

Transition to Teaching Licensure

SECONDARY TRACK (5-12)

Life is too short to have an unfulfilling job.

You were designed for more.

When you are fulfilled in your job, the people around you are impacted.

Students will engage in your class. They will be excited about learning.

And you'll be *that* teacher who inspires them.

Courses

7 courses will prepare you to become a middle school or high school 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:

All-grade (P-12)

Physical Education

World Languages

Middle school programs (5-9)

English Language Arts

Mathematics

Science

Social Studies

Secondary programs (5-12)

Business

Chemistry

Earth/Space Science

Economics

English Language Arts

Geographical Perspectives

Government and Citizenship

Health

Historical Perspectives

Journalism

Life Science

Mathematics

Physical Science

Physics

Psychology

Sociology

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

TTT510 Intro 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: 20-24 hours

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: 12-15 hours

Meet Myron

chemistry teacher



“If anyone told me that I was going to be a teacher, I would have just laughed at them.” But, after 23 years in manufacturing, Myron returned to his hometown in Indiana to become a chemistry teacher at his alma mater.

Myron had climbed the corporate ladder as an engineer and plant manager. With a promotion on the table for a vice president position and seven figure income, he quit.

He wanted a job that allowed him work / life balance. What propelled Myron into teaching was news that the high school’s chemistry program was in danger of being cut due to an unfilled position.

Teaching on an emergency permit, Myron needed a Transition to Teaching program.

Taylor’s format sounded “too good to be true.” The online, self-paced program kept the work/life balance so Myron can “still be a dad, a husband” while earning his license and teaching chemistry full-time.

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: 3-6 hours

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/teacher interviews

Dots in Blue Water

a lasting impact



Myron's work as a chemistry teacher didn't stay in the classroom. A team of eight students and eight teachers from his public high school brought clean water to five villages in Haiti.

The project was birthed in the earth science class and spread to the rest of the department. Student teams were tasked with research, development, marketing and fundraising.

\$43,000 was raised for the project. Five student-designed purifiers were built with the capability to purify enough water for 3,000 people a day.

The student/teacher team was off to Haiti.

One remote village was in particularly great need of clean water, as a recent outbreak of cholera had already affected 300 of the 1,000 inhabitants.

Myron had the opportunity to interact with the village leader and share his personal faith in Jesus, opening the door for a nearby missionary to enter the once voodoo-practicing village.

Now, a church is planted there and the village leader was the first convert to Christianity.

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 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.

Credit hours: 3

Field experience: 12-15 hours

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



Dr. Anita Lane

PhD, University of Oklahoma
MAT, Webster University
BS, Oklahoma State University



Dr. Pam Medows

EdD, Ball State University
MAE, Ball State University
BS, Indiana Wesleyan University



Dr. Alexis Armstrong

EdD, University of Northern CO
MAE, San Diego State University
BA, San Diego State University



Dr. Tammy Mahon

EdD, Ball State University
MA, Ball State University
BA, Anderson University



Neva Schwartz

MAE, Ball State University
BA, Anderson University



Dr. Pam Jordan-Long

PhD, Ball State University
MA, Indiana Wesleyan University
MA, Ball State University
BS, Taylor University

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