10 courses will prepare you to become an all-grade teacher. Each course puts you in a classroom in your local community, gaining experience and making connections. What subject do you want to teach? Taylor offers these content areas for all grade teachers:

**All Grade Content Areas (K-12)**

- Art
- Chinese
- Computer Education
- French
- German
- Japanense
- Latin
- Library/Media Specialist
- Music: Instrumental
- Music: Voice
- Physical Education
- Reading
- Spanish
- Technology Education
- Theater Arts

The Indiana Department of Education has approved this course of study.

**Courses**

**TTT510 Introduction to the Education Profession**

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.

- **Credit hours:** 3
- **Field experience:** Observation
**TTT520 Educational Psychology**
The study and application of learning theories, 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.

*Credit hours: 3*
*Field experience: Tutoring*

**SED520 Exceptional Children**
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.

*Credit hours: 3*
*Field experience: Teacher interview*

**TTT535 Reading in the Content Area for Secondary Teachers**
Designed to provide practical procedures for developing effective reading skills at the junior high, middle, and secondary school levels. Attention centers on understanding the relationships between the processes of reading and the learning of content. Suggestions on how to meet the total range of student reading needs in the classroom are addressed. Methods and materials to enhance advanced comprehension and study skills of adolescents in a multicultural society are presented.

*Credit hours: 2*
*Field experience: Parent interview, peer discussion, and bookstore visit*

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Meet Miranda
School Librarian

Teaching had “always appealed” to Miranda. And for a year, she thought about it, talked about it, and researched transition to teaching programs.

So, why Taylor? Simply put - "convenience." Her full-time work schedule ruled out programs that had in-person classes, whereas Taylor’s online classes "worked out perfectly" for her.

Going back to school was a “huge adjustment.” The independent format of Taylor's classes gave her flexibility to set her own schedule, and Miranda “loved it. I really did.” She found balance with her full-time job, family life, and school.

Throughout the program, Miranda found encouragement from her professors. She remembers one who made a particular impact. "She was great! I loved her!"
TTT551 Classroom Management for Elementary Teachers

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.

Credit hours: 1
Field experience: 3 observations

TTT552 Classroom Management for Secondary Teachers

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.

Credit hours: 1
Field experience: Principal and teacher interviews

TTT555 Secondary Methods

This course is designed for secondary education/P-12 candidates in the Transition to Teaching program. All aspects of planning, current effective teacher strategies, and evaluation of individual progress utilizing both traditional and non-traditional assessments are discussed. Aspects of adolescent literacy and included. Content specific assignments are included.

Credit hours: 3
Field experience: Observation and 2 teaching experiences
TTT560 Early Literacy Experiences and Assessments: K-3
This course is an examination of current methods, materials, and media used in teaching and assessing literature in a multicultural society. Literacy skills instruction and the development of literacy reading skills are studied in relationship to the total range of student needs. Topics include how language is acquired and developed, reading process, hierarchy of reading skills, technology to instruct and reinforce reading skills, and methods used to instruct reading.

Credit hours: 3
Field experience: Literacy block observation and 2 literacy lesson teaching experiences

TTT581 Elementary Methods
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.

Credit hours: 2
Field experience: Volunteering with students and elementary teacher interview

TTT590 Student Teaching
Student teaching is a ten week full-time teaching experience under the supervision of public and/or private school and college personnel. Candidates will create lesson plans/units and gain experience using appropriate assessment and discipline strategies. A portfolio is required to obtain credit. A student teaching application should be submitted a full semester before the anticipated start date of the student teaching experience. All courses in the TTT program are to be successfully completed before candidates can be approved for student teaching.

Credit hours: 3
Field experience: 10 weeks of full-time student teaching
Professors

Lisa Adkins
MAE, Ball State University
BS, Taylor University

Dr. Alexis Armstrong
EdD, University of Northern CO
MAE, San Diego State University
BS, San Diego State University

April Dickey
MA, Johns Hopkins University
BS, Ball State University

Dr. Pam Jordan-Long
PhD, Ball State University
MA, Indiana Wesleyan University
MA, Ball State University
BS, Taylor University

Dr. Tammy Mahon
EdD, Ball State University
MA, Ball State University
BA, Anderson University

Dr. Pam Medows
EdD, Ball State University
MAE, Ball State University
BS, Indiana Wesleyan University

Neva Schwartz
MAE, Ball State University
BA, Anderson University

Christina Ward
MS, Indiana University
BS, Taylor University

Dr. Anita Watkins
PhD, University of Oklahoma
MAT, Webster University
BS, Oklahoma State University

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Apply Now!
taylor.edu/online

Questions?
Let's chat!