

Transition to Teaching Secondary Program

Transition to Teaching 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, P-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. Assignments are commiserate with graduate level work. Includes a field experience lab.

Transition to Teaching 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. Assignments are commiserate with graduate level work. Includes a tutoring component.

Transition to Teaching 530 – Introduction to Diverse and Exceptional Children – 3 hours

This course is designed to prepare the teacher for the challenge of meeting the needs of diverse student populations in the regular classroom. Various topics included are diverse student populations, mainstreaming and inclusion, federal and state special education laws, identification of exceptional children, their characteristics and special needs, delivery of services, instructional methods and techniques, and evaluation. Assignments are commiserate with graduate level work. Prerequisite: TTT 510.

Transition to Teaching 550 – Classroom Discipline and Management – 3 hours

The course is designed to assist students in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Students 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 including Positive Reinforcement, Assertive Discipline, and Harry Wong, along with the study of legal implications for teachers are used in conjunction with case studies to assist students in developing effective discipline skills. Assignments are commiserate with graduate level work. Prerequisite: TTT 510

Transition to Teaching 555 – General Secondary Methods – 3 hours

TTT 555 is a general methods course designed for secondary education students 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. Assignments are commiserate with graduate level work. The course includes a field experience. Prerequisite: TTT 510

Transition to Teaching 590 Student Teaching: Transition to Teaching – 3 hours

Student teaching is a ten week full-time teaching experience under the supervision of public and/or private school and college personnel . The course is graded as credit or no credit, and a portfolio is required to obtain credit. Prerequisites: (a) approval by the Teacher Education Committee; (b) Elementary Program—completion of all prerequisite and required program courses, and (c) Secondary Program—completion of all required program courses.

Secondary licensure program has a statute limit of 18 credit hours.