

## **The Department of Teacher Education**

The Department of Teacher Education is comprised of faculty and staff who are involved with administration of the Teacher Education Program (TEP). A chair, recommended to the President of The Southern Baptist Theological Seminary by the dean of Boyce College and appointed by the Board of Trustees, works with faculty of the department and of Boyce College to develop an approved teacher preparation unit for students to pursue state teacher certification. The Department of Teacher Education is seeking approval of an initial level teacher preparation unit from the Kentucky Education Professional Standards Board (EPSB). This approval will allow the Teacher Education Department of Boyce College to officially admit students to the TEP. The teacher preparation unit is presently in the process of being reviewed by the EPSB. Following the EPSB approval to admit students to the TEP, full state accreditation will be pursued.

### **Conceptual Framework**

#### **Vision and Mission**

##### **Institutional Mission and Vision**

The mission of The Southern Baptist Theological Seminary is to be totally committed to the Bible as the Word of God, to the Great Commission as our mandate, and to be a servant of the churches of the Southern Baptist Convention by training, educating, and preparing ministers of the gospel for more faithful service. The Southern Baptist Theological Seminary, under the governance of its Board of Trustees, conducts its programs in an environment of spiritual nurture with a vision for the development of Christian leaders,

##### **Boyce Teacher Preparation Unit Mission and Vision**

The Boyce College teacher preparation unit is committed to the fulfillment of the mission of The Southern Baptist Theological Seminary. The unit operates directly under the jurisdiction of Boyce College, the undergraduate school of the seminary and functions under the division of Applied Studies. It initially provides the major of Elementary Education P-5, culminating in the Bachelor of Science (BS) degree. Consistent with the mission of Boyce College and The Southern Baptist Theological Seminary, the teacher preparation unit seeks to prepare students for service leadership roles throughout the world as professional educators in the public schools, in the Southern Baptist Convention (SBC) and other Christian schools, and on the international mission field. Boyce teacher educators are trained to be totally committed to the Bible as the Word of God, to the Great Commission as their mandate, and to service as their calling. The Boyce teacher preparation unit is founded on the philosophy of a Christian worldview which interprets personal, social, and historical events through biblical tenets, and which is committed to the principles of Christian teaching in personal, professional, and social relationships.

The primary **mission** of the Boyce teacher preparation unit is to provide Christ-centered quality teacher education, preparing teacher candidates for both public and Christian school teaching. The program of instruction is designed to equip teacher candidates with the range of **knowledge** necessary for the profession of teaching, with the **skills of teaching** as recognized in the education

profession, and with the **dispositions for servant-leadership** in a world of diversity. As an extension of the general mission of the college, the teacher preparation unit strives to achieve the following specific goals:

- Equip and train teachers for carrying out the Great Commission of Matthew 28:18-20.
- Impart knowledge of and appreciation for people with diverse backgrounds.
- Instill teachers with a knowledge and understanding of the principles and practices of American education.
- Impart knowledge in both the arts and sciences and biblical studies.
- Integrate the appropriate academic disciplines into a coherent Christian worldview.
- Develop the professional skills of pedagogy based on recognized “best practices” for teaching in schools.
- Foster competency in the dispositions for the professional teacher.
- Provide leadership and professional service opportunities for teacher candidates in the P-12 school and community.
- Develop qualities of servant-leadership in the teacher candidates that will impact their professional careers.

It is the **vision** of the Boyce Teacher Education Program to educate teachers who recognize the importance and value of teaching as a profession, and the need for effective servant-leadership in the field of education. As both a teacher and servant-leader, the Boyce teacher candidate is trained to understand that effective leadership as a teacher begins in the classroom, that success as a servant-leader in the school setting will depend on the establishment of the professional learning community model that fosters cooperation and collaboration with the other professionals in the school, and works to focus the school on learning and not on teaching. To assist in the achievement of this vision the Boyce candidate is taught to be aware of the multi-faceted nature of educating and leading individual learners: that each learner exists in a diverse society with a unique background; that all learners come to the education arena with different physical, emotional, intellectual, social, and spiritual needs; and that teachers who successfully meet these needs must be committed to student learning.

### **Admission and Exit Requirements for the Boyce TEP**

Admission to the Boyce TEP requires more than a declaration of teacher education major. Students desiring to pursue a degree in teacher education (B.S. in Elementary Education P-5) must meet definite standards and complete certain requirements for admission to, continuance in, and exit from the Boyce TEP as approved by the Kentucky EPSB. These requirements are listed below as three TEP checkpoints.

#### **TEP Assessment Checkpoints**

##### **▪ Checkpoint 1: Admission to TEP**

Requirements for Admission to TEP:

1. ACT 20, or SAT 990, or Praxis I 532, **or** minimum GPA of 3.0 for 45+ credit hours of Boyce course work.
2. Minimum grade of “C” for courses EN 101, SP 105, ED 200, and ED 210. EN 101 and SP 105 may be transferred from other accredited institutions.
3. Minimum GPA of 2.5 for all Boyce coursework for candidates meeting the minimum academic test score for either the ACT, SAT, or Praxis I.(See #1 above).

4. Completion of a minimum of 30 credit hours of Boyce courses with no course grade lower than “C” as verified by an official Curriculum Contract signed by the academic advisor.
  5. Submission of the following documents:
    - a. Personal written *Philosophy of Education* from ED 200 course
    - b. Impromptu writing, meeting basic writing standards of organization, form, and mechanics.
    - c. *Boyce Teacher Dispositions Inventory* pre-assessment. No minimum score required.
    - d. Personal *Autobiographical Sketch*.
    - e. Signed *Commitment to Kentucky Professional Code of Ethics*.
    - f. A current e-portfolio with completed artifacts required through ED 210 *Technology and Media in the Schools*.
    - g. Three (3) letters of recommendation: 1) Academic advisor; 2) General Education course professor; 3) Pastor or church leader.
  6. Completion of the TEP admission interview before CTE members
  7. Official letter of Admission to the TEP by vote of the Boyce Council on Teacher Education (CTE)
- **Checkpoint 2: Admission to Supervised Teaching**  
Requirements for Admission to Supervised Teaching:
    1. Admission to Boyce TEP (Submit a copy of letter of notification of admission to Boyce TEP)
    2. *Curriculum Contract*: Signed by advisor, showing all required completed coursework
    3. Copy of official transcript: (No grades below “C”)
    4. Cumulative GPA of 2.5 for all coursework completed at Boyce College
    5. Current E-portfolio: Minimum of 1 artifact for each of the 10 KTS Standards
    6. Minimum mean score of 2.5 for KTS Rubrics 1-8 from evaluations through *ED 380 Field Experience: Teaching*.
    7. Dispositions Assessments: 1) *Boyce Dispositions Questionnaire* and 2) *Boyce Teacher Dispositions Inventory*: Copy of results completed in *ED 200* and *ED 381*
    8. *Servant-Leadership Assessment: ED 480 Field Experience: Service*: KTS #10 Rubric Score of 2.5 - Evaluation of service leadership skills
    9. Physical Exam: Physicians report; must show results of TB test
    10. Criminal Records background check, signed and dated form by legal authorities
    11. Liability insurance: Proof of membership in KEA-SP
    12. Letters of Recommendation:
      1. Faculty Member of Boyce TEP
      2. Faculty member of General Education or Biblical Studies
      3. Teacher of one of the Field Experiences
  - **Checkpoint 3: Program Exit**
    1. Post-assessment *Boyce Teacher Dispositions Inventories*, completed in student teaching seminar.
    2. Post-assessment *Boyce Dispositions Questionnaire*, completed in student teaching seminar.
    3. Culminating *Teacher Work Sample* Unit: TWS Analytic Scoring Rubric 85%
    4. Culminating Supervised Teaching: *KTS Rubrics 1- 8*
    5. Culminating Supervised Teaching professional development plan KTS Rubric #9
    6. Culminating Supervised Teaching servant-leadership project KTS Rubric #10
    7. Final e-portfolio evaluation
    8. Final GPA minimum 2.5
    9. Final grade for ED 490 *Supervised Teaching*, minimum “C”.
- TEP Follow-up  
KTIP Evaluation (For graduates who teach in Kentucky)

## Teacher Education Course Descriptions

### Professional Education Courses

#### **ED 200 Introduction to Teacher Education**

**3 hours**

This course includes a study of the Kentucky Standards for Teachers, foundations of education, education philosophy, the structure of American schools, curriculum designs, and legal and financial connections of American schools. All major assignments are required as artifacts for inclusion in the professional education electronic portfolio. Prerequisite: EN 101. Successful completion of this course is required as a prerequisite for being admitted to the Teacher Education Program (TEP). Students are recommended to take this course during the same semester as ED 210 *Computer and Media in Schools* because both courses are prerequisite for being admitted to the TEP. This course also includes the initial application procedures for making application to the TEP, culminating in admittance to the TEP if all requirements are met including the minimum grade of “C” for this course.

**ED 210 Computer and Media in Schools****3 hours**

This course begins with an introduction to basic computer hardware, operating systems, and software programs suitable for use in schools. The major focus will be on the use of the technology of software programs for the improvement of classroom instruction and communication with parents. Students will develop authentic computer projects as applied to the use of the computer in schools. These projects are required as artifacts for the electronic portfolio necessary for application to the TEP (Teacher Education Program). Prerequisite: EN 101. Successful completion of this course is required as a prerequisite for being admitted to the Teacher Education Program. Students are recommended to take ED 210 during the same semester as ED 200 Introduction to Education, because both courses are prerequisite for being admitted to the TEP.

**ED 220 Teaching Exceptional Learners****3 hours**

This course introduces the student to the characteristics of exceptional learners. It will examine principles and practices of effectively instructing exceptional learners as inclusions of the regular classroom. Prerequisite: Admittance to the Teacher Education Program. Six (6) hours Field Experience required.

**ED 230 Child and Adolescent Development****3 hours**

A focus on the physical, social-emotional, and cognitive development of children from birth through adolescence, and the implications these growth stages have on the teaching and learning process in the context of the regular classroom. Prerequisite: Admittance to the Teacher Education Program.

**ED 310 Elementary Math P-5, I****2 hours**

This course is designed to help pre-service teachers broaden their content knowledge of elementary mathematics, specifically in the areas of number theory, decimals and place value, fractions, algebraic thinking and problem solving. The course is also designed to enhance preservice teachers' understanding of the ways in which children learn mathematics and to equip them with methods to teach the covered content areas to elementary students. This course will employ the use of manipulatives and hands-on learning as students seek to both understand and effectively communicate mathematical concepts and ideas. Field Experience Required: 10 Hours; Prerequisites: Admittance to the Teacher Education Program (TEP), MA 101 and MA 102.

**ED 311 Elementary Math P-5, II****3 hours**

This course is designed to help pre-service teachers broaden their content knowledge of elementary mathematics, specifically in the areas of measurement, geometrical concepts, probability and data analysis. The course is also designed to enhance preservice teachers' understanding of the ways in which children learn mathematics and to equip them with methods to teach the covered content areas to elementary students. This course will employ the use of manipulatives and hands-on learning as students seek to both understand and effectively communicate mathematical concepts and ideas. Prerequisites: Admittance to the Teacher Education Program (TEP), MA 101 and MA 102. Field Experience Required: 10 Hours.

**ED 320 Teaching Science P-5****3 hours**

The basic content of science for the elementary school curriculum will be reviewed according to the Kentucky *Core Content For Assessment* for grades P-5. This course will also include instruction in the principles and practices of the pedagogy of science instruction in the elementary P-5 classroom. Prerequisite: Admittance to the Teacher Education Program, *SC 111 Principles of Biology and Lab*, and *SC 121 Principles of Physical Science and Lab*. Six (6) hours Field Experience required.

**ED 330 Teaching Social Studies P-5****3 hours**

This course will emphasize the diverse nature of the world and the multiplicity of cultures, and the necessity of social studies instruction to help learners to live in a global and culturally diverse society. The student will learn the interdisciplinary nature of teaching social studies in the elementary P-5 classroom. Prerequisite: Admittance to the Teacher Education Program, HS 161, HS 171, and SS 211. Six (6) hours Field Experience required.

**ED 340 Educational Assessment****3 hours**

This course will present students with the best current practices and principles of assessment across the curriculum of elementary schools. The characteristics and uses of both formal and informal assessment instruments will be studied. As a major component of this course, students will learn how to design, administer, and interpret a variety of assessment measures, including the Teacher Work Sample with its inherent assessment design. Prerequisite: Admittance to the Teacher Education Program. Ten (10) hours Field Experience required.

**ED 380 Field Experience I: Teaching****1 hour**

The student will be placed in an accredited school, either public or private, for 50 hours of classroom experience under the direction and supervision of a professional classroom teacher. Interaction with the elementary level children on a regular weekly schedule is required for the duration of the 50 required on-site hours. Writing and teaching the TWS unit is required during this course. Assignments for learning the basics of the profession of teaching will be required and evaluated by the Boyce Supervisor of Field Experience. Prerequisite: Admittance to the Teacher Education Program.

**ED 381 Clinical Experience****1 hour**

The student will be required to investigate various components of the profession of education outside the classroom. Assignments for the clinical experience will involve the students in the investigation of curriculum design for the schools, library services, technology for the schools, administration of a school, including both the personnel and the policies, parental roles in schooling, Special Education programs, school and district-wide assessment of the students and the schools, how schools in Kentucky are graded by KERA initiatives, the governing of a school through SBDMs, extracurricular activities of the school, and the responsibilities of teachers outside the classroom. The completed assignments of ED 381 will be artifacts for the student's e-portfolio. Prerequisite: Admittance to the Teacher Education Program.

**ED 410 Teaching Language Arts P-5****3 hours**

This course presents an integrated approach to teaching language arts based on current research of best practices, tested instructional methodologies, materials, assessment techniques for language arts instruction P-5, and the application of contemporary media and computer technology for the elementary grades. Course content is based on developmental processes and assessment that focuses on the interrelatedness of all language arts areas. Prerequisite: Admittance to the Teacher Education Program. Ten (10) hours Field Experience required.

**ED 420 Teaching Reading P-5****3 hours**

A study of the current models and theories for teaching reading in the elementary school, the best practices for effective literacy growth, the assessment tools and techniques available to the teacher of literacy, and the materials for use in teaching literacy P-5. Emphasis is on teaching through a balanced literacy approach. Prerequisite: Admittance to the Teacher Education Program. Fifteen (15) hours Field Experience required

**ED 430 Classroom Management****3 hours**

An investigation of the theories, research, school safety, and diversity issues that bear on school and classroom management. Issues of classroom organization, rules and discipline, planning, student self-regulation and participation, consistent communication, assessment, and problem solving also comprise the content of the course. Prerequisite: Admittance to the Teacher Education Program. Ten (10) hours Field Experience required.

**ED 480 Field Experience: Service****1 hour**

The student will be required to seek an area of service to the community and perform 30 hours of service under the direction and supervision of a professional involved in that area of service in the community. The area of service may be in a public or Christian school, or through a community or governmental organization that services specific needs of the citizens. The students will also meet one hour a week for a portion of the semester in a classroom situation at Boyce College as part of the course requirements. Prerequisite: ED 380

**ED 490 Supervised Teaching: Elementary P-5****9 hours**

Students admitted to Supervised Teaching will be placed in an accredited private or public school under a P-5 professional cooperating elementary school teacher for student teaching for the semester. The student teacher will participate in all phases of the regular professional classroom teacher. The student teacher is evaluated by the cooperating teacher and an assigned Boyce College supervisor according to strict guidelines and the Kentucky New Teacher Standards. A weekly seminar at Boyce College is also required for each student. Prerequisite: Admission to Supervised Teaching. All students wishing to student teach must complete an application procedure during the semester prior to registering for ED 490. Contact the office of the Department of Teacher Education for application information.

**Related Content Courses****AR 231 Art for Elementary Teachers****2 hours**

A course designed to train elementary teachers P-5 in the application of art activities through an interdisciplinary approach. This course also includes a study of philosophies, methods, materials, assessments, and child growth and development related to teaching art in the elementary school and classroom. Six (6) hours Field Experience is required to learn about the teaching of art in the school.

**EN 351 Children's Literature****3 hours**

An intensive study of literature particularly suited to elementary grades, including Caldecott and Newbury Award winning books. This course provides a survey of children's literature, from pre-school nursery rhymes and picture books that are read to children, to the stories, myths, legends, and other tales that children read on their own in the elementary grades. Among the topics the course addresses are: origins and development of literature for children; major works, writers, and illustrators in its development; distinctive genres and their characteristics; nature and function of illustrations; social issues addressed in children's literature today; problematic aspects of contemporary children's literature; critical approaches to children's literature; and uses of children's literature in the elementary curriculum. Projects and in-school field experience are required, with a focus on learning about the uses of children's literature in the classroom. Prerequisite: EN 221 World Literature Survey or consent of instructor. Ten (10) hours Field Experience required.

**MU 320 Music for Elementary Teachers****2 hours**

Intended for elementary education majors, this course is designed to prepare the student to integrate music into daily classroom instruction. Students are engaged in series of projects that integrate music in the elementary classroom, prepare a portfolio of teaching materials and resources for using music in the elementary classroom, sing and recognize a basic repertoire of songs for use in the elementary classroom. Six (6) hours Field Experience is required to learn about the teaching of music in the school.

**PE 231 Physical Education and Health in Elementary Schools 2 hours**

This course focuses on the basic knowledge of the development of both fine and gross motor skills; issues of the promotion of physical, mental, emotional, and spiritual health; and knowledge of balanced nutrition and the effects of certain foods on children's behavior. Each of these areas will be applied to children from preschool to grade five. Six (6) hours Field Experience is required to study the physical education, health and nutrition programs of schools.