

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 programs with descriptions for these courses being the same for all, but carrying different prefixes and applicable pre-requisites. Registration forms are available online at <https://www.taylor.edu/about/offices/registrar/forms>

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

560 **Independent Study** **1-3 hours**
An individualized, directed study involving a specified topic.

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

593 **Practicum** **1-3 hours**
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.

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.*



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 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, Kelly Yordy

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 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	Intercultural Leadership and Cultural Competencies	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 Intercultural Leadership and Cultural Competencies 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 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	Intercultural Leadership and Cultural Competencies
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 one 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 Intercultural Leadership and Cultural Competencies 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.*

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.*

LDR 708 Managing People, Leading Change: Organization, Culture, and Strategy 3 hours
In this course, students will use published research and case studies to critically examine the impact of leadership, followers, and context in effective change leadership. Students will use case studies to analyze why change initiatives are sometimes transformational, often run off course, and frequently fail.

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.*

Ministry (MA)

Graduate Chair, Michael Severe

The mission of the Master of Arts in Ministry is to prepare leaders for the challenges of designing effective 21st century ministry. In support of Taylor's overall mission and in partnership with a number of churches and denominations, the program prepares spiritually maturing ministry leaders who facilitate the processes of spiritual formation in others for compassionate and effective service to the Church and the world. The program provides a foundation for students who are pursuing careers in church ministry, para-church ministry, or graduate school. The program is characterized by a whole-person focus. Courses balance theory and practice as the biblical, theological, historical, philosophical, and educational foundations of ministry are explored. Spiritual formation in the context of a learning community is emphasized. Students learn collaborative thinking, planning, programming, and evaluation strategies while they are using and identifying their spiritual gifts in ministry and for impact in the world.

Ministry (MA)

The Master of Arts degree in Ministry requires 36 hours. Most courses are face-to-face, 8-week modular courses in seminar form, held at our ministry partner locations in Indianapolis and Fort Wayne, Indiana. Students typically carry out their 6 hours of ministry residency courses while participating in 6 semesters of ministry work at an approved ministry site.

Requirements

MAM 500	3	Ministry Seminar	MAM 620	3	Leading in Ministry
MAM 540	3	Teaching for Transformation	MAM 640	3	Equipping the Saints
MAM 560	3	Spiritual Formation for Ministry	MAM 660	3	Discipleship, Evangelism and the Mission of the Church
MAM 580	3	Old Testament Interpretation and Theology	MAM 680	3	Ministry Capstone
MAM 590	3	New Testament Interpretation and Theology			
MAM 600	3	Christian Theology: Historical and Contemporary Issues			

Select 6 credits from the following:

MAM 520* 1 Ministry Residency

*MAM 520 must be taken 6 times.

Ministry Courses

MAM 500 Ministry Seminar

3 hours

This introductory cohort course includes examination of the biblical foundations for balanced ministry, the calling of the minister, as well as an introduction to the disciple-making ministries of the church. Selected topics, current issues, and procedures necessary for the effective functioning of the church's disciple-making ministries will be explored. Culture and the practice of ministry are specific areas of interest. Students interact with each other in the areas of ideas and practical experiences in ministry. The course endeavors to examine and integrate church ministries in a cumulative, group learning experience.

MAM 520 Ministry Residency

1 hour

This course is designed for the student to put into practice the theology, principles and theories studied in the classroom. Each student will assume approved ministry assignments through a residency in a local church or parachurch organization, minister in that position for a minimal number of hours, fulfill a number of core and specialization experiences, complete reading and reflection assignments, and evaluate the internship experience. Weekly supervisor meetings and exposure to varieties of leaders in ministry is included.

MAM 540 Teaching for Transformation

3 hours

Guided by the Great Commission instruction to "make disciples by teaching" the class explores models of interactive teaching that helps ministry leaders connect God's Word to the lives of learners. This course introduces and integrates elements of educational theory, human development and practice in order to cultivate effective biblical teaching in various ministry (nonformal educational) contexts that are concerned with Christian discipleship.

MAM 560 Spiritual Formation for Ministry

3 hours

Students' capacity for ministry is enhanced in this course by facilitating personal spiritual growth and development. Emphasis is given to doctrines of sanctification, anthropology, and hamartiology and to the ways theological truths address life issues such as marriage, sexuality, use of spiritual gifts, temptation, etc. Spiritual disciplines, especially the practice of engaging scripture, are explored interactively, giving students models to apply in their ministry contexts.

MAM 580 Old Testament Interpretation and Theology

3 hours

A study of the interpretation and overall theology of the Old Testament with special attention to the Bible's storyline and the history of redemption. Students will be taught to interpret the Old Testament with sensitivity to language and discourse, literary genre, historical context, and biblical theology.

MAM 590 New Testament Interpretation and Theology

3 hours

A study of the interpretation and overall theology of the New Testament with special attention to the Bible's storyline and the history of redemption. Students will be taught to interpret the New Testament with sensitivity to language and discourse, literary genre, historical context, and biblical theology.

MAM 600 Christian Theology: Historical and Contemporary Issues

3 hours

An examination and analysis of historical and contemporary theological subjects that have a direct bearing on current church doctrine and practice. Historical topics include the Trinity, salvation, the humanity and deity of Christ, theological anthropology and the corporate life and practices of the church. Contemporary topics include the nature and authority of the Bible, the Holy Spirit, identity and sexuality, Christianity and pluralism, and eschatology.

MAM 620 Leading in Ministry

3 hours

Effective leadership emerges from a leader's character and is a dynamic process. Leaders will develop specific competencies and points of view related to character formation for ministry. This course is designed to facilitate the development of the student's skills in leadership, organization, ethics, and management related to specific ministry situations. Special emphasis is placed on analyzing "core" issues in the leader's life and ministry/vocation in ways that will assist students in understanding their experience thus far and in anticipating future developmental experiences.

MAM 640 Equipping the Saints

3 hours

Survey the elements of leadership and theology for the efficient and effective mobilization of church and parachurch ministry. This study will guide students in understanding the roles of vocational staff members and volunteer staff. Students should develop the ability to apply biblical principles to leadership of the church and leading through change and conflict management. This course will provide the theoretical and practical framework for understanding the significance of organizational culture and its impact on Christian education and disciple-making ministries. The material will lead to a comprehensive analysis of change and conflict in Christian organizations. Recruiting, equipping, and developing teams for ministry will be central.

MAM 660 Discipleship, Evangelism, and the Mission of the Church

3 hours

This course is a study of the biblical principles and strategy needed to develop a disciple-making ministry that fulfills the mission of God in the church. An emphasis will be placed upon practical application within a ministry setting by the leadership. Included will be principles which give emphasis to establishing long-range evangelism and discipleship plans and molding various elements of ministry into a comprehensive strategy within a specific cultural context. The gospel, the church and the priesthood of all believers will be central areas of study. The outlook, concepts, and skills introduced in this course will equip the student to formulate a holistic philosophy of ministry.

MAM 680 Ministry Capstone

3 hours

The Capstone is designed to provide a synthetic educational experience that helps students to see how the composite parts of their academic and ministry experience relate to one another and connect to life beyond graduation. The course includes: (1) instruction to help the student to reflect and prepare to engage their calling and ministry post-graduation, (2) a two-week trip for on-site investigation of a variety of ministries, interspersed with classroom instruction by ministry leaders and (3) a final reflective component integrating the experience with the previous 1-2 years of the practicum with the students' reflections on their calling and ministry.

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, and suicide prevention 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 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 – Secondary Licensure Program

The secondary licensure program requires 18 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 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

Transition to Teaching – Elementary Licensure Program

The elementary licensure program requires 24 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 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

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 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 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 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.

Teaching English to Speakers of Other Languages (TESOL) Courses

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 contexts.

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.*