

The Transition to Teaching program with specializations in Elementary and Secondary is designed for individuals interested in gaining the knowledge and expertise required in the field of teaching. The program is an alternative-route program designed to meet the academic requirements established for state licensure. The program curriculum is focused on educational foundations, classroom management, instructional methods, assessment, and diversity. The elementary program also includes field experiences and a full-time student teaching experience. (24 credits)

## Required Course of Study

### MTE 507 Orientation to Teacher Education

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field experience, electronic resources, e-Portfolio, student teaching, and Teacher Work Sample will be discussed. (0 credits)

### MTE 508 Models, Theories and Instructional Strategies

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan. (3 credits) Prerequisite: MTE 507

### MTE 520 Maintaining an Effective Learning Climate

This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students,

parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs. (3 credits)

### SPE 514 Survey of Special Populations

This course provides an overview of the categories of exceptional-ity for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined. (2 credits) Prerequisite: MTE 508

### RDG 530 Curriculum, Constructs & Assessment: Reading/Language Arts

This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements. (4 credits) Prerequisite: MTE 508

The U.S. Department of Education requires the University to provide the following information about each of our programs that lead to gainful employment in a recognized profession.

0% of students who completed this program during the most recent federal award year did so within normal time.<sup>1</sup>

#### Related occupations<sup>2</sup>

Elementary School Teachers, Except Special Education #25-2021.00

#### Program costs<sup>3</sup>

**Tuition and fees** \$9,685 to \$13,685  
Includes cost per credit, application fee, and fees for resources (books/eResources) for students completing the program in normal time.

#### Median graduate debt<sup>4</sup>

<b>Federal</b>	\$17,924
<b>Private</b>	\$0
<b>Institutional</b>	\$0

<sup>1</sup> The on-time completion rate identifies the percentage of students completing this program during the most recent federal award year who completed it within "normal time." The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes one course at a time, and successfully completes each attempted course. Students enrolled in this degree program are typically nontraditional students. Students may exceed "normal time" for a variety of reasons, including, but not limited to, internships, practicums, clinical rotations, student teaching or administrator experiences required for licensure.

<sup>2</sup> Graduates of this program will be educationally qualified to enter the occupations listed. Visit [onetonline.org](http://onetonline.org) for job descriptions.

<sup>3</sup> The range provided represents the sum of tuition and typical fees required to complete the program within normal time, based on the University's 2011/2012 tuition levels. The actual costs that will be incurred by a particular student to complete this program will depend upon factors specific to that student. Tuition rates for this program may vary due to factors such as: (i) geographic location of the student; (ii) modality of coursework; (iii) military service; and (iv) future changes in tuition rates. The number of credits required for a particular student to complete the program will be dependent upon various factors, including: (i) transfer credits available; (ii) repeated coursework; and (iii) completion of additional specializations within this program. Please contact an Enrollment Advisor for additional information.

<sup>4</sup> The figure represents the median amount of debt incurred by students who completed the program during the relevant federal award year. The actual amount of debt a particular student will incur to complete this program is dependent on various factors specific to the student. Please contact an Enrollment Advisor for additional information.

# Transition to Teaching Certificate-Elementary

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## **RDG 535 Diagnosis and Remediation of Reading Difficulties**

This course addresses instructional reading/language arts strategies, student activities, and resources that can be utilized, based on students' contextual information and assessment results. It provides foundational information about the stages of reading, factors that impact reading ability, and the nature of reading difficulties. This information serves as a context for learning about the administration and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final case study report and intervention plan is developed based on student data provided. (3 credits) Prerequisites: MTE 508 and RDG 530

in securing a teaching position. Students will examine resumés and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences. (3 credits) Prerequisite: All other courses

## **MTE 531 Curriculum, Constructs & Assessment: History & Social Science**

This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress. (2 credits) Prerequisite: MTE 508

## **MTE 532 Curriculum, Constructs & Assessment: Science & Mathematics**

This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. (4 credits) Prerequisite: MTE 508

## **ELM 525 Elementary Student Teaching**

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision-making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the Teacher Work Sample. It also provides students practical guidance