TAYLOR UNIVERSITY
DEPARTMENT OF EDUCATION

Transition to Teaching
Student Handbook

Developing Competent, Caring, and Reflective Teachers
Prepared for World Service

Taylor University
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Upland, IN 46989
765-998-5147

Revised 6/21
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DEPARTMENT OF EDUCATION DIRECTORY
Transition to Teaching Program

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Transition to Teaching Program Overview

Transition to Teaching is a program designed for those individuals who have previously earned an undergraduate degree and wish to pursue a teaching career. It is a process by which one can obtain an Indiana teaching license after completing a required number of education courses. The Transition to Teaching program at Taylor University offers three tracks in an online format:

- **Elementary (K-6)**
- **Secondary (5-12)**
- **All-grade (P-12)**

*Denotes a Career and Technical Education field, which also requires 4,000 verified work hours.

Applicants must have a bachelor’s degree from an accredited institution. Candidates who meet all qualifications will be granted full acceptance into the program. Provisional status may be granted to those who are working to meet testing requirements.

The elementary program is designed for those individuals who wish to obtain a teaching license for grades K-6 and requires 24 hours of graduate level courses with 6 hours focused upon reading instruction. The candidate must meet the Indiana standards for teaching as outlined by the Indiana Department of Education, as well as state certification tests. The program includes a ten-week student teaching component as the last class.

The secondary program is designed for those individuals who wish to obtain a teaching license in a specific content area. The secondary program requires 18 hours of graduate level courses. The candidate must meet the Indiana standards for teaching as outlined by the Indiana Department of Education, as well as state certification tests. The program includes a ten-week student teaching component as the last class.

The all-grade program is designed for those individuals who wish to obtain a teaching license in a specific content area. The secondary program requires 24 hours of graduate level courses. The candidate must meet the Indiana standards for teaching as outlined by the Indiana Department of Education, as well as state certification tests. The program includes a ten-week student teaching component as the last class.
# TRANSITION TO TEACHING
## PROGRAM REQUIREMENTS

### Elementary Program

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTT 510</td>
<td>Introduction to the Education Profession</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Field Experience: 20-24 hours observation</td>
<td></td>
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<tr>
<td>TTT 520</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Field Experience: 8-10 hours tutoring</td>
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<tr>
<td>SED 520</td>
<td>Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Field Experience: teacher Interview</td>
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<tr>
<td>TTT 540</td>
<td>Mathematics in the Elementary Classroom</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Field Experience: 4 hours observation and teaching</td>
<td></td>
</tr>
<tr>
<td>TTT 551</td>
<td>Classroom Management for Elementary Teachers</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Field Experience: 3 hours observation</td>
<td></td>
</tr>
<tr>
<td>TTT 560</td>
<td>Early Literacy Experiences and Assessments: K-3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Field Experience: 12 hours observation and teaching</td>
<td></td>
</tr>
<tr>
<td>TTT 565</td>
<td>Middle Childhood Literacy and Assessment</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Field Experience: 10 hours of tutoring and teaching</td>
<td></td>
</tr>
<tr>
<td>TTT 581</td>
<td>Elementary Methods</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Field Experience: 1 hour volunteering or teacher interview</td>
<td></td>
</tr>
<tr>
<td>TTT 590</td>
<td>Student Teaching (10 weeks full-time)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Field Experience: 1 hour volunteering or teacher interview</td>
<td>24</td>
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</table>

### Secondary Program

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>TTT 510</td>
<td>Introduction to the Education Profession</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Field Experience: 20-24 hours observation</td>
<td></td>
</tr>
<tr>
<td>TTT 520</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Field Experience: 8-10 hours of tutoring</td>
<td></td>
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<tr>
<td>SED 520</td>
<td>Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Field Experience: teacher Interview</td>
<td></td>
</tr>
<tr>
<td>TTT 535</td>
<td>Reading in the Content Area for Secondary Teachers</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Field Experience: 3-6 hours interview, discussion, bookstore visit</td>
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<tr>
<td>TTT 552</td>
<td>Classroom Management for Secondary Teachers</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Field Experience: 1 hour principal/teacher interviews</td>
<td></td>
</tr>
<tr>
<td>TTT 555</td>
<td>Secondary Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Field Experience: 12-15 hours observation and teaching</td>
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</tr>
<tr>
<td>TTT 590</td>
<td>Student Teaching (10 weeks full-time)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Field Experience: 1 hour volunteering or teacher interview</td>
<td>18</td>
</tr>
</tbody>
</table>
All-Grade Program

TTT 510 Introduction to the Education Profession
Field Experience: 20-24 hours observation
3 hours

TTT 520 Educational Psychology
Field Experience: 8-10 hours of tutoring
3 hours

SED 520 Exceptional Children
Field Experience: teacher Interview
3 hours

TTT 535 Reading in the Content Area for Secondary Teachers
Field Experience: 3-6 hours interview, discussion, bookstore visit
2 hours

TTT 551 Classroom Management for Elementary Teachers
Field Experience: 3 hours observation
1 hour

TTT 552 Classroom Management for Secondary Teachers
Field Experience: 1 hour principal/teacher interviews
1 hour

TTT 555 Secondary Methods
Field Experience: 12-15 hours observation and teaching
3 hours

TTT 560 Early Literacy Experiences and Assessments: K-3
Field Experience: 12 hours observation and teaching
3 hours

TTT 581 Elementary Methods
Field Experience: 1 hour volunteering or teacher interview
2 hours

TTT 590 Student Teaching (10 weeks full-time)
Field Experience: 12 hours observation and teaching
3 hours
24 hours

Field Experiences: Field Experience Placement locations and times are determined mutually between candidate and instructor. Field Experience Placement forms are to be signed by an appropriate school official to verify the field placement. Forms are then forwarded by the candidate to be placed in the candidate’s file in the Taylor University Education Department Office.
Transition to Teaching
Elementary Program

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, 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 commensurate with graduate level work. This course includes field experience.

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.

SED 520 - 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 commensurate with graduate level work. This course includes field experience.
Prerequisites: TTT 510 and TTT 520

TTT 540 - Mathematics in the Elementary Classroom (3 hours)
TTT 540 is a content-methods course for elementary teacher preparation. The course 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. Assignments are commensurate with graduate level work. This course includes 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 560 - Early Literacy Experiences and Assessments: K-3 (3 hours)

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. Assignments are commensurate with graduate level work. This course includes field experience.
Prerequisites: TTT 510 and TTT 520

TTT 565 - Middle Childhood Literacy and Assessment (3 hours)

This course is designed to examine current methods, materials, and media used in teaching literacy for grades 3-6 and to assist classroom teachers in the knowledge, operation, and execution of diagnostic tools to assist reading problems of elementary school children in these grades. Teaching methodologies in language art and literature-based programs are addressed. Students prepare plans of correction for elementary school children’s weaknesses in reading. Assignments are commensurate with graduate level work. This course includes field experience.
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 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.

The elementary licensure program has a statute limit of 24 credit hours.
Transition to Teaching  
Secondary Program

**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, 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 commensurate with graduate level work. This course includes field experience.

**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.

**SED 520 - 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 commensurate with graduate level work. This course includes field experience.  
Prerequisites: TTT 510 and TTT 520

**TTT 535 – Reading in the Content Area for Secondary Teachers (2 hours)**

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. 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 590 - Student 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. 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.

The secondary licensure program has a statute limit of 18 credit hours.
Transition to Teaching
All-Grade Program

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, 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 commensurate with graduate level work. This course includes field experience.

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.

SED 520 - 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 commensurate with graduate level work. This course includes field experience.
Prerequisites: TTT 510 and TTT 520

TTT 535 – Reading in the Content Area for Secondary Teachers (2 hours)
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. This course includes 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 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. Assignments are commensurate with graduate level work.
This course includes field experience.
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 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.

The all-grade licensure program has a statute limit of 24 credit hours.
The Taylor University Department of Education provides students with a rigorous professional preparation in the areas of elementary and secondary education. This occurs within a reflective framework of evangelical Christian values that integrates faith with liberal arts and professional training. Students will be equipped and empowered to have a profound influence on the educational growth of the students they teach in public, private and/or overseas school settings.

Realizing that the preparation of teachers is a university-wide responsibility, the Department of Education cooperates and collaborates with all other departments to ensure the development of high-quality general education and major fields of study. This comprehensive liberal arts curriculum structured within the general education requirements provides the foundation for subject-matter competence as well as lifelong learning, leadership, and continued growth in the teaching profession.

Interwoven into the professional preparation program is the demonstration of excellence in teaching as well as the emulation of the servant-leader model by faculty. As a result, students will be equipped to meet the needs of a diverse, pluralistic, global community.
CONCEPTUAL FRAMEWORK OUTLINE

VISION: The Taylor University teacher education graduates will be competent, caring and reflective teachers prepared for world service.

MISSION: The Taylor University Department of Education will:

1. Provide candidates with rigorous professional preparation in the areas of elementary and secondary education.
2. Integrate faith and Christian values with liberal arts and professional training.
3. Cooperate and collaborate with all other departments to ensure the development of high-quality general education and major fields of study.
4. Demonstrate excellence in teaching as well as the emulation of the servant-leader model by faculty.

GOALS: The Taylor University teacher education candidates and graduates will meet the following goals:

1. To develop competency in personal qualities, general education, ethical and moral dispositions, subject matter, and professional skills.
2. To strive to become caring teachers who are learner-centered and respondents to the intellectual, social, emotional, and physical developmental needs of each student.
3. To become reflective teachers who are thoughtful individuals motivated to analyze a situation, set goals, plan and monitor actions, evaluate results and reflect on their own professional thinking.
4. To become equipped with the knowledge, understanding, performance skills, and attitudes for developing a global perspective that values and appreciates the contribution of a diverse student population in public, private, and/or international settings in the community for which they serve.

COMPETENCIES: The Taylor University teacher education candidates and graduates will demonstrate the following five primary competencies which are mastered through their integration of the academic and spiritual objectives of the university.

1. **Personal Competencies:**
   Teacher education candidates and graduates will develop those aspects of personality and interpersonal relationship skills that will enhance effective classroom teaching and contribute to society.

2. **General Competencies:**
   Teacher education candidates and graduates will exhibit knowledge of respect for and an application of the liberal arts as these relate to teaching, positive involvement in the world, and personal enrichment.
3. **Ethical Competencies:**
   Teacher education candidates and graduates will consistently use Christian and professional ethics and will demonstrate a caring commitment to self, the profession, and to the people with whom they work.

4. **Subject Matter Competencies:**
   Candidates and graduates of the teacher education program will demonstrate a level of proficiency in their chosen subject matter discipline that will allow them to be competent teachers of that discipline.

5. **Professional Competencies:**
   Teacher education candidates and graduates will understand and apply the reflective, factual, theoretical, and practical knowledge of the educational process as related to the specific academic level.
TRANSITION TO TEACHING
TAYLOR UNIVERSITY
GENERAL PROGRAM REQUIREMENTS

1. Complete the application process with all required information
   a. Fill out online application
   b. Submit official transcripts to Director of TTT
   c. Secure current (within the last year) criminal background check
   d. Submit ACT/SAT, GRE, or Praxis I scores
   e. Pay $100 application fee

2. Successfully demonstrate content area competencies
   In order to be fully accepted and proceed beyond TTT 510 and TTT 520, secondary and all-grade candidates with GPA's lower than 3.0 or pursuing licensure in a content area different from their undergraduate degree must pass their content area assessment. Elementary candidates with GPA's lower than 2.5 may be required to pass their content area assessment early in the program. Other candidates may take their content area assessment toward the end of their program. Personalized details about testing requirements are provided in the official audit.

3. Complete required courses

4. Maintain a 2.7 grade point average throughout the program and earn at least a C- in all coursework. Candidates not achieving a 2.7 GPA upon completion of all regular coursework will not be approved for student teaching or be able to complete the program.

5. Successfully complete the student teaching experience and the student teaching portfolio

TRANSITION TO TEACHING PERMIT

The TTT permit is a three-year, non-renewable permit available to candidates enrolled in a Transition to Teaching program and hired by a school corporation. CPR certification and suicide prevention training are requirements for this permit. If pursuing licensure in a content area other than their undergraduate degree, candidates will be required to pass the content area test before qualifying for a TTT permit. Candidates need to be fully accepted and remain active in the program to retain their eligibility for this permit. Director of Teacher Licensure Kim Overbey is the contact person (kmoverbey@taylor.edu).
State Licensure Requirements

The Indiana Department of Education has established certain requirements in order to apply for a license.

**Content Area Assessment:** Content assessments measure knowledge of the licensure area(s). Both elementary and secondary programs have content area tests.

A. Praxis content assessments taken on or after September 1, 2021

B. Pearson content assessments taken by August 31, 2021

**Pedagogy Assessment:** Elementary, secondary, and all-grade candidates must pass the Praxis pedagogy assessment in their developmental area before they can apply for their Indiana license.

**CPR Licensure Requirement**
Per Indiana Code 20-28-5-3(c), applicants applying for a TTT permit or an initial teaching license must have successfully completed training in:

- Cardiopulmonary resuscitation that includes a test demonstration on a mannequin,
- Removing a foreign body causing an obstruction in an airway, and the Heimlich Maneuver;
- Beginning July 1, 2011, the use of an automated external defibrillator (AED); and
- Hold a valid certification in each of these procedures from either the American Red Cross or the American Heart Association or other providers as approved by the department.

An initial teaching license is the first license issued to an applicant, regardless of content area or setting. Effective July 1, 2012, the requirements above must be met for all license and permit renewals. Applicants for initial licensure of any type and applicants for all renewals must show proof of valid CPR/AED/Heimlich certification.

**CPR-Heimlich Maneuver training may be delivered primarily online, but it must include a "hands-on" training/demonstration component with a mannequin.**

**Suicide Prevention Training**
Effective July 1, 2013, the department may not issue a TTT permit or an initial teaching license (includes instructional, student services and administrative licenses) at any grade level to an applicant unless the applicant shows evidence that the applicant has successfully completed education and training on the prevention of child suicide and the recognition of signs that a student may be considering suicide.

For additional information, contact any of the following:

Mrs. Kim Overbey, Director of Teacher Licensure, kmoverbey@taylor.edu, 765-998-5286
Mrs. April Dickey, Director, Transition to Teaching/Online Licensure Programs, april_dickey@taylor.edu, 765-998-5145
Praxis testing website: [https://www.ets.org/praxis/in](https://www.ets.org/praxis/in)
Transition to Teaching: Frequently Asked Questions

1. **Are there any grade point requirements for acceptance into the program?**
   Yes, applicants must have a bachelor’s degree from an accredited institution with a grade point average of 3.0 or above for full acceptance into the program. Provisional acceptance could be granted to candidates with a 2.5 to 3.0 grade point average. Candidates with a grade point average lower than 2.5 will be considered on an individual basis.

2. **Are there any test requirements for acceptance into the program?**
   For all candidates, *full* acceptance into the program requires submission of a nationally normed test (ACT/SAT, GRE, or Praxis I). Secondary candidates may also need to demonstrate proficiency in their content area based upon their undergraduate GPA and major.

   *Provisional* acceptance may be granted, allowing students to enroll in their first two classes while meeting any test requirements.

   Each candidate will receive an audit which will clarify individual testing requirements.

3. **What is a Transition to Teaching permit, and am I eligible to receive one?**
   TTT permits are valid for three years and granted by the Indiana Department of Education. Candidates may be eligible for a TTT permit if they are hired by a school corporation, have been granted *full* acceptance (meeting GPA and testing requirements) into a TTT program, and are currently enrolled in at least one course.

4. **How many credit hours must I take?**
   Candidates must meet standards prescribed by the Indiana Department of Education. For the elementary and all-grade program, candidates meet standards with 24 credit hours, and for the secondary program, candidates meet standards with 18 credit hours.

5. **Does this program contain field experiences and student teaching?**
   Yes, all courses contain field experiences which are mandatory requirements for the course. A full ten-week student teaching experience is **required** to complete the program. All field experiences and student teaching will be done at schools local to the candidate.

6. **How long will it take to complete the program?**
   The program is designed to be flexible depending upon the individual candidate. The program could be completed in approximately one to two years if candidates are willing to commit time to the program.
7. **What content areas are available?**
   An elementary (K-6) grade program

   Secondary programs (5-12) in the following areas:

   All-grade (P-12) in the following areas:

   *Denotes a Career and Technical Education field, which also requires 4,000 verified work hours.

8. **Do I need to maintain a grade point average in the program?**
   Yes, candidates are expected to maintain a 2.7 grade point average and earn at least a C- in all coursework. Candidates not achieving a 2.7 GPA upon completion of all regular coursework will not be approved for student teaching or be able to complete the program.

9. **When do I apply for student teaching?**
   The candidate should apply a full semester before the anticipated start date of the student teaching experience.

   Application due date – Feb. 1 for an August-October placement
   Application due date – Mar. 15 for an October-December placement
   Application due date – Sept. 1 for a January-March placement
   Application due date – Oct. 15 for a March-May placement

10. **How are student teaching placements made?**
    The candidate and the instructor of TTT 590 will work together to secure a placement that is appropriate for each individual situation.

11. **Are there additional fees for student teaching?**
    Candidates student teaching in Indiana are not assessed additional fees. If a candidate is student teaching out of state, there may be additional fees to cover supervision expenses.

12. **Can education courses taken at other institutions transfer into our program?**
    Yes, courses will be reviewed on an individual basis to see if they meet content criteria. Only courses with a grade of B- or better will be accepted, and courses older than 7 years are generally not accepted.
13. **Can TTT 590 Student Teaching be waived?**
Yes, if candidates have taught full-time for at least two years, it might be possible to waive student teaching. Completion of a Student Teaching Waiver Application requires documentation of effective teaching and administrative recommendation. Substitute teaching and/or working as an instructional aide does NOT qualify for a student teaching waiver. If waiver is approved, a recording fee of $60 will be assessed.

14. **Can I take a class during student teaching?**
No, student teaching is the capstone of the program and must be taken only after all other courses are completed.

15. **What does the state of Indiana require for licensure?**
- Completion of an approved program such as TTT
- Passage of all required licensure tests (content and pedagogy)
- Valid CPR certification
- Suicide-prevention training
- Submission of application and fee to the Department of Education
GENERAL INFORMATION

Advisement
Taylor University is committed to the success of its students, and advising is an important part of that process. As such, all students will be assigned an advisor to guide them through the program.

Teacher Education Committee
Faculty committees of Taylor University are given the responsibility to consider and formulate university policies and to make decisions with those policies. The members of the Teacher Education Committee are given the responsibility of overseeing the teacher education program which includes the Transition to Teaching program. As listed in the Taylor University Faculty and Administrative Staff Handbook, the duties of the Teacher Education Committee are the following:

1) recommend or establish policies regarding the teacher education program,
2) coordinate all aspects of the teacher education program,
3) recommend to the curriculum management committee any course changes affecting the teacher education program,
4) evaluate periodically the entire teacher education program and report to the academic policy committee,
5) administer standards of admission and retention in the teacher education committee,
6) work in concert with the Dean, School of Social Sciences, Education, and Business and report to the faculty.

Applications for student teaching are reviewed by the director of the program. Recommendations from the director are presented to the Education Department and the Teacher Education Committee for formal approval for student teaching.

Grading System
The following grades and quality points are assigned to graduate students at Taylor University in calculating the GPA:

<table>
<thead>
<tr>
<th>Grade Meaning</th>
<th>Quality Points</th>
<th>Calculated in GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Superior</td>
<td>4.00</td>
<td>Yes</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>Yes</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>Yes</td>
</tr>
<tr>
<td>B Satisfactory</td>
<td>3.00</td>
<td>Yes</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>Yes</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>Yes</td>
</tr>
<tr>
<td>C Poor</td>
<td>2.00</td>
<td>Yes</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>Yes</td>
</tr>
<tr>
<td>F Failing</td>
<td>0</td>
<td>Yes</td>
</tr>
<tr>
<td>W Withdrawn</td>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>WP Withdrawn/passing</td>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>WF Withdrawn/failing</td>
<td>0</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Financial Aid
Transition to Teaching students may be eligible to borrow money through the Federal Direct Stafford Loan program to help with the costs of the TTT program. Taylor University follows federal laws and regulations concerning financial aid. Students interested in financial aid should contact the Financial Aid Office at 765-998-5441.

Transfer Credit from Other Institutions
Students seeking admission to the Transition to Teaching program may have earned course credits that are applicable to the program, which will be determined by the initial transcript audit. Only courses with a grade of B- or better will be accepted, and courses older than 7 years are generally not accepted.

Student Teaching Waiver
Some candidates may be or have been employed as classroom teachers; therefore, the director has the authority to waive student teaching based upon at least two years of experience, positive teacher evaluations, and recommendations from administration. It will be the candidate’s responsibility to provide documentation of successful classroom experience. Substitute teaching and/or working as an instructional aide does NOT qualify to waive student teaching.

Course Extensions and Re-takes
A student is eligible for one 4-month extension per course. The fee for a 4-month extension is $250. Extension requests and payment of the fee must be received prior to the due date of the course. If a course is not completed within the original enrollment period and the student does not request an extension, or if a student cannot complete the course by the end of the extension period, a grade of “F” is issued.

Students are allowed only one opportunity to re-take a course. Students have the option of re-enrolling in the course and, while the old course and grade remain on the transcript, only the new grade from the repeated course will be counted in the cumulative statistics.

Candidate Disclosure Policy
Candidates in teacher education courses are required to self-report in writing any criminal legal proceeding in which the candidate is involved. Moreover, after being accepted into the TTT program, the program participant must also self-report in writing any criminal legal proceeding in which he/she becomes involved. The self-report should be submitted to the Director of TTT. For purposes of this policy, a “criminal legal proceeding” means an arrest or conviction for a criminal offense of any kind. A self-report pursuant to this policy must be made as soon as the candidate or program participant becomes aware of the criminal legal proceeding. Failure to self-identify as required by this policy may result in consequences deemed appropriate by the university including, but not limited to, immediate removal from the TTT program.

APA Format
All written materials submitted for professional education courses must use the guidelines of the Publication Manual of the American Psychological Association (APA). These guidelines include production of text as well as documentation of print and electronic sources.
DISPOSITIONS

Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

Instructors will be using the following rubric at various points during the program to ensure that TTT students display the dispositions of a qualify educator.

<table>
<thead>
<tr>
<th>Care</th>
<th>Below expectations  1 pt.</th>
<th>Meets expectations 2 pts.</th>
<th>Above expectations 3 pts.</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Candidate’s behavior demonstrates difficulty demonstrating respect for self or others</td>
<td>Candidate’s behavior exemplifies respect for self and others</td>
<td>Candidate’s behavior exemplifies respect for self and others by evaluating impact of choices on others</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Candidate demonstrates difficulty in communicating respect for opinions of others</td>
<td>Candidate communicates respect for opinions of others</td>
<td>Candidate communicates respect for differing perspectives and the opinions of others, even if opinions are different than ones’ own</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Empathy</th>
<th>Below expectations  1 pt.</th>
<th>Meets expectations 2 pts.</th>
<th>Above expectations 3 pts.</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Candidate demonstrates difficulty in listening to and considering various perspectives</td>
<td>Candidate listens to and observes others, demonstrating a willingness to understand various perspectives</td>
<td>Candidate thoughtfully listens to, observes, and seeks to understand various perspectives, diverse backgrounds, and individual differences</td>
<td></td>
</tr>
<tr>
<td>Adaptability</td>
<td>Score</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Candidate has difficulty considering ideas of others or does not demonstrate ability to adapt appropriately</td>
<td>Candidate considers others’ ideas and adapts appropriately</td>
<td>Candidate considers and seeks others’ ideas, and adapts appropriately</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Candidate is rigid and responds to challenges negatively</td>
<td>Candidate responds to challenges with positivity</td>
<td>Candidate responds to challenges with positivity and initiative</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Candidate’s work exhibits minimal or lower level thinking</td>
<td>Candidate's work exhibits his/her ability to think critically</td>
<td>Candidate’s work exhibits his/her ability to think critically and solve problems</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Candidate has limited understanding of instructional strategies that encourage learning</td>
</tr>
<tr>
<td>8</td>
<td>Candidate has difficulty seeking increased content and pedagogical knowledge</td>
</tr>
<tr>
<td>Reflective</td>
<td>Below expectations 1 pt.</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>9</td>
<td>• Candidate responds defensively to critiques and/or issues of concern by instructor/mentor teacher</td>
</tr>
<tr>
<td>10</td>
<td>• Candidate needs assistance with self-discipline and self-motivation</td>
</tr>
<tr>
<td>11</td>
<td>• Candidate needs assistance with judgment and common sense</td>
</tr>
<tr>
<td>Collaborative</td>
<td>Below expectations 1 pt.</td>
</tr>
<tr>
<td>12</td>
<td>• Candidate has difficulty in communicating in written and/or oral forms exhibiting numerous errors</td>
</tr>
<tr>
<td>13</td>
<td>• Candidate remains silent during classroom discussion and appears to be disengaged</td>
</tr>
<tr>
<td>Global Minded</td>
<td>Below expectations 1 pt.</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>14</strong></td>
<td>Candidate demonstrates a lack of cultural sensitivity regarding global perspectives</td>
</tr>
<tr>
<td>Professional Responsibility</td>
<td>Below expectations 1 pt.</td>
</tr>
<tr>
<td><strong>15</strong></td>
<td>Candidate has difficulty with punctuality and attendance and/or lack of communication with instructor/mentor teacher</td>
</tr>
<tr>
<td><strong>16</strong></td>
<td>Candidate lacks preparation for class or has difficulty following through with appointments and responsibilities (e.g. does not turn in materials on time)</td>
</tr>
<tr>
<td><strong>17</strong></td>
<td>Candidate has intentionally misinformed instructor and/or has used others' ideas or resources improperly</td>
</tr>
<tr>
<td><strong>18</strong></td>
<td>Candidate exhibits inappropriate standards of appearance; does not follow dress code</td>
</tr>
</tbody>
</table>
ACADEMIC GRIEVANCE PROCEDURE FOR STUDENTS

Academic Grievance and Grade Changes
Procedures have been established to provide fair process of any academic complaint registered by a student. These procedures are part of the University's commitment to maintaining a climate of openness and justice in all areas of academic life. The objective is to provide fair treatment of both any student who registers an academic complaint and any faculty member, and any other academic staff member, who is accused of unfairness toward a student. The first step for students who believe unfair treatment has occurred in their academic experience is to make contact with the respective faculty member or academic staff person to discuss the issue. Then, if necessary, the student should discuss the issue with the Taylor University Online office. If the issue is still not resolved, Taylor University Online will initiate a formal grievance process.

All requests for change of grade (except from an extension) are initiated by the student with the professor of record and then approved by the Dean. Questions regarding a grade should be directed to the professor within sixty days (60) of the final submission for the course (exam or lesson).

Program Withdrawal
The withdrawal process requires the student to provide Taylor University Online with written notification. The date of withdrawal is the date on which the letter, fax, or email notification of withdrawal is received by Taylor University Online. Once withdrawn, the student must submit the readmission form should they desire to reenter the degree program. All incomplete coursework will be subject to standing academic and refund policies. A withdrawn student is still responsible for any outstanding financial obligations.

Program withdrawal will occur automatically for any student not actively enrolled in at least one course per year.

Readmission Procedure
Students who wish to reenter the TTT program must submit an updated application for acceptance. If changes are made to the program while the student is withdrawn, the student will be required to follow the catalog for the year of re-admittance. Students will be subject to the current tuition rate at the time of readmission.
ACADEMIC INTEGRITY

As a Christ-centered intentional community, everything we do and say reflects our identity in Christ and our position as a part of this community; thus, integrity in all areas of life is critical to our own spiritual life and is equally critical to the life of the Taylor community.

Academic dishonesty constitutes a serious violation of academic integrity and scholarship standards at Taylor that can result in substantial penalties, at the sole discretion of the University, including but not limited to denial of credit in a course as well as dismissal from the University. Any act that involves misrepresentation regarding the student’s academic work or that abridges the rights of other students to fair academic competition is forbidden. Academic dishonesty includes, but is not limited to, cheating on assignments or exams, plagiarizing, submitting the same (or substantially the same) paper in more than one course without prior consent of all instructors concerned, depriving others of necessary academic sources, sabotaging another student’s work, and using without attribution a computer algorithm or program. In short, a student violates academic integrity when he or she claims credit for any work not his or her own (words, ideas, answers, data, program codes, music, etc.) or when a student misrepresents any academic performance. All major acts of academic dishonesty, as defined herein, must be reported by the faculty member to the Office of the Provost and the Office of Student Affairs. Departments and/or professors may have discipline- or course-specific policies.

Plagiarism
Definition: In an instructional setting, plagiarism occurs when a person presents or turns in work that includes someone else’s ideas, language, or other (not common-knowledge\(^1\)) material without giving appropriate credit to the source.\(^2\)

Taylor distinguishes between major and minor plagiarism infractions. Examples of minor infractions include inappropriate or inadequate citing or not crediting ideas from class readings. Examples of major infractions include taking significant portions of text from any source with no attribution or having a peer help write the paper. Taylor also distinguishes between collaboration, writer’s feedback, and plagiarism: collaboration and getting feedback on one’s own writing are essential parts of the writing process; however, having a text altered for the writer is not. The level of appropriate collaboration on individual writing assignments is up to each professor, and each professor should make it clear to his or her students what level of collaboration is appropriate for each writing assignment (i.e. brainstorming with other classmates for ideas). Writer’s feedback means having a peer or a Writing Center tutor work with the student to provide suggestions for revision in ways that allow the student author to maintain ownership; this is not plagiarism. However, having a peer make changes to the organization, ideas, paragraphs, or sentences for the student demonstrates a level of ownership over the work; thus, these acts would be considered plagiarism.

Some examples of plagiarism:
1. Not giving credit to the original source—electronic or print
2. Copying passages or phrases without attributing them
3. Not using quotation marks where needed
4. Having a peer alter the paper for the student
5. Downloading a paper electronically from a web source or from another student
6. Intentionally aiding another student’s act of plagiarism

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\(^1\)Common knowledge means any knowledge or facts that could be found in multiple places or as defined by a discipline, department, or faculty member.

Policy: All major acts of plagiarism must be reported by the faculty to the Office of the Provost and the Office of Student Affairs. The student and faculty member involved will receive a copy of the completed plagiarism incident report. All incident reports will be archived in both Academic Affairs and Student Affairs and will be viewed and used solely by the deans of these offices to track plagiarism incidents in order to catch patterns of behavior. This tracking will affect student consequences for any additional plagiarism incidents reported and may affect recommendations for off-campus student activity participation. Plagiarism records in Academic Affairs’ and Student Affairs’ offices will be destroyed along with all other student records according to their respective policies.

Best practices for avoiding plagiarism[3]:

Students will avoid plagiarism by learning:
1. how to summarize and paraphrase appropriately.
2. how to give appropriate acknowledgement of all sources and ideas, even when what is appropriate may change depending on the discipline.
3. to contact the faculty member whenever they are unsure about appropriate acknowledgement of sources or ideas.

Faculty will teach students how to avoid plagiarism by:
1. including a plagiarism statement in course syllabi and discuss that statement with students (in all appropriate courses).
2. teaching the requirements and procedures for properly citing sources within the discipline.
3. modeling recognition of sources whenever appropriate on materials you obtained from another source (e.g., handouts, any image or text you put on PowerPoint).
4. trying to create assignments that make it unlikely that students would plagiarize.

Administrators will encourage a climate of academic integrity by:
1. publicizing all policies related to academic integrity, including ethical research, copyright practices, special internet issues, and plagiarism.
2. providing adequate support services for students who need extra help in learning how to conduct academic research (Zondervan Library, Academic Enrichment Center, and Writing Center).
3. providing opportunities for students to discuss plagiarism issues.

The InTASC Model Core Teaching Standards

The Learner and Learning
Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content Knowledge
Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice
Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility
Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
FIELD EXPERIENCES

Field experiences are considered a vital part of teacher preparation. In both the elementary and secondary TTT programs beginning with the first professional education class (TTT 510) and continuing throughout both programs, field experiences are required. The culmination of these field experiences occurs with a ten-week, full-time student teaching experience. During the student teaching experience, a candidate is expected to assume the total responsibilities of a classroom teacher.

Field Experience Forms
Candidates are required to submit various forms for each field experience. The forms are to be completed by the candidate and electronically forwarded to the TTT professor and the TTT office (ttt@taylor.edu). The form will be placed in the candidate’s file.

Diverse Field Placement Information
Candidates are required to submit a Diverse Field Placement Information Form for each field experience. The form is to be completed by the candidate from school demographic data. The form is to be electronically forwarded to the TTT office (ttt@taylor.edu). The form will be placed in the candidate’s file in the TTT office at Taylor University. At least one of the field experiences needs to be in a diverse setting. The student teaching course instructor will review the previous diverse field placement settings to help select an appropriate student teaching setting to ensure a candidate’s opportunity to work with students in diverse school settings.

Appearance Reflects a Professional Image
Since teachers are highly visible to students and to the general public, they are expected to be dressed professionally. Some school districts have dress codes for their teachers. Taylor University students who are pursuing teaching licenses must also be prepared to function as teachers, which means they must behave, dress and carry their responsibilities in an appropriate manner.

To maintain and promote these essentials, Taylor University students seeking a license to teach are expected to know and adhere to the following guidelines while visiting public or private schools at any time during field experiences.

What is Appropriate?
1. Dress in a manner consistent with responsibilities
2. Dress in a manner that communicates to others pride in personal appearance
3. Dress in a manner that does not cause ill-feelings to others in the school
4. Be groomed in such a way that dress, hair style or jewelry does not disrupt the education process or cause a health or safety hazard
5. Dress in accordance with host school requirements
Transition to Teaching
Diverse Field Placement Information

Candidate: ___________________________ TTT Course: ___________________________

P-12 School: ___________________________ Date: ___________________________

Elementary: ☐            Middle School: ☐            Secondary School: ☐
(Please check appropriate school setting)

School Address: ___________________________ City: ___________________________ Zip: _________

Candidates are to complete the following information concerning the demographics of the field experience school setting. Use percentages of the student population for the school setting data.

Total number of students in the school: _______________

Racial Composition ☐*  White       ______ %  Hispanic       ______ %

African-American       ______ %  Native American       ______ %

Asian       ______ %  Other       ______ %

Economically Disadvantaged ☐*  ______ %

English Learners ☐*     ______ %

Students with Disabilities ☐*  ______ %

*Mark this box if school qualifies as diverse.

As a requirement for successful completion of the TTT program, one field experience placement must occur in a diverse setting, defined as:

• a school with more economically disadvantaged students than the state average
• a school with more minority populations than the state average
• a school with more English Learners than the state average
• a school with more students with disabilities than the state average

Average diversity for Indiana schools is updated at https://inview.doe.in.gov/state/1088000000/population

Diversity for specific schools is located at https://inview.doe.in.gov/

Return this form to:
Taylor University Education Department
ATTN: April Dickey
ttt@taylor.edu
Transition to Teaching Student Teaching Waiver Process

If you have at least two years of teaching experience, you may qualify for a student teaching waiver. Substitute teaching and/or working as an instructional aide do not qualify.

To apply for a waiver, complete the Student Teaching Waiver Application and attach the following documentation:

- At least three evaluations completed by a principal or department head
- A letter of support to waive student teaching written by a school administrator/principal

Completed applications should be submitted to April Dickey (april_dickey@taylor.edu). If the waiver is granted, a $60 recording fee will be assessed.
TRANSITION TO TEACHING
Student Teaching Waiver Application

GENERAL INFORMATION

Name: ___________________________________________ Date: ______________________

Address: __________________________________________

Phone: __________________________ Email: ______________________

PROGRAM

☐ Elementary  ☐ P-12  ☐ Middle  ☐ Secondary  Content area: _________________

STUDENT TEACHING WAIVER REQUIREMENTS

Please complete the following information and attach the requested materials demonstrating each of the following criteria for consideration of a student teaching waiver.

**Teaching Experience: Minimum of two years, full-time, in own classroom**

<table>
<thead>
<tr>
<th>Dates taught</th>
<th>School</th>
<th>Grade/content area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Duties/responsibilities:

<table>
<thead>
<tr>
<th>Dates taught</th>
<th>School</th>
<th>Grade/content area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Duties/responsibilities:

**Letter of Recommendation from an Administrator**

Please attach a letter from an administrator (or have administrator send directly) supporting your student teaching waiver based upon his/her knowledge of your teaching ability.

Name: __________________________ Title: __________________________

**Formal Evaluations**

Please attach a minimum of three evaluations demonstrating teacher effectiveness over the two years.

Once compiled, please email all materials to:

April Dickey, Director, TTT/Online Licensure Programs
april_dickey@taylor.edu

If waiver is approved, a recording fee of $60 will be assessed.
Transition to Teaching Student Teaching Requirements

Student Teaching Application Process

1. Application initiated by student at least one full semester prior to student teaching according to the following schedule:

   Application due date – Feb. 1  for an August-October placement
   Application due date – Mar. 15 for an October-December placement
   Application due date – Sept. 1  for a January-March placement
   Application due date – Oct. 15  for a March-May placement

2. Application sent to the Director of TTT

3. Director of TTT reviews candidate’s progress in the program and presents application to the Education Department and Teacher Education Committee for approval

4. Instructor of TTT 590 contacts the student to discuss placement options

5. Student notified of the placement for the ten-week student teaching experience

6. Student completes portfolio during the student teaching experience
TRANSITION TO TEACHING
Student Teaching Application - Elementary

GENERAL INFORMATION

Name: 
Address: 
Phone: ______________________________________ Email: ____________________________

I hereby request admission to the Taylor University Student Teaching Program according to the established standards.

E-Signature: ____________________________ Date: ________________

ACADEMIC RECORD

Undergraduate Degree: ____________________________

University Issuing Degree: ____________________________

Date of Degree ____________________________ GPA (Undergrad degree) ____________________________

Professional Education Hours: Record the date of course completion or date course is to be taken.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTT 510</td>
<td>Introduction to the Education Profession</td>
</tr>
<tr>
<td>TTT 520</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>SED 520</td>
<td>Exceptional Children</td>
</tr>
<tr>
<td>TTT 540</td>
<td>Mathematics in the Elementary Classroom</td>
</tr>
<tr>
<td>TTT 551</td>
<td>Classroom Management for Elementary Teachers</td>
</tr>
<tr>
<td>TTT 560</td>
<td>Early Literacy Experiences and Assessments: K-3</td>
</tr>
<tr>
<td>TTT 565</td>
<td>Middle Childhood Literacy and Assessment</td>
</tr>
<tr>
<td>TTT 581</td>
<td>Elementary Methods</td>
</tr>
<tr>
<td>TTT 590</td>
<td>Student Teaching</td>
</tr>
</tbody>
</table>

Transition to Teaching Cumulative GPA to date: ________________
GENERAL INFORMATION

Name: ____________________________

Street: __________________________ City: __________ State: _______ Zip Code: ______

Phone: __________________________ Email: __________________________

Desired teaching level: [ ] Middle [ ] Secondary

Content area: __________________________

I hereby request admission to the Taylor University Student Teaching Program according to the established standards.

E-Signature: __________________________ Date: __________________________

ACADEMIC RECORD

Undergraduate Degree: __________________________

University Issuing Degree: __________________________

Date of Degree: __________________________ GPA (Undergrad degree): __________________________

Professional Education Hours: Record the date of course completion or date course is to be taken.

TTT 510 __________________________ Introduction to the Education Profession

TTT 520 __________________________ Educational Psychology

SED 520 __________________________ Exceptional Children

TTT 535 __________________________ Reading in the Content Area for Secondary Teachers

TTT 552 __________________________ Classroom Management for Secondary Teachers

TTT 555 __________________________ Secondary Methods

TTT 590 __________________________ Student Teaching

Transition to Teaching Cumulative GPA to date: __________________________
TRANSITION TO TEACHING
Student Teaching Application – P-12 (All Grade)

GENERAL INFORMATION

Name: ____________________________________________
Street: __________________________ City: ________ State: ________ Zip Code: ________
Phone: __________________________ Email: __________________________
Licensure Content Area: __________________________

I hereby request admission to the Taylor University Student Teaching Program according to the established standards.

E-Signature: __________________________ Date: __________________________

ACADEMIC RECORD

Undergraduate Degree: __________________________
University Issuing Degree: __________________________

Date of Degree: __________________________ GPA (Undergrad degree) __________________________

Professional Education Hours: Record the date of course completion or date course is to be taken.

TTT 510 _________________ Introduction to the Education Profession
TTT 520 _________________ Educational Psychology
SED 520 _________________ Exceptional Children
TTT 535 _________________ Reading in the Content Area for Secondary Teachers
TTT 551 _________________ Classroom Management for Elementary Teachers
TTT 552 _________________ Classroom Management for Secondary Teachers
TTT 555 _________________ Secondary Methods
TTT 560 _________________ Early Literacy Experiences and Assessments: K-3
TTT 581 _________________ Elementary Methods
TTT 590 _________________ Student Teaching

Transition to Teaching Cumulative GPA to date: _________________
AUTOBIOGRAPHICAL INFORMATION
WHY I WANT TO BE A TEACHER

PERSONAL TRAITS THAT WILL ENHANCE MY TEACHING EFFECTIVENESS
PLACEMENT PREFERENCES

Name: ____________________________________________

Field experience in a diverse school setting is a requirement of the TTT program. Diversity is defined as a school with a population higher than the state average in the areas of: socio-economic status, racial composition, students with disabilities, and English-language learners.

Have you met this diversity requirement?  □ Yes □ No

If yes, in which school? ___________________________ For what course? ___________________________

If no, your student teaching placement will need to be within a diverse school. Please be mindful of that as you list your preferred locations.

Semester preference:  □ First half FALL (August – October) □ Second half FALL (October – December)

□ First half SPRING (January – March) □ Second half SPRING (March – May)

School preference:
(Please leave blank if no preference)

<table>
<thead>
<tr>
<th>District</th>
<th>School</th>
<th>Teacher</th>
<th>Diverse?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td>□</td>
</tr>
</tbody>
</table>

Grade Level preference: ________________________

Any special circumstances that contribute to placement preference (please describe below):

Requests are subject to acceptance by the school. A preferred placement would be in a school that doesn’t employ close relatives or educate the candidate’s children, but exceptions may be made on an individual basis.