

Transition to Teaching/Graduate Online Licensure Programs

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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.*