

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.

In addition to the coursework required for each program, a candidate admitted to the program must submit a current criminal background check; pass state-required competency licensure exams; and complete an electronic portfolio during student teaching.

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/online/programs-licensure/> 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	Reading 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	Reading 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 – 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 – 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 – 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 in Special Education
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 535	3	Critical Issues in Special Education
SED 540	3	Assessment in Special Education
SED 550	3	Behavior Management
SED 555	3	Methods of Special Education

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 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.

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 an overview of the history and development of laws which mandate the provision of Special Education and related services to students with disabilities. The purpose of this course is to empower the prospective teacher of Special Education through the development of the knowledge of the legal foundation of Special Education. Students will gain an understanding of the legal issues surrounding the rights and provision of Special Education services to students with disabilities in public schools. This course will provide students with information about legal issues in special education with an emphasis on implementing legally sound policies and procedures in their own practice.

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 in Special Education 3 hours
This course focuses on formal and informal assessment used 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 personnel is discussed. This course has a field experience. *Prerequisites: SED 520 and SED 530.*

SED 550 Behavior Management 3 hours
Managing the learning environment of students with special needs is the focus of this course. Topics covered include behavioral assessments and their use in developing intervention plans for exceptional students, as well as the legal implications of laws and regulations regarding the implementation of these plans in various learning environments. Characteristics and observations of behavior disorders are also explored. An observation of a classroom with disruptive behaviors is required as well as service learning projects. *Prerequisites: SED 520 and SED 530.*

SED 555 Methods of Special Education 3 hours
Methods and materials used in the intervention of exceptional learners are presented in this course. Strategies of instruction in the least restrictive environment, modification of curriculum, and collaboration and consultation across the spectrum of services are presented in conjunction with the daily teaching and planning required of students' individual education plans. Includes a field experience lab. *Prerequisites: SED 520 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 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.*

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 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. Some field experience is required. *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 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. Includes a field component. *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. Includes a 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 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.*