value for all humanity as bearers of the image of God engenders posture, purpose, and propriety. *Crosslisted with LDR 607. Students who completed the MA in Leadership may count LDR 607 toward LDR 707 with the submission of an additional approved paper.*

LDR 708   Managing People, Leading Change:
**   Organization, Culture, and Strategy   3 hours**
This course critically examines the dynamics of leadership, followership, and context in driving effective organizational change. Using case studies, published research, and real-world applications, students explore why some change initiatives succeed while others falter. Through pre-course preparation and a one-week intensive, the course provides tools and strategies for leading in complex environments.

LDR 710   Leadership Communication   3 hours
This course explores strategies for effective communication in a digital age. Students will consider how gender and culture impact communication networks and explore effective leadership communication during times of crisis. Students will use research evidence to examine their written, oral, and nonverbal communication styles and practices.

LDR 711   Values-Based Leadership and Decision-Making   3 hours
In this course, students will use research evidence to explore how personal values are formed and reformed. The Wesleyan Quadrilateral will be used to investigate how faith impacts professional, personal, and social decision-making. Research evidence from various management disciplines will be critically examined to explore how virtuous decision-making can positively impact organizational metrics.

LDR 712 Leading People in a Technological Age 3 hours
This course explores the intersection of human capital and technology for leaders across environments. An examination of specific topics, including the modern role of human resource management, virtual teams and collaboration, innovation, and application of current technologies, will be discussed. Special consideration is given to the current challenges facing leaders related to the relationship of technology within organizational design, structure, talent, and performance.

LDR 713 Leading, Creativity, Innovation, and Entrepreneurship 3 hours
This course investigates the dynamic interplay between creativity, innovation, and entrepreneurial leadership in driving successful business ventures. Students will gain a deep understanding of the theoretical and practical aspects of creativity, innovation, and entrepreneurship and how they interact to generate and sustain innovation-based growth. The class will explore various topics, including the different types of innovation and their potential impact on organizational growth, the role of leadership in fostering a culture of innovation, and the entrepreneurial mindset necessary for successful business ventures. Additionally, students will examine the importance of creativity in the entrepreneurial process, learning how creative thinking can lead to new opportunities and solutions. Through readings, case studies, and hands-on exercises, students will understand how to develop, implement, and sustain successful entrepreneurial ventures.

LDR 714 Servant Leadership in Organizations 3 hours
This course explores the theoretical underpinnings and practical application of servant leadership in modern day organizations. Various models, theories, and characteristics of servant leadership will be examined. Students will develop a deep understanding of servant leadership and its implications for organizational behavior, culture, and performance. Students will also examine the Biblical foundations of servant leadership, conduct independent research, and develop their own leadership skills.

LDR 720 Leading Change in Educational Institutions 3 hours
In this course, students will utilize published research and case studies to critically examine the impact of leadership, followership, and context in effective change leadership in educational institutions. Students will use case studies to analyze why change initiatives are sometimes transformational, often run off course, and frequently fail.

LDR 721 Foundations of Personal Leadership Development 3 hours
In this course, students examine the history of leadership development, the history of leadership in educational institutions, and current leadership models as applied to the educational context and as combined with an inquiry into self-awareness and personal development. Students use research literature and analysis of current educational contexts to further develop their personal leadership philosophy.

LDR 722 Resource Development in Education 3 hours
In this course, students will explore research literature and examine the practical application of how educational institutions develop and steward resources. In particular, students will focus on allocating resources, enrollment strategies, fundraising initiatives, revenue generation, and strategic budgeting.

LDR 723 Contemporary Issues in Educational Leadership 3 hours
In this course, students will engage with the relevant, contemporary issues that are essential for leaders to critically examine in educational institutions. Utilizing a theological framework, students will develop and extend their knowledge of current issues and trends in education. Students will critically engage with philosophical ideologies and a pragmatic understanding of leadership that includes but is not limited to, ethics, gender, race, ethnicity, risk, and safety.

LDR 724 School Governance and the Law in Educational Leadership 3 hours
In this course, students will critically examine organization, governance, culture, and the law in educational institutions. The course will explore school principal/university president leadership team dynamics, organizational models, governing board relations, organizational culture theory, and the legal framework in which educational institutions must flourish.

LDR 801 Dissertation Writing Stage I: Dissertation Proposal 3 hours
In this advisor-assisted course and seminar, students will clarify the primary focus of their research, identify supporting research literature, and design a research methodology to investigate their research question. Students submit a 25+ page research paper to demonstrate their comprehensive knowledge of leadership research. Once approved, students will defend their dissertation proposals before faculty and doctoral candidates. The Dissertation Proposal will form the foundation of Chapter One of their final dissertation. *Prerequisites: LDR 703, LDR 704, LDR 705, and LDR 706.*

LDR 802 Dissertation Writing Stage II 3 hours
In this course, students work with their advisors to draft their literature reviews (Chapter Two) and discussions of research methodology (Chapter 3). Students can begin their research once their research methodologies have been approved. *Prerequisite: LDR 801.*

LDR 803 Dissertation Writing Stage III 3 hours
In this course, students work with their advisors to draft their research findings (Chapter Four) and their discussions and conclusions of these findings and their implications (Chapter Five). *Prerequisite: LDR 802.*

LDR 804 Dissertation Defense and Final Submission 2 hours
The culmination of the Ph.D. program is the submission and defense of the research dissertation. Once the advisor approves the dissertation, students will defend their research in a formal Ph.D. viva before their dissertation committee. The committee may pass the dissertation as submitted or require minor corrections or substantial revisions before resubmission. The advisor must approve the corrected dissertation before final submission and binding. *Prerequisite: LDR 803.*

Physician Assistant Studies (MS)

Director, Lori Fauquher

The Physician Assistant Studies Program is a 27-month professional program consisting of 112 credit hours, including four semesters of didactic learning on campus followed by one year of supervised clinical practice experiences (clinical rotations) intended to develop competent servant-leaders who deliver compassionate whole-person healthcare from a Christ-centered focus.

Admission into the Taylor University PA Program requires an undergraduate degree and prerequisite courses in the sciences. Most prospective PA students will pursue a science-based bachelor's degree; however, any undergraduate major is acceptable if the prerequisites are completed. The PA Program will select a class of 40 students per cohort. The PA Program utilizes the Central Application System for Physician Assistants (CASPA) for all program applications. The PA Program uses a holistic application review process with focus on a candidate's service experience, leadership experience, recommendation letters, CASPA essay responses, and healthcare experience hours. Entry into the PA (MSPAS) program is a very competitive process and requires an invitation following an extensive interview process. Competitive candidates will often exceed the minimum requirements.

Founded on scientific principles and guided by biblical truths, the PA Program will develop competent and committed servant-leaders who provide whole-person healthcare in the communities they serve. As a reflection of the importance of whole-person care, the program will include a targeted focus on Lifestyle Medicine throughout our curriculum. We believe the greatest example of a faithful servant-leader exemplifying whole-person care is Jesus Christ. His heart will drive our program and be the standard for all we seek to accomplish. We seek to matriculate, educate, and graduate students who not only embrace academic excellence but also value community service and lifelong learning and professional growth. Our faculty have been prayerfully chosen to provide our students with educational expertise as well as spiritual guidance and support. Your journey and transformation from PA student to a successful, practicing healthcare provider is our priority.

Additional requirements and program details are included in the Physician Assistant Studies Program Student Handbook: https://www.taylor.edu/_docs/academics/degrees/physician-assistant-studies/pa-student-handbook.pdf

For more information on the PA Program, please visit our website: https://www.taylor.edu/academics/degrees/physician-assistant/.

Physician Assistant Studies (MS)

The Master of Science degree in Physician Assistant Studies requires 112 credit hours and a minimum of 10 hours of service.

Didactic Requirements

Course	Hours	Title
PAS 504	5	Clinical Anatomy
PAS 508	6	Clinical Physiology and Pathophysiology
PAS 512	2	PA Roles and Responsibilities
PAS 516	2	Christ-Centered Care
PAS 520	2	Introduction to Pharmacology
PAS 524	1	Ultrasound, Review, and Renew
PAS 528	4	Diagnostic Studies and Medical Imaging
PAS 532	5	Clinical Medicine and Pharmacotherapeutics I
PAS 536	3	History and Physical Exam I
PAS 540	3	Interpreting the Medical Literature and EBM
PAS 544	2	Lifestyle Medicine I
PAS 552	1	Medical Decision-Making I
PAS 554	5	Clinical Medicine and Pharmacotherapeutics II
PAS 558	3	History and Physical Exam II
PAS 562	3	Social and Behavioral Medicine
PAS 566	2	Lifestyle Medicine II
PAS 568	2	Pediatrics
PAS 574	1	Medical Decision-Making II
PAS 578	5	Clinical Medicine and Pharmacotherapeutics III
PAS 582	3	Acute Care
PAS 586	4	Clinical and Technical Skills
PAS 590	2	Lifestyle Medicine III
PAS 595	1	Medical Decision-Making III
PAS 598	2	Medical Ethics and Issues in Professional Practice
PAS 600	2	Formative Experience

Clinical Requirements

Course	Hours	Title
PAS 610	4	Behavioral Medicine Supervised Clinical Practice Experience
PAS 615	2	Core Content I
PAS 620	4	Emergency Medicine Supervised Clinical Practice Experience
PAS 625	1	Core Content II
PAS 630	4	Family Medicine Supervised Clinical Practice Experience
PAS 635	1	Core Content III
PAS 640	4	Internal Medicine Supervised Clinical Practice Experience
PAS 650	4	Pediatrics Supervised Clinical Practice Experience
PAS 660	4	Surgery Supervised Clinical Practice Experience
PAS 670	4	Women's Health Supervised Clinical Practice Experience
PAS 680	4	Elective I Supervised Clinical Practice Experience
PAS 690	4	Elective II Supervised Clinical Practice Experience
PAS 695	1	Capstone Project/Summative

Physician Assistant Studies Courses

PAS 504 Clinical Anatomy   **5 hours**
This course will introduce foundational concepts, structure, and function of the human body. Students will have the opportunity to learn through didactic lecture, interactive anatomy learning modalities, and demonstration. This course will run concurrently with physiology and pathophysiology to provide a better understanding of the structures of the body and how the systems work together. Additionally, there will be a focus on clinical application of anatomy throughout the course.

PAS 508 Clinical Physiology and Pathophysiology   **6 hours**
This course covers foundational, systems-based physiology and regulatory mechanisms. Healthy state function as well as maintenance of homeostasis will be explored. Content progression will start from the cellular level and advance towards understanding the functioning of entire organ systems as they relate to the whole person. Additionally, this course will examine common pathological conditions and their secondary effects.

PAS 512 PA Roles and Responsibilities   **2 hours**
This course covers various aspects of the Physician Assistant's role within healthcare systems. It includes the profession's historical background, scope of practice, collaboration with physicians, state practice laws, and effective techniques for interprofessional practice.

PAS 516 Christ-Centered Care   **2 hours**
This course is designed to prepare students to integrate principles of Christian faith with the practice of medicine, emphasizing compassionate and holistic patient care within the context of Christian values and ethics. This course aims to equip students provide care to patients of diverse backgrounds while incorporating spiritual care and ethical considerations rooted in Christian principles.

PAS 520 Introduction to Pharmacology   **2 hours**
This course introduces the basic principles of pharmacokinetics and pharmacodynamics, drug mechanisms and interactions, classes of medications, and drug administration. Through a combination of didactic instruction, case-based learning, and interactive discussions, students will develop the knowledge, skills, and competencies necessary to safely and effectively manage medications as part of patient care.

PAS 524 Ultrasound, Review, and Renew   **1 hour**
This course is a combination of learning new material in ultrasound and utilizing what was learned in anatomy, pharmacology, physiology and pathophysiology. Students will be introduced to the basics of ultrasound. The ultrasound section will include lectures and hands-on application opportunities. This course will also include an interprofessional educational activity required for all students.

PAS 528 Diagnostic Studies and Medical Imaging   **4 hours**
This course introduces diagnostic studies and medical imaging techniques commonly utilized in clinical practice. Through this course students will learn the basics of diagnostic testing, how to interpret findings, and the basis of selection of which studies and imaging are best for diagnosing patients based on patient findings. Through a combination of didactic lectures, hands-on laboratory sessions, and clinical case discussions, students will gain the necessary knowledge and skills to effectively interpret and apply various diagnostic modalities in patient care.

PAS 532 Clinical Medicine and Pharmacotherapeutics I   **5 hours**
The first course of a three-part series will focus primarily on pulmonology, cardiology, infectious disease, and dermatology. Each discussion on these topics will include a similar configuration including coverage of the disease-specific etiology, epidemiology, clinical manifestations, diagnosis, differential diagnosis, treatment, and prognostic factors. Disease process discussions will also be presented in conjunction with therapeutic options. Therapeutic characteristics will build upon principles discussed in the Introduction to Pharmacology.

PAS 536 History and Physical Exam I   **3 hours**
This course introduces the foundations of medical interviewing, history taking, physical exam, and proper documentation of the patient encounter. This includes an introduction to the head-to-toe physical exam and special tests for different focused examinations. Additionally, students will learn how to communicate effectively and empathetically with different patient populations, how to approach patient counseling, and how to communicate with supervisors and colleagues. Emphasis is placed on proper technique, efficiency, and patient sensitivity.

PAS 540 Interpreting the Medical Literature and EBM   **3 hours**
This course is designed to equip students with the skills necessary to critically evaluate and interpret medical literature and apply evidence-based medicine (EBM) principles in clinical practice. Through a combination of lectures, discussions, and practical exercises, students will learn how to evaluate research studies, understand statistical methods, and integrate evidence into clinical decision-making processes.

PAS 544 Lifestyle Medicine I   **2 hours**
The Lifestyle Medicine courses are designed to equip students with the knowledge and skills necessary to approach patients from a perspective of promoting healthy lifestyle behaviors and preventing chronic diseases through evidence-based interventions. This course emphasizes the importance of lifestyle factors, such as nutrition, physical activity, stress management, sleep hygiene, avoidance of risky substances, and positive social connections in optimizing patient health and well-being. Through a combination of didactic lectures, case-based discussions, experiential learning activities, and practical skill-building exercises, students will learn to integrate lifestyle medicine principles into clinical practice to address the root causes of disease and improve patient outcomes.

PAS 566 Lifestyle Medicine II   **2 hours**
The Lifestyle Medicine courses are designed to equip students with the knowledge and skills necessary to approach patients from a perspective of promoting healthy lifestyle behaviors and preventing chronic diseases through evidence-based interventions. This course emphasizes the importance of lifestyle factors, such as nutrition, physical activity, stress management, sleep hygiene, avoidance of risky substances, and positive social connections in optimizing patient health and well-being. Through a combination of didactic lectures, case-based discussions, experiential learning activities, and practical skill-building exercises, students will learn to integrate lifestyle medicine principles into clinical practice to address the root causes of disease and improve patient outcomes.

PAS 590 Lifestyle Medicine III   **2 hours**
The Lifestyle Medicine courses are designed to equip students with the knowledge and skills necessary to approach patients from a perspective of promoting healthy lifestyle behaviors and preventing chronic diseases through evidence-based interventions. This course emphasizes the importance of lifestyle factors, such as nutrition, physical activity, stress management, sleep hygiene, avoidance of risky substances, and positive social connections in optimizing patient health and well-being. Through a combination of didactic lectures, case-based discussions, experiential learning activities, and practical skill-building exercises, students will learn to integrate lifestyle medicine principles into clinical practice to address the root causes of disease and improve patient outcomes.

PAS 552 Medical Decision-Making I   **1 hour**
This is the first course of a three-part series that will utilize problem-based learning techniques to facilitate the application of previously covered topics into clinical scenarios. This course will parallel Clinical Medicine and Pharmacotherapeutics I. This application-type course will utilize a team approach and will foster the dynamic decision-making process of clinical practice as it relates to a patient encounter.

PAS 554 Clinical Medicine and Pharmacotherapeutics II   **5 hours**
This is the second course of a three-part series. This course will focus primarily on the following systems: gastrointestinal, genitourinary, reproductive, endocrine, and renal. Course content will include a similar configuration including coverage of the disease-specific etiology, epidemiology, clinical features, diagnosis, treatment, and prognostic factors. Disease process discussions will also be presented in conjunction with therapeutic options. Therapeutic characteristics will build upon principles discussed in the prior term Pharmacology course.

PAS 558 History and Physical Exam II   **3 hours**
This course is a continuation of History and Physical Exam I. This course will include more detailed exams and refinement of the skills acquired in History and Physical Exam I, with an emphasis on the application of the material learned in the first course. This includes a focus on various age groups, different clinical settings, and levels of care. Advanced communication with patients related to more complex and difficult topics is addressed, including approaching sensitive topics, death and dying, culture-sensitive situations, and addressing extreme age groups.

PAS 562 Social and Behavioral Medicine   **3 hours**
This course is designed to provide comprehensive education and training in the assessment, diagnosis, treatment, and management of mental health conditions commonly encountered in clinical practice. Students will also learn how to effectively integrate principles of social and behavioral medicine into clinical practice to address the diverse needs of patients across the lifespan. Through a combination of lectures, case studies, clinical simulations, and practical experiences, students will develop the knowledge and skills necessary to deliver competent and compassionate care to individuals with mental health concerns. Students will also gain a deeper appreciation of social determinants of health and their impact on patient outcomes as well as cultural sensitivity.

PAS 568 Pediatrics   **2 hours**
This course will focus on beginning-of-life care issues. This is a special population that has unique physiological, developmental, and psychosocial aspects of care important to recognize in any specialty of medicine. Areas highlighted in this course are congenital disorders, genetic disorders, normal aging, and milestones. This population requires effective communication with patients and family members while discussing sensitive topics.

PAS 574 Medical Decision-Making II   **1 hour**
This is the second course of a three-part series that will utilize problem-based learning techniques to facilitate the application of previously covered topics into clinical scenarios. This course will parallel Clinical Medicine and Pharmacotherapeutics II. This application-type course will utilize a team approach and will foster the dynamic decision-making process of clinical practice as it relates to a patient encounter.

PAS 578 Clinical Medicine and Pharmacotherapeutics III **5 hours**
This is the final course of a three-part series. This course will focus primarily on the following systems: hematologic, musculoskeletal, and neurologic. Also covered will be eyes, ears, nose, throat, and oncology. Course content will include a similar configuration including coverage of the disease-specific etiology, epidemiology, clinical features, diagnosis, treatment, and prognostic factors. Disease process discussions will also be presented in conjunction with therapeutic options. Therapeutic characteristics will build upon principles discussed in Introduction to Pharmacology. This course will explore specific drug interactions, pharmacokinetics, pharmacodynamics, and adverse effects.

PAS 582 Acute Care   **3 hours**
This course emphasizes the assessment, diagnosis, management, and treatment of acute illnesses and injuries commonly encountered in clinical practice. This will build on prior clinical knowledge as this course will discuss more complex management, decision making, and management within the acute care setting. Students will learn the differences between emergency and acute illnesses versus chronic and non-emergent conditions.

PAS 586 Clinical and Technical Skills   **4 hours**
This course introduces the foundational clinical and technical skills necessary for competent and compassionate medical care. A variety of common primary care procedures and skills are presented through lectures, simulations, and hands-on practice sessions. Students will become proficient in a wide range of clinical procedures and technical tasks essential for successful practice in various healthcare settings.

PAS 595 Medical Decision-Making III   **1 hour**
This is the final course of a three-part series that will utilize problem-based learning techniques to facilitate the application of previously covered topics into clinical scenarios. This course will parallel Clinical Medicine and Pharmacotherapeutics III. This application-type course will utilize a team approach and will foster the dynamic decision-making process of clinical practice as it relates to a patient encounter.

PAS 598 Medical Ethics and Issues in Professional Practice   **2 hours**
This course will explore common ethical issues in clinical practice. It will provide a platform to apply Biblically founded critical thinking skills to challenging ethical situations. There will be opportunities to debate and disagree with civility. Opposing viewpoints will be discussed and considered. Also, there will be activities designed to highlight every person's dignity and value even if they hold a different ethical perspective.

PAS 600 Formative Experience   **2 hours**
This course is designed to assess the student's progression in meeting program competencies and preparedness to enter clinical rotations. Students will be assessed (P/F) on all program competencies through knowledge tests, OSCEs, and skill stations. Students must demonstrate a minimum competency in all domains to pass the course; however, the primary focus is to identify each student's areas of strength and weakness to allow remediation activities to occur prior to entering the clinical phase of the program. Additionally, this course will include clinical year orientation activities and preparation for entering the clinical rotation phase of the program. *Pass/fail only.*

PAS 615 Core Content I   **2 hours**
The Core Content course is designed as a longitudinal course to be delivered over the course of 3 semesters during the clinical phase of the PA Program. The in-person delivery of the course is conducted during scheduled end-of-rotation days on campus with some components delivered virtually. The material in these courses will be delivered by a variety of lecturers and activities throughout the year. Over the course of the clinical year, instructors and guest lecturers will deliver topics relevant to clinical medicine, professional practice, and PANCE preparation. In addition, course content will be directed to ensure students maintain proficiency in skills and core medical knowledge during the clinical year, given the variety of experiences that will be encountered by students during clinical rotations in an array of settings and disciplines. A variety of topics will be covered. Content will also be offered to provide the student with an introduction to guide their entry into professional practice and current trends of the PA profession. This may include, but is not limited to topics such as networking, interview techniques, resume development, contract negotiation, certification, and prescriptive practice.

PAS 625 Core Content II   **1 hour**
The Core Content course is designed as a longitudinal course to be delivered over the course of 3 semesters during the clinical phase of the PA Program. The in-person delivery of the course is conducted during scheduled end-of-rotation days on campus with some components delivered virtually. The material in these courses will be delivered by a variety of lecturers and activities throughout the year. Over the course of the clinical year, instructors and guest lecturers will deliver topics relevant to clinical medicine, professional practice, and PANCE preparation. In addition, course content will be directed to ensure students maintain proficiency in skills and core medical knowledge during the clinical year, given the variety of experiences that will be encountered by students during clinical rotations in an array of settings and disciplines. A variety of topics will be covered. Content will also be offered to provide the student with an introduction to guide their entry into professional practice and current trends of the PA profession. This may include, but is not limited to topics such as networking, interview techniques, resume development, contract negotiation, certification, and prescriptive practice.

PAS 635 Core Content III   **1 hour**
The Core Content course is designed as a longitudinal course to be delivered over the course of 3 semesters during the clinical phase of the PA Program. The in-person delivery of the course is conducted during scheduled end-of-rotation days on campus with some components delivered virtually. The material in these courses will be delivered by a variety of lecturers and activities throughout the year. Over the course of the clinical year, instructors and guest lecturers will deliver topics relevant to clinical medicine, professional practice, and PANCE preparation. In addition, course content will be directed to ensure students maintain proficiency in skills and core medical knowledge during the clinical year, given the variety of experiences that will be encountered by students during clinical rotations in an array of settings and disciplines. A variety of topics will be covered. Content will also be offered to provide the student with an introduction to guide their entry into professional practice and current trends of the PA profession. This may include, but is not limited to topics such as networking, interview techniques, resume development, contract negotiation, certification, and prescriptive practice.

PAS 610 Behavioral Medicine Supervised Clinical Practice Experience
                                                                    4 hours
The Supervised Clinical Practice Experience (SCPE) in Mental Health is designed to provide hands-on training and experiential learning opportunities in the assessment, diagnosis, treatment, and management of mental health disorders, psychosocial factors, and behavioral health concerns. Under the guidance of experienced preceptors, students will engage in clinical rotations within diverse mental health settings to develop the knowledge, skills, and competencies necessary to deliver high-quality care to individuals with psychiatric and behavioral health needs.

PAS 620 Emergency Medicine Supervised Clinical Practice Experience
                                                                    4 hours
The Emergency Medicine Supervised Clinical Practice Experience (SCPE) is designed to provide students with intensive training and supervised clinical exposure in the fast-paced and dynamic environment of emergency medicine. Through immersive clinical experiences in emergency departments (ED) and urgent care settings, students will develop proficiency in the assessment, stabilization, and management of a wide range of acute and emergent medical conditions. Under the guidance of experienced emergency medicine preceptors, students will refine their clinical skills, enhance their diagnostic reasoning abilities, and strengthen their communication and teamwork skills.

PAS 630 Family Medicine Supervised Clinical Practice Experience   **4 hours**
The Family Medicine Supervised Clinical Practice Experience (SCPE) is designed to provide students with hands-on training and supervised clinical exposure in the primary care setting. Through immersion in a family medicine practice, students will gain practical experience in diagnosing, managing, and preventing a wide range of acute and chronic health conditions across the lifespan. Under the guidance of experienced preceptors, students will develop essential clinical skills, enhance their diagnostic reasoning abilities, and refine their patient communication and management skills.

PAS 640 Internal Medicine Supervised Clinical Practice Experience   4 hours
The Internal Medicine Supervised Clinical Practice Experience (SCPE) is designed to provide students with hands-on training and supervised clinical exposure in the field of internal medicine. Through immersive clinical experiences in inpatient and outpatient settings, students will develop proficiency in diagnosing, managing, and preventing a wide range of acute and chronic medical conditions encountered in adult patients. Under the guidance of experienced preceptors, students will refine their clinical skills, enhance their diagnostic reasoning abilities, and strengthen their communication and collaboration skills.

PAS 650 Pediatrics Supervised Clinical Practice Experience   **4 hours**
The Pediatrics Supervised Clinical Practice Experience (SCPE) is designed to provide students with practical training and supervised clinical exposure in the field of pediatric medicine. Through hands-on experiences in various pediatric healthcare settings, students will develop proficiency in assessing, diagnosing, and managing common pediatric conditions in prenatal, infant, child, and adolescent patients. Under the guidance of experienced preceptors, students will refine their clinical skills, enhance their pediatric-specific knowledge base, and strengthen their communication and collaboration skills within a pediatric healthcare team.

PAS 660 Surgery Supervised Clinical Practice Experience   **4 hours**
The Surgery Supervised Clinical Practice Experience (SCPE) is designed to provide physician assistant students with specialized training and supervised clinical exposure in surgical specialties. Through immersive clinical experiences in operating rooms, outpatient clinics, and inpatient settings, students will develop proficiency in assisting in surgical procedures, managing preoperative and postoperative care, and collaborating within multidisciplinary surgical teams. Under the guidance of experienced surgical preceptors, students will refine their clinical skills, enhance their diagnostic reasoning abilities, and strengthen their communication and collaboration skills.

PAS 670 Women's Health Supervised Clinical Practice Experience 4 hours
The Women's Health Supervised Clinical Practice Experience (SCPE) is designed to provide students with specialized training and supervised clinical exposure in the field of women's health. Through immersive clinical experiences in both outpatient and inpatient settings, students will develop proficiency in providing comprehensive care to women across the lifespan, addressing a wide range of gynecological, obstetric, and reproductive health needs. Under the guidance of experienced preceptors, students will refine their clinical skills, enhance their diagnostic reasoning abilities, and strengthen their communication and collaboration skills.

PAS 680 Elective I Supervised Clinical Practice Experience   **4 hours**
The Elective Supervised Clinical Practice Experience (SCPE) offers physician assistant students the opportunity to tailor their clinical training to their individual interests, career goals, and professional development needs. This elective rotation allows students to gain hands-on experience in a specialized area of medicine or healthcare practice under the supervision and mentorship of experienced preceptors. Through immersion in the elective setting, students will deepen their clinical knowledge, refine their procedural skills, and explore advanced topics in their chosen specialty.

PAS 690 Elective II Supervised Clinical Practice Experience   **4 hours**
The Elective Supervised Clinical Practice Experience (SCPE) offers physician assistant students the opportunity to tailor their clinical training to their individual interests, career goals, and professional development needs. This elective rotation allows students to gain hands-on experience in a specialized area of medicine or healthcare practice under the supervision and mentorship of experienced preceptors. Through immersion in the elective setting, students will deepen their clinical knowledge, refine their procedural skills, and explore advanced topics in their chosen specialty.

PAS 695 Capstone Project/Summative   **1 hour**
This course is designed to assess the student's progression in meeting program competencies and preparedness to sit for the national board exam (PANCE) and enter clinical practice. Students will be assessed (P/F) on all program competencies through knowledge tests, OSCEs, and skill stations. Students must demonstrate a minimum competency in all domains to pass the course. This course is an accreditation requirement for program endorsement of students and must be passed to be eligible to sit for the PANCE exam. This course will also mark the culmination of a longitudinal capstone research project. Students will choose a topic of their choice in the first semester of the program, with approval from a faculty member, and work with a faculty mentor to prepare a paper or presentation. This is not intended to be original research, but can be a literature review or in-depth research project on a topic relevant to clinical practice or the field of healthcare. Projects will be presented in the last month of the program and evaluated by peers and faculty. *Pass/fail only.*

Transition to Teaching/Graduate Online Licensure Programs

Director, April Dickey

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

Candidates desiring a secondary license will complete an 18-credit hour course of study. The Transition to Teaching Elementary, All Grade (P-12), Mild Intervention, and TESOL (P-12) Licensure Programs each are a 24-credit hour course of study. Each candidate must meet all state licensure requirements of the Indiana Department of Education which include state licensure exams, CPR training, suicide prevention training, human trafficking training, and child abuse/neglect training. A ten-week student teaching experience is a mandatory component for each of these programs. Upon successful completion of all program and Indiana Department of Education requirements, a candidate may apply for an Indiana teaching license.

Additional licensure programs are available to those who are already licensed and wish to add to their existing teaching license.

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

The SpEd Intense P-12 Licensure Program allows a candidate who already possesses a current Indiana license in Exceptional Needs: Mild Intervention to add Exceptional Needs: Intense Intervention (P-12) to his or her license. This program is a series of three courses that include field experience components. Student teaching is not required. Upon completion of coursework and passage of state-required competency licensure exam(s), a candidate will be eligible to add this licensure to his or her license.

The Teaching English to Speakers of Other Languages (TESOL) P-12 Licensure Program allows a candidate who already possesses a current Indiana teaching license to add the ENL/ESL P-12 Licensure to his or her license. This licensure prepares teachers to work with English learners of all ages, in ESL classrooms or in mainstream classrooms. This program is a series of five courses, some of which include a field experience component. Upon completion of coursework and the passage of state-required competency licensure exam(s), a candidate will be eligible to add this licensure to his or her existing license.

For additional information and an application, please visit online at https://www.taylor.edu/academics/programs/online/ or contact the director of the program at (765) 998-5145.

Transition to Teaching – All-Grade (P-12) Licensure Program

The all-grade (P-12) licensure program requires 24 credit hours.

Requirements
SED 520	3	Exceptional Children
TTT 510	3	Introduction to the Education Profession
TTT 520	3	Educational Psychology
TTT 535	2	Literacy in the Content Area for Secondary Teachers
TTT 551	1	Classroom Management for Elementary Teachers
TTT 552	1	Classroom Management for Secondary Teachers
TTT 555	3	Secondary Methods
TTT 560	3	Early Literacy Experiences and Assessments: K-3
TTT 581	2	Elementary Methods
TTT 590	3	Student Teaching

Transition to Teaching – Elementary Licensure Program

The elementary licensure program requires 24 credit hours.

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

Transition to Teaching – Mild Intervention (P-12) Licensure Program

The mild intervention (P-12) licensure program requires 24 credit hours.

Requirements
SED 525	3	Educating Exceptional Learners
SED 530	3	Foundations of Special Education
SED 540	3	Assessment of Exceptional Learners
SED 550	3	Behavior Management
SED 555	3	Methods of Special Education
TTT 520	3	Educational Psychology
TTT 560	3	Early Literacy Experiences and Assessments: K-3
TTT 590	3	Student Teaching

Transition to Teaching – Secondary Licensure Program

The secondary licensure program requires 18 credit hours.

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

Transition to Teaching – TESOL (P-12) Licensure Program

The TESOL P-12 licensure program requires 24 credit hours.

Requirements
TSL 501	3	Introduction to Second Language Acquisition and the Field of TESOL
TSL 503	3	Methods and Assessment in TESOL
TSL 505	3	Pedagogical Grammar and Applied Linguistics in TESOL
TSL 510	3	Teaching ELL in P-12 Classroom
TTT 510	3	Introduction to the Education Profession
TTT 520	3	Educational Psychology
TTT 560	3	Early Literacy Experiences and Assessments: K-3
TTT 590	3	Student Teaching

The following advanced programs are for those who are already licensed and wish to add a specialty area to their existing teaching license.

SpEd Mild-Moderate P-12 Licensure Program

The SpEd Mild-Moderate P-12 licensure program requires 18 credit hours.

Requirements

SED 520	3	Exceptional Children
SED 530	3	Foundations of Special Education
SED 540	3	Assessment of Exceptional Learners
SED 550	3	Behavior Management
SED 555	3	Methods of Special Education
TTT 560	3	Early Literacy Experiences and Assessments: K-3

SpEd Intense P-12 Licensure Program

The SpEd Intense P-12 licensure program requires 9 credit hours.

Requirements

SED 575	3	Low-Incidence Disabilities-Instruction and Learning
SED 580	3	Low-Incidence Disabilities-Independence and Self-determination
SED 590	3	Low-Incidence Disabilities-Collaboration and Individualized Programs

Teaching English to Speakers of Other Languages (TESOL) P-12 Licensure Program

The TESOL P-12 licensure program requires 15 credit hours.

Requirements

TSL 501	3	Introduction to Second Language Acquisition and the Field of TESOL
TSL 503	3	Methods and Assessment in TESOL
TSL 505	3	Pedagogical Grammar and Applied Linguistics in TESOL
TSL 510	3	Teaching ELL in P-12 Classroom
TSL 582	3	Seminar with Field Experience in TESOL

Special Education Courses

SED 520 Exceptional Children **3 hours**
This course is designed to prepare the teacher candidate for the challenge of meeting the needs of exceptional children in the classroom. A general study of exceptional children focuses on the inclusion of students with disabilities in the general education classroom. Topics addressed in the course are the identification process for individuals with disabilities, their characteristics and unique needs, delivery of services, and instructional strategies within all content areas.

SED 525 Educating Exceptional Learners **3 hours**
This course studies the historical, philosophical, and sociological foundations of education and prepares teachers to apply knowledge and skills to meet the diverse needs of students with exceptionalities. Candidates will be empowered to discern the various abilities of students with mild to moderate characteristics. Topics include concepts of teaching, lesson planning, and inclusion through the lens of InTASC, state, and professional organizational principles. This course includes a field experience.

SED 530 Foundations of Special Education **3 hours**
This course is a study of the special education profession, encompassing 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. Course content addresses P-12 students regarding early intervention, human growth and development, individual differences, diversity, and families and communities to meet the needs of students with disabilities.

SED 535 Critical Issues in Special Education **3 hours**
This course is an overview of the contemporary issues surrounding the inclusion of students with mild to moderate disabilities in public schools. The purpose of this course is to empower the prospective teacher of special education through their preparation to respond to issues they will encounter in the profession. Students will explore a wide variety of issues and trends currently impacting the field of special education. Students will gain an understanding of the important issues surrounding the inclusion of students with mild to moderate disabilities in public schools. *Prerequisites: SED 520 and SED 530.*

SED 540 Assessment of Exceptional Learners **3 hours**
This course focuses on formal and informal assessments, including how to effectively assess reading and writing. Instructions are presented on how to use assessment results 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 component. *Prerequisites: SED 520 and SED 530.*

SED 550 Behavior Management **3 hours**
This course focuses on creating and supporting safe, respectful, and productive learning environments for students with disabilities. Topics covered include the use of a range of preventive and responsive practices to support social, emotional, and educational well-being. Students employ behavioral assessments in developing behavior intervention and progress monitoring plans for students with disabilities. Includes a field experience component. *Prerequisites: SED 520 or SED 525; and SED 530.*

SED 555 Methods of Special Education **3 hours**
This course prepares students to apply an understanding of academic subject matter content of the general curriculum and specialized curricula to inform programmatic and instructional decisions for learners with exceptionalities. Students are required to use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Students will implement explicit, systematic direct instructional strategies in core content areas to individualize instruction to support students with exceptionalities. Includes a field experience component. Prerequisites: SED 520 or SED 525; and SED 530.

SED 575 Low-Incidence Disabilities-Instruction and Learning **3 hours**
This course is designed for candidates to operationalize knowledge of the curriculum principles to design systematic instruction for individuals with intense disabilities. The focus is on research-based strategies for promoting academic and social-emotional success. Historical and legal aspects will inform instruction to meet students' current learning needs as well as preparation for adulthood. Candidates will relate characteristics and etiological backgrounds of preschool children through adolescence with intense disabilities to assess and design individualized and effective instruction. The roles and types of technologies in the teaching and learning process will be included. This course includes a field experience teaching students with intense disabilities.

SED 580 Low-Incidence Disabilities-Independence and Self-Determination 3 hours
This course provides candidates with the skills to evaluate and design effective individualized programs based upon instructional needs related to independence and self-determination for students with intense disabilities. An informed decision-making process based upon student, family, and diagnostic procedures are the focus. Theories and principles related to the skills for independence and self-determination are applied to design individualized programs to address daily living, job and community, and self-management of behaviors for students. This course includes a field experience teaching students with intense disabilities.

SED 590 Low-Incidence Disabilities-Collaboration and Individualized Programs 3 hours
The course focuses on the application of effective strategies of communication and collaboration for promoting the success of children and adolescents with intense disabilities. The consultative and collaborative skills and roles of special education teachers will be applied to advance the learning experiences and outcomes for students. Content includes current issues and trends related to various programs, and services. Culturally competent services, parent involvement, and the role of students with intense disabilities are addressed. This course includes a field experience teaching students with intense disabilities.

TSL 501 Introduction to Second Language Acquisition
and the Field of TESOL   **3 hours**
This course discusses the role of the English language in the contemporary world and how language and culture shape human interactions. It provides an introductory understanding of the field of second language acquisition from the perspective of both learning and teaching a new language. It also explores the teaching of English in ministry in U.S. and international contexts. *Includes 5 hours of TESOL/cross-cultural experience.*

TSL 503 Methods and Assessment in TESOL   **3 hours**
This course develops understanding and skill in classroom instruction of English learners including lesson planning, teaching, and assessment. Topics include teaching methods and techniques for all aspects of English language development, educational technology, curricular planning, and formative assessment. *Includes a 20-hour field experience lab. Prerequisite: TSL 501.*

TSL 505 Pedagogical Grammar and Applied Linguistics in TESOL 3 hours
This course introduces applied linguistics and its practical implications in language teaching. Provides study of English grammar and how English structures are taught and explained to English learners. *Prerequisite: TSL 501.*

TSL 510 Teaching ELL in P-12 Classroom   **3 hours**
This course addresses English language learners (ELLs) in P-12 classrooms. Investigates TESOL-related legislation and its effect on schools, students, and teachers, as well as types of ESOL programs used in U.S. schools and their effectiveness. Studies effective advocacy, strategies for collaboration with families and non-ESOL colleagues and paraprofessionals, and helpful resources and services. *Prerequisite: TSL 501.*

TSL 515 Theories and Models of Bilingual Education   **3 hours**
This course introduces the history, theories, and current models of bilingual and multilingual education. Students will understand theories underpinning bilingual education and how these theories are enacted differently in different contexts. Students will learn about bilingual education terms, contexts, and models such as dual immersion, one-way/two-way, late/early, language minority and language majority, and other terms and models. Students will apply their learning as they investigate real bilingual education programs in diverse contests.

TSL 582 Seminar with Field Experience in TESOL   **3 hours**
This course is comprised of a supervised ESOL field experience totaling a minimum of 40 hours, plus accompanying seminar sessions focused on reflection, development of teaching skill, and TESOL professionalization. *Prerequisites: TSL 501, TSL 503, and TSL 505. This course has a minimum 40-hour field experience.*

TSL 615 Pedagogy and Practices in Bilingual Education   **3 hours**
In this course, students learn pedagogical practices which contribute to effective bilingual education. They will apply their learning of appropriate methods, strategies, and assessment in bilingual education through a 20-hour field experience in a bilingual education setting. Students also will learn how to assess a bilingual education program, understanding contextual needs and realities, and applying their learning to a specific bilingual education context. *Prerequisite: TSL 515.*

Transition to Teaching Courses

TTT 510 Introduction to the Education Profession   **3 hours**
A study of the historical, philosophical, and sociological foundations of education. The organization, role, and funding of the public school (K-12) in a multicultural society are examined. Topics include court cases related to education, INTASC principles, concepts of teaching, lesson planning, educational technology, and educational ethics. The course also includes an introduction to candidate portfolio. Includes a field experience lab.

TTT 520 Educational Psychology   **3 hours**
The study and application of learning theories and psychological concepts and principles to the teaching-learning process. Cognitive, affective, and psychomotor aspects of the teaching-learning process are considered. Other topics included are statistics, tests and measurement, teaching models, principles of assessment, lesson planning, issues related to diverse student populations, motivation, and classroom management. This course includes field experience.

TTT 535   Literacy in the Content Area for Secondary Teachers   2 hours
This course is designed to provide practical procedures for developing effective literacy skills at the junior high, middle, and secondary school levels. Focuses on understanding the relationships between the processes of literacy and the learning of content. Strategies on how to meet the total range of student literacy needs in the classroom are addressed to increase student competency. Methods and materials to enhance advanced comprehension and study skills of adolescents in a diverse society are presented. Includes a field experience component. *Prerequisites: TTT 510 and TTT 520.*

TTT 540 Mathematics in the Elementary Classroom   **3 hours**
A content-methods course for elementary teacher preparation which is a study of number systems, operations, geometry, measurement, data analysis/probability, and state accountability requirements in math (NCLB). There is a special reference to teaching materials, laboratory methods and pedagogy, including classroom use of manipulatives and technology. Includes a field experience. *Prerequisites: TTT 510 and TTT 520.*

TTT 551 Classroom Management for Elementary Teachers   1 hour
This course is designed to assist candidates preparing for the elementary classroom in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Candidates develop a plan for discipline and classroom management which utilizes a proactive approach based on positive ethical practices consistent with Christian and democratic principles. Several widely accepted discipline theories along with the study of legal implications for teachers are used in conjunction with observations and case studies to assist candidates in developing effective discipline plans. This course includes field experience. *Prerequisites: TTT 510 and TTT 520.*

TTT 552 Classroom Management for Secondary Teachers   1 hour
This course is designed to assist candidates preparing for the secondary or P-12 classroom in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Candidates develop a plan for discipline and classroom management which utilizes a proactive approach based on positive ethical practices consistent with Christian and democratic principles. Several widely accepted discipline theories along with the study of legal implications for teachers are used in conjunction with observations and case studies to assist candidates in developing effective discipline plans. This course includes field experience. *Prerequisites: TTT 510 and TTT 520.*

TTT 555 Secondary Methods   **3 hours**
This course is designed for secondary education/P-12 candidates in the Transition to Teaching program. All aspects of planning, current effective teaching strategies, and evaluation of individual progress utilizing both traditional and non-traditional assessments are discussed. Aspects of adolescent literacy are included. Content specific assignments are included. This course includes field experience. *Prerequisites: TTT 510 and TTT 520.*

TTT 560 Early Literacy Experiences and Assessments: K-3   **3 hours**
This course focuses upon the teaching and assessment of literacy in the early elementary classroom. Topics incorporate techniques and methods for the instruction and assessment of the five essential components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Spelling and writing instruction are embedded. Course includes diagnostic and progress monitoring and the analysis of assessment data. It includes instruction on the components of scientifically based reading interventions that are direct, explicit, and multi-sensory. Includes a field experience component. *Prerequisites: SED 525 or TTT 510; and TTT 520.*

TTT 565 Middle Childhood Literacy and Assessment   **3 hours**
This course focuses upon the teaching and assessment of literacy in the middle childhood classroom to improve reading and writing outcomes for all students. It includes instruction on the components of scientifically based reading interventions that are direct, explicit, and multi-sensory. Topics include fluency, vocabulary, comprehension, writing, and spelling within appropriate texts. Includes a field experience component. *Prerequisites: TTT 510 and TTT 520.*

TTT 581 Elementary Methods   **2 hours**
An integrative approach of utilizing a variety of effective instructional methods and resources with content areas appropriate for elementary children. Strategies for working with diverse student populations and incorporating current technology are included. Topics include development of thematic units, implementation of various instructional strategies, lesson planning, and integration of elementary subject areas. Assignments are commensurate with graduate level work. This course includes field experience. *Prerequisites: TTT 510 and TTT 520.*

TTT 590 Student Teaching   **3 hours**
Student teaching is a ten week full-time teaching experience under the supervision of public or private school and college personnel. A portfolio is required to successfully complete student teaching. *Prerequisites: (a) approval by the Teacher Education Committee; (b) completion of required program courses.*