IU School of Education

Welcome to the IU School of Education!

Mission

The mission of the Indiana University School of Education at IUPUI is to improve teaching, learning, and human development in a diverse, rapidly changing, and increasingly technological society. We prepare reflective, caring, and highly skilled educational practitioners and scholars who lead in their chosen professions; inform educational theory and practice through research; and work in partnership with a range of constituents to effect change from the local to national levels and throughout the world.

The mission of the School of Education at IUPUI is defined by its location in the largest population center in Indiana. Our urban location provides both the opportunity and the resources to focus teaching, research, and service on the constellation of issues related to urban education in America.

Overview

History

Indiana University has been preparing teachers since 1851. The first "Department of Pedagogy" was part of what is now the College of Arts and Sciences in Bloomington. In 1908 a formal School of Education was established, and in 1923 the school became autonomous from the College of Arts and Sciences. The first B.S. in education was awarded in 1925.

Education classes have been offered in Indianapolis since 1914, when the Extension Division of Indiana University was founded. Enrollments and course offerings in Indianapolis grew steadily and by 1969 it was possible to earn a bachelor's degree in education at Indianapolis. In 1969, regional campuses of Indiana University and Purdue University merged to form IUPUI.

In 1972, the IUPUI Division of Education was formally established with offices in the Marrott Building on North Meridian Street. In 1975 the School of Education in Bloomington and the Division of Education in Indianapolis merged to become a single School of Education with two campuses, and the School of Education at IUPUI moved into a new Education/Social Work Building located at 902 West New York Street.

Today, Indiana University's School of Education is one of America's most respected educational institutions for the preparation of teachers, administrators, and specialists in all areas of education. The School of Education has full equality with the other professional schools of the university and grants the degrees of Bachelor of Science in Early Childhood Education, Bachelor of Science in Education, Master of Science in Education, Specialist in Education, and Doctor of Education.

Students may earn the B.S. degree in education entirely at IUPUI. IUPUI offers select graduate programs in education and enrolls a growing number of doctoral students. The Indiana University School of Education at IUPUI awards nearly 300 degrees annually, and boasts well over 13,000 alumni.

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Accreditation & Licenses

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and by the Higher Learning Commission of North Central Association of Colleges and Secondary Schools. Teacher education programs offered through the School of Education at IUPUI have either been nationally approved by their Specialized Professional Associations (SPA), or approved by the Indiana Department of Education.

Programs nationally recognized:

- Elementary Education (ACEI)
- English Education (NCTE)
- Mathematics Education (NCTM)
- Social Studies Education (NCSS)
- Visual Arts Education (NASAD)

Last updated July 2011

Contact Information

[Indiana University School of Education](#)

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General Education

General education refers to courses and other experiences that lay the foundation for IUPUI students to evidence progress toward the IUPUI "Principles of Undergraduate Learning." There is a focus on building skills in written and oral communication, information technology, inquiry, science, literature, quantitative reasoning, and both global and democratic perspectives.

Courses that build the general education foundation for elementary education majors are listed below; they are organized by the Principles of Undergraduate Learning to which they are most directly related. Students are encouraged to follow this template as well as meet with an advisor in the School of Education as soon as possible. Both the particular sequence and the course clusters or learning communities designated for Education majors

have been planned to provide the strongest foundation and to build the most powerful connections between the content of the individual courses.

Professional Education

The professional education component is a carefully articulated program of study where courses are taken in blocks and in a prescribed order. The professional education courses that are part of Learning to Teach/ Teaching to Learn (LT/TL) are tied closely to specific professional development school (PDS) sites in Marion County. These are schools that have entered into a special partnership with the School of Education. Some of the formal course work as well as all of the field experiences that accompany this course work are conducted at the PDS sites. Students also have the option to student teach at these PDS sites.

Because LT/TL is a field-based program in which formal class sessions are integrated with field experiences, most professional education courses are offered at a time when teacher education candidates are able to work with students in P-12 classrooms. Most professional education courses are scheduled during the day, and students will need to make arrangements to devote one day (part-time enrollment) or two days (full-time enrollment) each week to complete the class and early field experience work.

Student Teaching

All interns complete student teaching assignments in two school settings. For elementary education majors, student teaching will comprise two eight-week placements, the first in Block IIIB and the second in Block IVB. Elementary majors will complete one primary placement and another intermediate placement.

In the secondary programs, the student teaching requirement will be met by consecutive eight-week placements in a middle school and high school setting during Block IV. Students completing a program leading to an all-grades license should consult with their major advisor about the logistics of the student teaching placements.

Eligibility Requirements for Student Teaching

To be eligible for student teaching, a student must have

1. Been admitted to the Teacher Education Program and be in good standing.
2. Submitted an application for Student Teaching with the Teacher Education Program application (secondary-all-grade majors only).
3. Passing scores on the Block I Rubric and Block II performance task and no issues outstanding.
4. Senior or graduate standing in the university or be within two semesters and one summer session of graduation. (In no case should a student have competed fewer than 84 credit hours prior to the semester in which the student teaching and/or practicum is to be done.)
5. Completed at least three-fourths of the credit hours required for licensing in the teaching area(s).
6. Completed all professional education and education technology courses within 10 years and attained a minimum grade point average (GPA) of 2.50 in all professional education courses with a minimum grade of C in each professional education course.

7. Earned a minimum overall GPA of 2.50 at Indiana University.
8. Passed the appropriate PRAXIS II test prior to starting student teaching (secondary and all-grade programs)

Application for Student Teaching

All students must complete an application for Student Teaching. All students apply for student teaching when they apply to the Teacher Education Program.

Career Services

The IUPUI School of Education offers career planning assistance to its students and alumni. A website has been established to help students search for posted jobs and internships. Students may post their profile for prospective employers and search for posted positions at https://www.myinterfase.com/iupui-se/student/. Employers are welcome to register to post job and internship opportunities. Career planning resources and information on how to search IUPUI's JagJobs database, as well as how to schedule an appointment with a Career Consultant, can be found on the website of the Office of Academic and Career Development at http://www.uc.iupui.edu/students/career/.

The school offers meetings addressing graduation requirments, licensing procedures, and career information in both the fall and spring for current student teachers.

Admission

Requirements

Entering students with strong academic credentials who indicate education as their choice among academic programs may be dually admitted to University College and the School of Education. Students admitted to University College who subsequently make a decision to pursue an education degree or complete a program leading to an initial teaching license may transfer to the School of Education when they attain a minimum 2.50 overall grade point average (GPA) with at least 12 hours of coursework.

Education majors transferring to IUPUI from other colleges and universities may be dually admitted to the University College and the School of Education if their GPA is 2.50 or better, or admitted to University College if they have not yet achieved a 2.50 overall GPA. Students must attain a 2.50 overall GPA to transfer to the School of Education.

It is important to note that admission to the school does not guarantee admission to the Teacher Education Program. Application to teacher education is a separate process that typically occurs during the second semester of the sophomore year (or during the semester prior to beginning the professional education component of the licensure program).

Transfer Students

Transfer Credit Policy

Acceptance of credit from other institutions will be determined by IUPUI Enrollment Services. After transfer courses have been credited through IUPUI Enrollment Services, the student should meet with a School of Education academic advisor to determine which transfer

courses will fulfill degree requirements for programs in education.

Students in elementary or secondary programs must have a minimum grade point average (GPA) of 2.00 in the transfer courses that would apply toward their degree. No courses with grades below a C will be accepted. Degree Progress GPAs and GPAs from transfer courses are combined to determine overall and major GPAs for admission and graduation purposes when a student transfers in more than 27 credit hours.

IUPUI's Teacher Education Program Learning to Teach/ Teaching to Learn is built on a coherent sequence of professional education courses and field experiences. To support program integrity and continuity, students interested in completing a program leading to initial licensure through the School of Education are encouraged to complete the entire professional education component at the IUPUI campus. Requests for transfer credits for professional education courses will be reviewed on an individual basis in consultation with program faculty; feedback will be provided in a timely fashion. No more than 15 credits of professional education courses from an accrediated program can be transferred to the program. Only education courses with grades of B- (2.70) or higher willl be considered.

Admission to the LT/TL Teacher Education Program

Admission to the Teacher Education Program is separate from admission to the School of Education.

Students wishing to earn a license to teach at any developmental level (elementary, middle, or high school) must apply to the Teacher Education Program and be formally admitted before being authorized to enroll in any professional education courses. Since space is limited and admission is competitive, students interested in Teacher Education are urged to meet application deadlines (February 7 for fall admission and September 7 for spring admission). Please note that due to the competitive nature of admission to the programs not all students meeting minimum requirements may be admitted. The application and supporting information are available from the School of Education home page on the Web at education.iupui.edu.

Note: Admission to the Teacher Education program does not guarantee licensure by the state of Indiana.

The standards for admission to the Teacher Education Program apply both to education majors and to majors in other schools who are seeking an initial teaching license. A student must:

1. Maintain a minimum overall grade point average (GPA) of 2.50. (This minimum GPA is subject to change)

2. Complete required courses.
   1. *Elementary Majors*
      - Achieve a grade of C or higher in all courses.
      - Complete all prerequisite coursework prior to beginning the Teacher Education Program. (Refer to the General Education section of this bulletin for a list of required prerequisite courses.)

      Prerequisite courses can be in progress at the time of application submission; however, they must be completed satisfactorily prior to beginning Block I.

   2. *Secondary Majors*
      - Complete ENG W131 as well as a second writing course, COMM R110, or COMM C180, EDUC H341, and EDUC W200, with a C or higher before entering the program.
      - Achieve a grade of C or higher in all general education and major courses.
      - Achieve a 2.50 GPA in general education. (Subject to change)
      - Achieve a 2.50 GPA in major. (Subject to change)
      - Complete half of the major courses plus enough of the general education courses to equal no less than 60 credit hours. (See checksheets for specific numbers of hours for each program) Fulfilling this requirement will leave no more than 6-9 clases outside of the blocks left to take. Prerequisite courses can be in progress at the time of application submission; however, they must be completed satisfactorily prior to beginning Block I.

   3. *Secondary/All-grade Majors*
      - Achieve a 2.50 GPA in major. (Subject to change)
      - Achieve a 2.50 overall GPA (Subject to change)
      - Consult an advisor in the students designated school for additional admission requirements.

3. Demonstrate basic skills with **one of the following**: (After January 1, 2013, a new basic skills tests will replace the PRAXIS I)
   - ACT with a score of at least 24 based on math, reading, grammar, and science.
   - SAT with a score of at least 1100 based on critical reading and math.
   - GRE with a score of at least 1100 based on verbal and quantitative.
   - Praxis I composite score of 527 based on reading, writing, and math **OR** Pass all three sections of Praxis I: reading, math and writing.
   - Anyone with a Master's Degree from a regionally accredited institution is exempt.

4. Complete a formal application. Applications for admission to the Teacher Education Program are due by February 7 for the following fall semester, and by September 7 for the spring semester.

Courses

Computer Education
EDUC-W 200 Using Computers in Education (1-3 cr.)
Develops proficiency in computer applications and

classroom software; teaches principles and specific ideas for appropriate, responsible, and ethical computer use to make teaching and learning more effective; promotes critical abilities, skills, and self-confidence for on-going professional development. (Required of all students pursuing teacher education.)

EDUC-W 201 Beginning Technology Skills (1 cr.) Develops proficiency in computer applications and classroom software; teaches principles and specific ideas for appropriate, responsible, and ethical computer use to make teaching and learning more effective; promotes critical abilities, skills, and self-confidence for on-going professional development.

EDUC-W 301 Integrating Technology into Teaching Part I (1 cr.) P: EDUC W201. This course is designed to provide the student with skills and experiences that will allow for effective and appropriate integration of technology into teaching and learning activities. In this course, the focus will be on reviewing current models of effective technology integration, surveying available technology in schools, and developing classroom lessons and activities.

EDUC-W 401 Integrating Technology into Teaching Part II (1 cr.) P: EDUC W201 and W301. This course is designed to provide the student with skills and experiences that will allow for effective and appropriate integration of technology into teaching and learning activities. Students will have the opportunity to implement and evaluate a technology-integrated classroom activity in an advanced field experience.

EDUC-W 450 Internship in Instructional Computing (1-6 cr.) Prerequisite EDUC W210 or permission of instructor. Complete semester long internship experience with a classroom teacher or other individual or group in an appropriate setting. Exchange regular reflections with the practicum supervisor. A corequisite for Computer Endorsement Cohort. (Enrollment in this course should be for one credit each semester for up to 6 credits for the Cohort.)

Education Psychology
EDUC-P 251 Educational Psychology for Elementary Teachers (1-4 cr.) The application of psychological concepts to school learning and teaching using the perspective of development from childhood through preadolescence. Special attention is devoted to the needs of the handicapped.

EDUC-P 490 Research in Educational Psychology (1-3 cr.)

Elementary Education
EDUC-E 201 Multicultural Education and Global Awareness (3 cr.) This course examines educator's and student's responsibility (ies) in a complex and interdependent world. Students will be guided to develop the skills, knowledge, and attitudes needed to live effectively in a world of limited resources, ethnic diversity, and cultural pluralism. Taught as a writing intensive course at IUPUI.

EDUC-E 325 Social Studies in the Elementary Schools (3 cr.) Emphasizes the development of objectives, teaching strategies, and evaluation procedures that facilitate the social learning of young children. Special

attention given to concept learning, inquiry, decision making, and value analysis.

EDUC-E 328 Science in the Elementary Schools (3 cr.) The focus of this course will be on developing teacher competencies in writing performance objectives, question-asking, evaluating, and sequencing. These competencies will reveal themselves in the preparation and development of science activities and the teaching strategies involved in presenting those activities to elementary school children.

EDUC-E 340 Methods of Teaching Reading I (2-3 cr.) Describes the methods, materials, and techniques employed in elementary school developmental reading programs.

EDUC-E 341 Methods of Teaching Reading II (2-3 cr.) P: E339 and E340. Describes the methods, materials, and techniques employed in diagnosis and corrective instruction in elementary school reading programs.

EDUC-E 343 Math in the Elementary Schools (3 cr.) B-I Emphasizes the developmental nature of the arithmetic process and its place as an effective tool in the experiences of the elementary school child.

EDUC-E 345 Language Arts and Mathematics for Young Children (6 cr.) Methods of developing language, cognition, reading and mathematical readiness; mathematical thinking through play, the arts, and directed experiences; design of curriculum and appropriate teaching strategies for young children.

EDUC-E 449 Trade Books and the Classroom Teacher (3 cr.) Emphasizes the use of trade books in language and reading in elementary classrooms.

EDUC-E 490 Research in Elementary Education (1-3 cr.) B-I Individual research.

EDUC-E 495 Workshop in Elementary Education (arr. cr.) For elementary school teachers. Gives 1 credit hour for each week of full-time work.

Foundations of Education
EDUC-F 110 Windows on Education (2-3 cr.) First year seminar to support incoming freshmen interested in teaching as a career. The course will facilitate students' efforts to navigate university life while making an informed decision regarding career choices. The F110 will serve as the First Year Seminar that may be linked to EDUC F200: Examining Self as a Teacher.

EDUC-F 200 Examining Self as a Teacher (3 cr.) Designed to help a student make a career decision, better conceptualize the kind of teacher the student wishes to become, and reconcile any preliminary concerns that may be hampering a personal examination of self as teacher. Students will design a major portion of their work.

EDUC-F 401 Topical Exploration in Education (0-3 cr.) Explores various topics of relevance to education, both in the United States and abroad.

EDUC-H 340 Education and American Culture (3 cr.) The present educational system: its social impact and future implications viewed in historical, philosophical, and sociological perspective.

EDUC-H 341 American Culture and Education (3 cr.) An opportunity to participate in a cooperative

learning venture, as students investigate the sociological, psychological, historical, and philosophical foundations of American education, relating findings, observations, and experiences at professional development school sites with current practices and the future of education.

EDUC-H 440 Capstone Seminar in American Elementary Education (3 cr.) This course serves as a capstone seminar in foundations for senior elementary education students. It covers essential content knowledge, theory and themes in educational history, sociology, and philosophy. It also addresses key issues for understanding the professional world of teachers. It is linked to extensive field experience including student teaching.

Graduate Courses

EDUC-A 500 Introduction to Educational Leadership (3 cr.) This course entails an introduction to the history, philosophy, and social aspects of educational leadership. It reviews relevant theories of administration; the historical role of administration in schools; and the political, social, economic, and philosophical frameworks that have informed administrations.

EDUC-A 560 Political Perspectives of Education (3 cr.) This course focuses on theoretical and conceptual approaches useful in describing, explaining, and predicting political behavior related to schools. Forces for continuity and change at local, state, and federal levels are explored.

EDUC-A 590 Independent Study in Educational Leadership (1-3 cr.) Individual research or study with an educational leadership faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, A590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-A 608 Legal Perspectives on Education (3 cr.) This course entails an overview of the legal framework affecting the organization and administration of public schools, including church-state issues, pupil rights, staff-student relationships, conditions of employment, teacher organizations, tort liability, school finance, and desegregation.

EDUC-A 635 Public School Budgeting and Accounting (3 cr.) This course explores the normative and positive aspects of financing K-12 public education. After a rigorous introduction to the foundation of school finance theory, the course will investigate the concepts and practices of effective budget management.

EDUC-A 640 Planning Educational Facilities (3 cr.) This course focuses on the basic concepts in planning educational facilities as they relate to educational needs. It covers educational specifications for learning environments, and renovation and modernization of school buildings.

EDUC-A 695 Practicum in Educational Leadership (3 cr.) P: Consent of instructor. This course provides for closely supervised field experience in various areas of educational leadership.

EDUC-A 799 Doctoral Thesis in Educational Leadership (1-15 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area. S/F grading.

EDUC-C 565 Introduction to College and University Administration (3 cr.) Types of institutions and their organization and roles on the nationwide scene; their principle administrative functions, including faculty personnel, business management, public relations; relationship of student personnel to other administrative positions.

EDUC-C 620 Pro Seminar in Higher Education (3 cr.) This course id designed to introduce you to and provide you with the opportunity to reflect upon higher education as: the location of your educational experiences; the environment in which you participate in professional practice; an organizational entity; the subject of scholarly research; and an economic, social, cultural, and political institution within American society.

EDUC-C 675 Supervised College Teaching (3 cr.) P: Master's degree. Opportunities for advanced graduate students to teach college classes under close supervision and to participate in a seminar on college teaching.

EDUC-C 690 Independent Study in Higher Education (1-3 cr.) P: Individual research or study with a higher education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term, specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, C690 should not be used for the study of material taught in a regularly scheduled course.

EDUC-C 750 Topical Seminar (1-6 cr.) P: Master's degree and consent of instructor. Current issues, developments, and concerns bearing on higher education. Specific topics vary each semester.

EDUC-C 788 Seminar in Research in Higher Education (3 cr.) Study of research design, techniques, and procedures applicable to research problems in administration.

EDUC-C 790 Research in Higher Education (1-12 cr.)

EDUC-C 799 Doctoral Thesis in Higher Education (1-15 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

EDUC-E 506 Curriculum in Early Childhood Education (3 cr.) Planning the curriculum and selecting and evaluating learning experiences for children ages three through eight years with reference to relevant research. Organizing the classroom to provide maximum integration among experiences in different academic areas. A one-semester course; should be followed by E525 in the same year.

EDUC-E 555 Human Diversity in Education (3 cr.) Explores issues related to teaching in a complex and diverse culture. Through this class students will become familiar with a range of diversity issues that teachers confront in our society, including cognitive abilities, learning styles, and cultural, racial, and economic backgrounds of children.

EDUC-E 590 Independent Study or Research in Elementary Education (1-3 cr.)

EDUC-E 599 Master's Thesis in Elementary Education (3 cr.)

EDUC-G 502 Professional Orientation and Ethics (3 cr.) The psychological and educational foundations for counseling and guidance. Overview of counseling theories, practices, and organization.

EDUC-G 522 Counseling Techniques (3 cr.) P: G502 or equivalent. C: G523. Introduction to counseling theories and psychological processes involved in individual counseling.

EDUC-G 523 Laboratory in Counseling and Guidance (3 cr.) C: G522. Laboratory experiences in counseling, analysis of counseling interviews, role playing, and closely supervised counseling in the laboratory setting.

EDUC-G 524 Practicum in Counseling (1-3 cr.) P: G502, G522 and G523. Closely supervised counseling practice with clients in the department's counseling laboratories or in approved field sites in schools or agencies. Intensive supervision. Special application required.

EDUC-G 532 Introduction to Group Counseling (3 cr.) P: G502 (for M.S. students). Psychological and theoretical foundations of group counseling. Analysis of the dynamics of groups.

EDUC-G 550 Internship in Counseling (1-6 cr.) Counseling experience in actual school or agency situations. Under direction and supervision of the counselor/supervisor, students get practice in counseling, interviewing, in-service training, orientation procedures, and data collection.

EDUC-G 552 Career Counseling - Theory and Practice (3 cr.) An introduction to career development theory, psychological assessment for career planning, and sources and uses of career information in counseling.

EDUC-G 562 School Counseling (3 cr.) Foundations and contextual dimensions of school counseling. Knowledge and skills for the practice of school counseling, developmental counseling. Program development, implementation, and evaluation. Consultation, principles, practices, and applications of needs assessment. Provides an overall understanding of the organization of schools and the function of the counselor and counseling program.

EDUC-G 580 Topical Seminar in Counseling and Guidance (1-3 cr.) An intensive study of theory and research of selected topics in counseling.

EDUC-G 590 Research in Counseling and Guidance (1-3 cr.) P: Consent of instructor. Individual study or research with a counseling faculty member.

EDUC-G 598 Seminar on Professional Issues (3 cr.) An examination of professional issues and trends in the field of counseling and their implications for practice.

EDUC-G 799 Doctoral Thesis in Counseling Pscyhology (1-15 cr.) Credit may be earned over a period of several semesters. The thesis is to be an organized scientific contribution to the field of counseling psychology.

EDUC-G 901 Advanced Research (3 cr.) Open only to doctoral candidates who have been admitted to candidacy, i.e., have passed qualifying examinations and completed all program course work except the dissertation. Enrollment is restricted to six semesters. This course is not offered in summer sessions.

EDUC-H 590 Independent Study or Research in History, Philosophy and Comparative Education (1-3 cr.) P: Individual research or study with a History, Philosophy, and Comparative Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, H590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-H 637 Topical Seminar (3 cr.) P: Consent of instructor. Critical examination of a problem area in history of education or comparative education that has been extensively studied by the instructor.

EDUC-H 799 Doctoral Thesis in the History or Philosophy of Education (1-15 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

EDUC-J 500 Instruction in the Context of Curriculum (3 cr.) First course for the master's degree in curriculum and instruction. Extends concepts introduced in undergraduate teacher preparation. Topics include conceptions and definitions of curriculum and instruction and their impact on social contexts, learning theories, and schooling practices. Elementary and secondary contexts are studied.

EDUC-J 538 M.S. Practicum/Internship (1-6 cr.) Supervised practice in a school or other approved agency. Includes performance in such roles as curriculum development, program evaluation, action research, staff training and development, consultation, or program development. A comprehensive report involving a systematic analysis of the practicum activity must be completed.

EDUC-J 799 Doctoral Thesis in Curriculum and Instruction (1-12 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

EDUC-K 505 Introduction to Special Education for Graduate Students (3 cr.) P: Graduate standing or consent of instructor. Basic special education principles for graduate students with no previous course work in special education. Students cannot receive credit for both K205 and K505.

EDUC-K 525 Survey of Mild Handicaps (3 cr.) An advanced survey of the literature relating to mild handicaps, including historical foundations, definitions, and current issues facing workers in the field.

EDUC-K 541 Transition Across the Life Span (3 cr.) In this course, issues and strategies related to the array of transitions students with disabilities need to make

as they progress from pre-school to public school and on to adult life are discussed. The course covers laws, policies and guidelines governing service provision across age groups and levels of instruction, and it addresses strategies for program planning, interagency cooperation and collaboration, and resource utilization.

EDUC-K 548 Families, School and Society (3 cr.) The course focuses on the family as a system and discusses the impact of disabilities on the daily lives of family members. Historical, legal and ethical perspectives on family involvement and empowerment are explored. Approaches for providing services to families with members who are developmentally disabled, chronically ill, at risk or who have other types of impairments also are presented.

EDUC-K 553 Classroom Management and Behavior Support (3 cr.) The course provides basic knowledge and skills for (1) developing and maintaining a productive and proactive classroom environment, (2) teaching students discipline, self-control, conflict resolution and other self-management skills, (3) managing and preventing crisis behavior, and (4) developing and implementing behavior intervention and management plans in classroom programs and in cooperation with parents, teachers, and other personnel.

EDUC-K 590 Independent Study or Research in Special Education (1-3 cr.) P: Individual research or study with a Special Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, K590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-K 595 Practicum in Special Education (1-6 cr.) P: Consent of instructor. Provides for closely supervised field experience in various areas of special education.

EDUC-K 599 Master's Thesis in Special Education (3 cr.)

EDUC-K 799 Doctoral Thesis in Special Education (1-15 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

EDUC-L 500 Instructional Issues in Language Learning (3 cr.) This course reviews the principles and the current instructional issues related to learning a first or a second language. Besides the general issues of effects of the environment, developmental stages, and basic instructional methodologies, relationships among reading education, English education, and second language education will be explored.

EDUC-L 502 Socio-Psycholinguistic Applications to Reading Instruction (3 cr.) Explores the linguistic and cognitive dimensions of language as they relate to the teaching of reading. Discusses relationships among the systems of language and among the various expressions of language. Always includes topics on pragmatics, semantics, grammar, and dialect.

EDUC-L 505 Secondary Language Literacy Instruction (3 cr.)

EDUC-L 524 Language Issues in Bilingual and Multicultural Education (3 cr.) A survey of language education issues related to the linguistic abilities and educational needs of students requiring bilingual or bidialectal instruction. Topics discussed include language acquisition, language pedagogy, program models, cultural influences, teacher training, and research directions.

EDUC-L 525 Practicum in Literature, Culture and Language Education (1-4 cr.) Supervised application of language and literacy teaching methods. Special emphasis on setting up effective learning environments, selecting materials, designing instruction, monitoring student growth, adjusting instruction based upon student performance, and communicating with other professionals.

EDUC-L 559 Trade Books in Elementary Classrooms (3 cr.) Emphasizes the use of trade books in language and reading in elementary classrooms.

EDUC-L 590 Independent Study or Research in Literature, Culture and Language Education (1-3 cr.) P: Individual research or study with a Language Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, L590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-L 599 Master's Thesis in Literature, Culture and Language Education (3 cr.) To be used as the master's thesis in language education or the early inquiry experience as part of the doctoral program. The thesis or inquiry experience may be an organized study or a systematic and comprehensive analysis of theory and practice in a specific area.

EDUC-L 650 Internship in Literature, Culture and Language Education (1-3 cr.) Provides directed and supervised experience for advanced graduate students in the field of language education.

EDUC-L 795 Dissertation Proposal Preparation (1-3 cr.) P: Authorization required. This course is for the development of a dissertation proposal in language education. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work.

EDUC-L 799 Doctoral Thesis in Literature, Culture and Language Education (1-15 cr.) P: Authorization required. Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

EDUC-M 500 Integrated Professional Seminar (0-6 cr.) This seminar is linked to courses and field experiences included in the Transition to Teaching (T2T) program. It will allow for collaboration among school-based mentors, university-based instructors, and T2T candidates in offering academic content appropriate to the program. The seminar will provide a technology-rich and performance-

based professional experience. This course has a fee attached.

EDUC-M 525 Practicum in Junior High School and Middle School Education (1-6 cr.)

EDUC-M 550 Practicum (1-16 cr.) Teaching or experience in an accredited school, normally in Indiana. Credit will be commensurate with time spent in the instructional setting. S/F grading.

EDUC-N 590 Independent Study or Research in Mathematics Education (1-3 cr.) Individual research or study with a Mathematics Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, N590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-P 507 Assessment in Schools (3 cr.) Introductory assessment course for teachers and school administrators. Topics include principles of assessment, formal and informal classroom assessment instruments and methods, formative and summative assessment, interpretation and use of standardized test results, social and political issues in assessment, use of student data bases in schools.

EDUC-P 510 Psychology in Teaching (2-3 cr.) Basic study of psychological concepts and phenomena in teaching. An analysis of representative problems and of the teacher's assumptions about human behavior and its development. Intended for current and prospective classroom teachers who are working toward a master's degree.

EDUC-P 514 Life Span Development: Birth to Death (3 cr.) A survey course of human development from infancy through old age, emphasizing the life span perspective of development. Classical stage theorists, current popular conceptions, major research findings, and educational implications for all life stages from birth to death.

EDUC-P 516 Adolescent Development (3 cr.) Individual research or study with an Educational Psychology faculty member, arranged in advance of Factors of growth and development in adolescents, including physical, psychological, social, cognitive, and emotional, with particular reference to relevance for the practitioner and potential for future research. Examines contemporary issues, such as drug and alcohol abuse, sexuality, vandalism, ethnic and cultural issues, and problems of handicapped youths.

EDUC-P 590 Independent Study or Research in Educational Pscyhology (1-3 cr.) Individual research or study with an Educational Psychology faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, P590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-P 799 Doctoral Thesis in Educational Psychology (1-12 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

EDUC-Q 590 Independent Study or Research in Science Education (1-3 cr.) P: Individual research or study with a Science Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, Q590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-Q 690 Advanced Research in Science Education (1-6 cr.) Individual research participation in an attempt to determine what science process and content can be learned by whom and how science learning can be facilitated through teacher training or improved instructional design. Open only to advanced graduate students. Credit may be extended over several semesters.

EDUC-S 505 The Junior High and Middle School (3 cr.) Role of the junior high school and middle school in American education. Total program: philosophy, functions, curriculum, guidance, activities, personnel, and administration.

EDUC-S 509 Middle School STEM Methods (3 cr.)

EDUC-S 555 Diversity and the Communities of All Learners (1-3 cr.) This class explores issues related to teaching all learners in increasingly complex secondary schools. It draws on anthropology to understand diversity across culture, sociology to examine the social complexities of pluralistic societies, special education to address the individualize student needs. The course emphasizes educational practice and communities of learners. (Offered on both Bloomington and Indianapolis campuses.)

EDUC-S 590 Independent Study or Research in Secondary Education (1-3 cr.) P: ndividual research or study with a secondary education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, S590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-S 599 Master's Thesis in Secondary Education (3 cr.)

EDUC-T 531 Organizational Change in Culturally and Linguistically Diverse Schools (3 cr.) Organizational development in linguistically and culturally diverse school sites: legal basis; administrative strategies; staff development models; use of community resources; and formative evaluation techniques for organizational development in school contexts.

EDUC-T 550 Cultural/Community Forces and the Schools (3 cr.) Promotes modification of instructional strategies within diverse educational settings by providing opportunities to analyze community forces and cultures

through cultural orientation workshops and seminars, culturally focused readings, direct residential participation in community-related activities, and site-based culture/strategies reports.

EDUC-T 590 Independent Study or Research in Urban Multicultural Education (1-3 cr.) Individual research or study with an Urban Multicultural Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, T590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-U 548 Student Development Theory and Research (3 cr.) Overview of the social, psychological, and student affairs literature related to college student development. Relationships between student characteristics and college outcomes. Applications of psychosocial, cognitive developmental, and person-environment interaction theories to student affairs work are considered in depth.

EDUC-U 549 Environmental Theory and Assessment in Higher Education (3 cr.) Selected environmental theories are examined (e.g., human aggregate, physical/architectural, campus ecology, cultural, perceptual). Various environmental assessment approaches for use in postsecondary settings are reviewed. Strategies for humanizing campus environments are examined, with a particular emphasis on members of historically underrepresented groups.

EDUC-U 550 Topical Seminar in College Personnel (1-3 cr.) P: Appointment to off-campus internship. An investigation of issues, functions, and concerns that relate to higher education and student affairs administration, current issues in college personnel, and international student concerns.

EDUC-U 590 Internship in Student Personnel (1-4 cr.) P: Appointment to off-campus internship. Relates theory to practice through supervised experience in student personnel.

EDUC-U 590 Independent Study or Research in College Student Personnel Adminstration (1-3 cr.)

EDUC-U 599 MA Thesis in College Student Personnel Administration (3 cr.)

EDUC-W 505 Professional Development Workshop (1-3 cr.)

EDUC-W 520 Instructional Technology (3 cr.) An exploration of computer-related technology, computer peripherals, and their applications across the curriculum. Technical issues and applications will be studied through research and projects using a variety of software and hardware.

EDUC-W 531 Computers in Education (3 cr.) A survey of computer technology as applied to instructional processes. Students will be introduced to a variety of computer systems and to the ways computers are used in instruction and classroom management.

EDUC-W 540 Computers in the Curriculum (3 cr.) Focuses on developing instructional techniques. Students will address instructional design issues, instructional strategies, and planning techniques. Also, students will explore modern trends in using educational technology and will examine issues of integrating computer technology into the classroom.

EDUC-W 566 Internship in Integration in Educational Computing (6 cr.)

EDUC-W 590 Individual Research in Computer Education (1-6 cr.) Individual study or research for students exploring issues in educational technology. To be arranged with a technology faculty member in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily W590 will not be used for the study of material taught in a regularly scheduled course. (This course is offered within IU system)

EDUC-Y 520 Strategies for Educational Inquiry (3 cr.) Introductory course intended to orient beginning graduate students to the conduct of social science inquiry in general and educational inquiry in particular and to acquaint them with key terms and generally accepted procedures in qualitative and quantitative inquiry.

EDUC-Y 535 Evaluation Models and Techniques (3 cr.) P: Y520 or equivalent. An overview of evaluation as an inquiry process, including a discussion of the history of evaluation and the state of the art. Frameworks and models for planning evaluation studies are discussed and applications are demonstrated. Criteria for evaluating studies, steps for writing evaluation proposals and reports, and techniques for the collection of information are discussed. This course is similar to J660. Credit may not be earned in both courses.

EDUC-Y 590 Independent Study or Research in Inquiry Methodology (1-3 cr.) Individual research or study with an Inquiry faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, Y590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-Y 611 Qualitative Inquiry in Education (3 cr.) P: Y520, H510 or consent of instructor. Examination of qualitative approaches to educational inquiry e.g., case study, naturalistic inquiry, educational anthropology, educational connoisseurship, and criticism. Exploration of methods for collecting and analyzing qualitative data, criteria for field studies, and approaches to writing up field studies.

Language Education

EDUC-L 400 Instructional Issues in Language Education (3 cr.) Reviews the principles and current instructional issues related to learning a first or a second language. Besides the general issues of effects of the environment, developmental stages, and basic instructional methodologies, relationships among reading education, English education, and second language education will be explored.

EDUC-L 436 Methods and Materials for Teaching ESL (3 cr.)

EDUC-L 441 Bilingual Education: Introduction (3 cr.) Introduction to the development of bilingual/ bicultural education in the United States and its antecedents, rationale, and theories. Comparison of existing bilingual/ bicultural programs.

EDUC-L 442 Methods for Bilingual Teaching (3 cr.) P: L441. Methods of teaching the content areas in a bilingual setting, including techniques of linguistic analysis.

EDUC-L 490 Research in Language Education (1-3 cr.) Individual research and study in language education.

Mathematics Education
EDUC-N 102 Teaching and Learning Elementary School Mathematics I (3 cr.) Helps preservice teachers develop an understanding of the mathematics content and pedagogy relevant for a successful elementary school teacher. Focus is on content and methods that are consistent with recent recommendations about mathematics learning and teaching, and the state of Indiana academic standards. Pedagogical methods address number theory, data and chance, and algebraic thinking.

EDUC-N 103 Teaching and Learning Elementary School Mathematics II (3 cr.) To develop an understanding of mathematics content and pedagogy relevant to be a successful elementary school teacher.
   Focus is on content and methods that are consistent with recent recommendations about mathematics learning and teaching and the Indiana Academic Standards. Pedagogical methods address geometry, measurement and algebra.

EDUC-N 343 Math in the Elementary School (1-6 cr.) Emphasizes the developmental nature of mathematical ideas and processes and the role of mathematics in the elementary school curriculum. Public School participation required.

Methods
EDUC-M 101 Laboratory/Field Experience (0-3 cr.) Laboratory or field experience. Grade: S or F.

EDUC-M 201 Laboratory/Field Experience (0-3 cr.) Laboratory or field experience for sophomores. Grade: S or F.

EDUC-M 301 Laboratory/Field Experience (0-3 cr.) Laboratory or field experience for juniors. Grade: S or F.

EDUC-M 303 Laboratory/Field Experiences: Junior High/Middle School (0-3 cr.) B-I Laboratory or field experiences at the junior high or middle school level. (May be repeated.) Corequisite with M314, M330, or M336. Grade: S or F.

EDUC-M 304 Laboratory/Field Experience (0-3 cr.) Laboratory or field experience. Grade: S or F.

EDUC-M 305 Laboratory/Field Experience (0-3 cr.) Laboratory or field experience. Grade: S or F.

EDUC-M 306 Laboratory/Field Experience (0-3 cr.) Laboratory or field experience. Grade: S or F.

EDUC-M 307 Laboratory/Field Experience (0-3 cr.) Laboratory or field experience. Grade: S or F.

EDUC-M 317 Student Commonality and Diversity (1-3 cr.) Examines the implications of diversity and the value of cultural sensitivity in education. Students will become familiar with differences in learning and communication styles on the basis of race, gender, ethnicity, religion, socio-economic class, and language; and become familiar with multicultural education in practice and its effects on the curriculum, classroom, and school structure.

EDUC-M 320 Diversity and Learning: Teaching Every Child (6 cr.) This course integrates information from educational psychology and multicultural and special education to prepare students to teach children in their early childhood and middle childhood years. The content includes childhood development, learning theory, motivation, and assessment. Students reflect critically on personal assumptions and develop attitudes and beliefs supportive of multicultural education and inclusion.

EDUC-M 322 Diversity and Learning: Reaching Every Adolescent (6 cr.) This course integrates information from educational psychology and multicultural and special education to prepare students to teach adolescents and young adults. The content includes adolescent development, learning theory, motivation, and assessment. Students reflect critically on personal assumptions and develop attitudes and beliefs supportive of multicultural education and inclusion.

EDUC-M 324 Teaching About the Arts (1-3 cr.) Introduction to the importance of the arts in elementary school curriculum. Students are given a foundation of methods and materials in art and music that will enable them to integrate the arts into the general curriculum, supplement art lessons given by school art specialists, and encourage student discussion and understanding of art and music in the world today.

EDUC-M 330 Foundations of Art Education and Methods I (3 cr.) P: H340, P254, M300 and 15 credit hours of studio art courses. An introduction to art education theory and related social issues. Supervised art teaching in elementary schools is an important part of this course.

EDUC-M 371 Foundations of Art Education (4 cr.) Historical, sociological, and philosophical foundations of art education; curriculum development; individualized and interdisciplinary learning; instructing K-12 audiences; K-12 school organization; and general processes and practices of teaching art, including the creative problem-solving process, along with interpreting, understanding, and judging art. School and museum field experiences included.

EDUC-M 400 Laboratory/ Field Experience (0-3 cr.) Laboratory or field Experience.

EDUC-M 401 Laboratory/Field Experience for Seniors (0-3 cr.) Laboratory or field experience. Grade: S or F.

EDUC-M 402 Laboratory/Field Experience for Seniors (0-3 cr.) Laboratory or field experience. Grade: S or F.

EDUC-M 403 Laboratory/Field Experience (0-3 cr.) Laboratory or field experiences at the high school level.

(May be repeated.) Corequisite with the required special methods course. Grade: S or F.

EDUC-M 404 Laboratory/Field Experience for Seniors (0-3 cr.) Laboratory or field experience. Grade: S or F.

EDUC-M 405 Laboratory/Field Experience for Seniors (0-3 cr.) Laboratory or field experience. Grade: S or F.

EDUC-M 408 Laboratory/ Field Experience (0-3 cr.) Laboratory or field Experience.

EDUC-M 425 Student Teaching: Elementary (1-16 cr.) Full-time supervised student teaching in grades 1-6 for a minimum of 10 weeks in an elementary school accredited by the state of Indiana, or in an equivalent approved school out of state. The experience is directed by a qualified supervising teacher and has university-provided supervision. Grade: S or F.

EDUC-M 442 Teaching Secondary School Social Studies (4 cr.) Develops concepts and theories from social science, humanities, and education into practices of successful social studies instruction. Integrates social issues and reflective thinking skills into the social studies curriculum. Emphasis on curriculum development skills and on building a repertoire of teaching strategies appropriate for middle/secondary school learners. Includes micro-teaching laboratory.

EDUC-M 445 Methods of Teaching Foreign Languages (1-4 cr.) Development and practice of skills and techniques for teaching foreign languages, selecting content and materials, and evaluating student and teacher performance. Micro-teaching laboratory included. This course should be taken during the semester immediately preceding student teaching. (Sem. I only)

EDUC-M 446 Methods of Teaching Senior High/Junior High/Middle School Science (1-5 cr.) P: 35 credit hours of science. Designed for students who plan to teach biology, chemistry, earth science, general science, or physics in the junior high/middle school or secondary school. Assignments and credit will be differentiated for graduate students.

EDUC-M 451 Student Teaching: Junior High/Middle School (1-16 cr.) Full-time supervised student teaching for a minimum of 10 weeks in a junior high or middle school accredited by the state of Indiana, or in an equivalent approved school out of state. The experience is directed by a qualified supervising teacher and has university-provided supervision. Grade: S or F.

EDUC-M 452 Methods of Teaching English in the Senior High/Junior High/Middle School (1-5 cr.) Methods, techniques, content, and materials applicable to the teaching of English in secondary schools, junior high schools, and middle schools. Experiences provided to assess ongoing programs in public schools and to study materials appropriate for these programs.

EDUC-M 456 Methods of Teaching Physical Education (3 cr.) P: M314 General Methods. Development and organization of teaching materials for various teaching styles found in the elementary and secondary public schools. Includes class management concepts and demonstration of teaching skills in laboratory sessions.

EDUC-M 457 Methods of Teaching Senior High/Junior High/Middle School Mathematics (2-4 cr.) P: 30 credit hours of mathematics. Study of methodology, heuristics of problem solving, curriculum design, instructional computing, professional affiliations, and teaching of daily lessons in the domain of secondary and/or junior high/middle school mathematics. (Sem. I only)

EDUC-M 469 Content Area Literacy (1-3 cr.) Focuses on middle, junior, and senior high school. Curriculum, methods, and materials for teaching students to read and learn more effectively in all content areas.

EDUC-M 470 Practicum (3-8 cr.) Instructional experience under the direction of an identified supervising teacher, with university-provided supervision in the endorsement or minor area, and at the level appropriate to the area. Placement will be in an accredited school within the state of Indiana unless the integral program includes experience in an approved and accredited out-of-state site. The practicum may be full- or part-time, but in every instance the amount of credit granted will be commensurate with the amount of time spent in the instructional setting. Grade: S or F.

EDUC-M 472 Teaching Art in the Elementary School (3 cr.) P: M371, HER C311. Develops understanding and appreciation of teaching, with emphasis on teaching in the elementary schools. Includes curriculum and lesson planning, organization of materials and ideas, and techniques of classroom management. To be taken concurrently with M301, which encompasses off-campus experiences in the elementary schools.

EDUC-M 473 Teaching Art in the Secondary Schools (3 cr.) P: M371, HER C311. Develops understanding and appreciation of teaching, with emphasis on teaching art in the secondary schools. Includes advanced studies of curriculum and lesson planning, classroom organization, and management techniques. Must be taken concurrently with M401, which encompasses Herron Saturday School experience.

EDUC-M 480 Student Teaching in the Secondary School (1-16 cr.) Full-time supervised student teaching for a minimum of 10 weeks in a junior high/middle school or senior high school accredited by the state of Indiana, or in an equivalent approved school out of state. The experience is directed by a qualified supervising teacher and has university-approved supervision. Grade: S or F.

EDUC-M 482 Student Teaching: All Grades (1-16 cr.) Full-time supervised student teaching in the areas of visual arts, music, physical education, special education, or school library/media services for a minimum of 10 weeks at an elementary school, junior high/middle school, and/or senior high school accredited by the state of Indiana, or at an equivalent approved school out of state. The experience is directed by a qualified supervising teacher and has university-provided supervision. Grade: S or F.

Reading Education

EDUC-X 400 Diagnostic Teaching of Reading in the Classroom (3 cr.) Diagnosis of reading difficulties and solution to problems through research, conference, and practice in the use of materials and equipment.

EDUC-X 401 Critical Reading in the Content Area (1-3 cr.) Aids elementary and secondary teachers in the development of instructional strategies that assist students

in the comprehension, critical analysis, and integration of ideas presented in print material of various subject matter areas.

EDUC-X 425 Practicum in Reading (1-6 cr.) Students will work in selected elementary and secondary classrooms diagnosing and developing reading competence. Prerequisites: X400 or E339-41 or E331-32; or consent of instructor.

EDUC-X 460 Books for Reading Instruction (3 cr.) Examines use of trade books and non-text materials for teaching language arts and reading K-8. Special sections may focus on specific student populations. Section emphasis announced each semester.

EDUC-X 470 Psycholinguistics for Teachers of Reading (1-3 cr.) Explores the linguistic and cognitive dimensions of language. Discusses relationships among the systems of language and among the various expressions of language. Always includes topics on semantics, grammar, and dialect.

EDUC-X 490 Research in Language Education (1-6 cr.) Individual Research.

Science Education
EDUC-Q 200 Introduction to Scientific Inquiry (1-3 cr.) Provides the elementary education major with background in the science process skills needed to complete required science courses.

EDUC-Q 490 Research in Science Education (1-6 cr.) Individual research and study in science education.

Secondary Education
EDUC-P 475 Adolescent Development and Classroom Management (3 cr.) Focuses on discipline approaches appropriate for middle and high school through an understanding of adolescents. Analysis of cognitive and moral development, puberty, environmental and cultural issues, family and peer relationships, identity formation, and social and personal problems. Provides tools to diagnose students' behaviors and to establish learning climate.

EDUC-S 405 The Middle and Junior High School (3 cr.) The course provides future middle and junior high teachers with an understanding of how early adolescent students and school structures impact curriculum, instruction and classroom management decisions. The course meets the middle/junior high school endorsement requirement for elementary school majors.

EDUC-S 420 Teaching and Learning in the Middle School (3 cr.) Middle schools operate on unique philosophical and organizational foundations. This course will explore the design of middle schools and the ways teachers work to meet the needs of a diverse range of learners including those with specific needs. Preservice teachers will develop the skills needed to provide challenging learning opportunities to young adolescent learners.

EDUC-S 430 Teaching and Learning in the High School (3 cr.) This course for secondary teachers explores curriculum planning for conceptual learning that is developmentally appropriate for adolescents and young adults. It includes the topics of high school organization and reform, assessment, critical thinking, urban school

settings, risk behaviors, identity development, and importance of the larger community context.

EDUC-S 490 Research in Secondary Education (1-3 cr.) Individual research.

Special Education
EDUC-K 201 Schools, Society, and Exceptionality (1-3 cr.) B-I This course is designed to provide an overview of the many complex issues related to special education policy and practice in the United States. Content will include an introduction to the definitions and characteristics of various exceptionalities; an exploration of the options available for instructing exceptional children in public school settings; and discussion of the many important topics and issues related to planning and implementing special education in American public schools.

EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms (3 cr.) This course includes an overview of the skills and knowledge necessary for effective instruction of students with disabilities in inclusive secondary programs.

EDUC-K 307 Methods for Teaching Students with Special Needs (3 cr.) This course prepares future teachers to work with students with diverse abilities in inclusive settings. Participants learn to use learning modalities, varied rates and complexity of instruction, and making use of individual interests and preferences. Additionally, differentiating and/or individualizing instruction for all learners and developing classroom management skills are emphasized.

EDUC-K 410 Seminar 4: Assistive Technology in Education (3 cr.) This seminar assists students in developing an understanding of assistive technology and its role in assisting individuals with disabilities in all areas of life, including education, employment, housing, recreation, and transportation.

EDUC-K 420 Assistive Technology in Special Education (3 cr.) Develops a basic understanding of Assistive Technology and its potential impact on the daily lives of individuals with disabilities. Explores the options available for children and youth as well as the legislation that regulates its use.

EDUC-K 426 Seminar 4: Assessment and Instruction (3 cr.) This seminar teaches students how to gain knowledge of formal and informal assessment techniques, how to link assessment to curriculum and instruction, and how to effectively choose, construct, deliver, and evaluate curriculum and instruction to students with diverse learning needs.

EDUC-K 441 Seminar 6: Transition Across the Lifespan (3 cr.) This course provides an in-depth discussion of issues and strategies related to transitions from pre-school through elementary, middle, and high school, and into adulthood. Relevant laws, planning, processes, strategies for interagency collaboration, and resources will be highlighted.

EDUC-K 448 Seminar 1: Individuals and Families in School and Society (3 cr.) The purpose of this seminar is to learn the perspectives of individuals with disabilities and their families regarding the impact of disabilities in their daily lives. A life-span approach will be used to discuss

issues related to birth and early childhood, school-age years, and adulthood. Additional topics include labeling, legal issues, person-centered planning, and academic, social/emotional, behavioral, and environmental issues.

EDUC-K 453 Seminar 2: Classroom Management and Behavior Support (3 cr.) The purpose of this course is to provide students with basic knowledge and skills for (1) developing and maintaining proactive classroom environments; (2) teaching children social problem-solving and self-control skills; (3) managing and preventing school-based crisis behaviors; and (4) working with parents and other professionals.

EDUC-K 465 Seminar 3: Collaboration and Service Delivery (3 cr.) The purposes of this seminar are to explore service delivery options currently available in special education and to assist students in building their collaborative skills, including effective communication and consultation skills.

EDUC-K 490 Research in Special Education (1-3 cr.) B-I Individual research and study in special education.

EDUC-K 495 Laboratory/Field Experiences in Special Education (arr.: max. 9 cr.) P: Consent of instructor. This course provides the student a field-based, supervised experience with individuals with severe handicaps. It allows the opportunity to interact within school/work/community settings on a daily basis (three hours a day, five days a week). Specific assignments, which are mutually agreed upon among student, cooperating teacher, and practicum supervisor, are also required.

Undergraduate Programs

Degree Programs

- Bachelor of Science in Education—Elementary Education
- Bachelor of Science in Education with Middle School/High School Teaching License

Licensure, Certification, and Program Information

- All Grade Licensure Programs
- Certification Programs
- Junior High/Middle School Extended Coverage Programs for the Elementary License
- Specific Degree Requirements

Bachelor of Science in Education-Elementary Education

The elementary education program prepares graduates to meet standards for teaching in K-6 settings. This program is nationally recognized by the Association for Childhood Education International (ACEI).

PREREQUISITE COURSES (70 credits)

Students in the elementary education program complete the general education requirements outlined below. Students are encouraged to enroll in course clusters or learning communities designated for education majors whenever they are available.

Students are encouraged to see an education advisor for course lists for the concentration and to begin planning early to meet that requirement.

PROFESSIONAL EDUCATION (58 credits)

Admission to the Learning to Teach/Teaching to Learn program is competitive, and applications are due February 7 for fall admission and September 7 for spring. The application can be found at education.iupui.edu.

The professional education component is a carefully articulated program of study where courses are taken in blocks and in a prescribed order (presented below). The professional education portion of the program is designed to be a four-semester sequence with courses that are taught on site at professional development schools (PDS) in Marion County. These schools have entered into a special partnership with the School of Education. Students also student teach at these PDS sites. Student teaching requires five full days a week.

Students pursuing an initial license to teach in grades K-6 are authorized for professional education courses only after admission to Teacher Education. Because LT/TL is a field-based program in which formal class sessions are integrated with field experiences, most professional education courses are offered at a time when teacher education candidates are able to work with students in K-12 classrooms. Most professional education courses are scheduled during the day, and students will need to make arrangements to devote one (part-time enrollment) or two days (full time enrollment) each week to complete the class and field experience work.

The School of Education uses performance-based assessments to evaluate students readiness for an Initial Professional Educator License. In addition to their course assignments, students are expected to pass three benchmark assessments during the LT/TL program. Benchmark I is a rubric that evaluates the students basic competencies and dispositions; Benchmark II is a performance task that involves interviewing individual learners; and Benchmark IV is a demonstration of the students abilities to have an impact on childrens learning. These measures and others, including content area PRAXIS tests and student teaching evaluations, are used to determine whether a student will be recommended for licensure upon completion of the program.

The student must receive a C or better in all courses.

Pre-Professional Courses (17 credits)

- EDUC F110 Windows on Education (2 cr.)
- EDUC F200 Examining Self as Teacher (3 cr.)
- EDUC N102 Teaching and Learning Elementary School Math 1 (3 cr.)
- EDUC P251 Eeducational Psychology (3 cr.)
- EDUC Q200 Scientific Inquiry (3 cr.)
- EDUC W200 Using Compuers in Education (3 cr.)

Language Arts (12 credits)

- ENG W131 Elementary Composition I (3 cr.)
- ENG W132 Elementary Composition II (3 cr.) **OR**
- EDUC E201 Multiculural Education and Global Awareness(3 cr.)
- COMM R110 Fundamentals of Speech Communication (3 cr.) OR
- COMM C180 Introduction to Interpersonal Communication (3 cr.)

American/World Literature Elective (3 credits)

Select **one** of the following:

- EDUC E449 Trade Books in the Clasroom (3 crs.)
- ENG L204 Introduction to Fiction (3 crs.)
- ENG L207 Women and Literature (3 crs.)
- ENG L213 Literary Masterpieces I (3 crs.)
- ENG L214 Literary Masterpieces II (3 crs.)

Science (9 credits)

- BIOL N100 Contemporary Biology (3 cr.)
- GEOL G110 Physical Geology (3 cr.) **OR**
- GEOG G107 Pysical System of Environment (3 cr.)
- AST A100 The Solar System (3 cr.) **OR**
- PHYS 20000 Physcial Environment (3 cr.)

Fine Arts (6 credits)

- MUS E241 Music Fundamentals(3 cr.) **OR**
- MUS M174 Music for the Listener (3 cr.)
- HER H100 Art Appreciation (3 cr.) **OR**
- HER E214 Visual Learning **OR**
- HER Z200 Art Making for Teachers

Physical Education (3 credits)

- HPER P290 Movement Exp. for Children (3 cr.)

Prerequisites as determined by the math placement test are in addition to the 9 required credits (MATH 00100 and MATH 11000 or MATH 11100).

Math for Elementary Teachers (9 crs.)

- MATH 13000 Math for Elementary Teachers I (3 cr.) **AND**
- MATH 13200 Math for Elementary Teachers II (3 cr.) **OR**
- MATH 13600 Math for Elementary Teachers (6 cr.)
- MATH 13100 Math for Elementary Teachers III (3 cr.) **OR**
- MATH M118 Finite Mathematics (3 cr.) **OR**
- STAT 30100 Elmentary Statistical Methods I(3 cr.)

Social Science (9 cedits)
- HIST H105 American History I (3 cr.) **OR**
- HIST H106 American History II (3 cr.)
- GEOG G110 Intro to Human Geography (3 cr.)

Social Science Electives (3 credits)

Select **one** of the following:

- AFRO A150 Intro to African-American Studies (3 cr.)/li>
- ANTH A104 Culture and Society (3 cr.)
- ECON E201 Introduction to Microeconomics (3 cr.)
- ECON E202 Introduction to Macroeconomics (3 cr.)
- GEOG G130 World Geography (3 cr.)
- HIST H108 Perspectives on the World to 1800 (3 cr.)
- HIST H109 Perspectives on the World Sinc 1800 (3 cr.)
- HIST H113 History of Western Civilizations I (3 cr.)
- HIST H114 History of Western Civilizations II (3 cr.)
- PSY B104 Psychology as a Social Science (3 cr.)
- PSY B105 Psychology as a Biological Science (3 cr.)
- SOC R100 Introduction to Sociology (3 cr.)
- SOC R121 Social Problems (3 cr.)
- WOST W105 Introduction to Women's Studies (3 cr.)

Students must be formally admitted to the teacher education program prior to taking Block classes.

Block I

A: Diversity and Learning (7 credits)

- EDUC M320 Diversity and Learning (6 cr.)
- EDUC M303 Field Experience (1 cr.)

B: Literacy and Numeracy in Early Childhood (6 credits)
- EDUC E345 Language Arts and Mathematics for Young Children (6 cr.)
- EDUC M304 Field Experience (1 cr.)

*Benchmark I performance assessment at the end of Block I

Block II

A: Middle Childhood A (6 credits)

- EDUC E340 Reading Methods I (3 cr.)
- EDUC E324 Teaching About the Arts (music)(1.5 cr.)
- EDUC E324 Teaching About the Arts (visual arts) (1.5 cr.)
- EDUC M305 Field Experience (1 cr.)

B: Middle Childhood B (7 credits)
- EDUC E343 Mathematics in the Elementary Schools (3 cr.)
- EDUC E328 Science Methods (3 cr.)
- EDUC M306 Field Experience (1 cr.)

*Benchmark I performance assessment at the end of Block II
*Benchmark II performance assessment at the end of Block II

Block III

A: Individualizing Instruction (7 credits)

- EDUC K307 Methods of Teaching Students with Special Needs (3 cr.)
- EDUC E341 Methods of Teaching Reading II (3 cr.)
- EDUC M307 Field Experience (0 cr.)

B: Reflective Practitioner (8 credits)

- EDUC M425 Elementary Student Teaching (8 cr.)

Block IV

A: Curriculum in a Democracy (7 credits)

- EDUC E325 Social Studies in the Elementary Schools (3 cr.)
- EDUC H440 Education and American Culture (3 cr.)
- EDUC M400 Field Experience (0 cr.)

B: Reflective Practitioner (8 credits)
- EDUC M425 Elementary Student Teaching (8 cr.)

Benchmark IV performance assessment at the end of Block IV

Students doing a dual licensure program will register for an 8 credit hour practicum for the dual program in place of their Block IV student teaching.

STUDENT TEACHING (16 cr. hours)

All interns complete student teaching assignments in two school settings. For elementary education majors, student teaching will comprise two eight-week placements, the first in Block IIIB and the second in Block IVB. Elementary majors will complete one primary placement and one intermediate placement. If a student doing an overseas teaching experience, the first experience will be 10-weeks and must be completed in the Indianapolis area.

The new Indiana licensing regulations require that all elementary majors have a concentration, an institutional minor, or a dual license. The options are listed below.

Concentration areas:

Students electing to do a concentration area take 12 credit hours in a subject area in which they would like to develop additional expertise. Completion of the concentration area will not extend or add an area to the students teaching license. Although concentration areas will not be identified on students transcripts, students will be issued a certificate of completion for the concentration to share with future employers.

Note: classes in the concentration area can also be used to meet prerequisite requirements when indicated. Students must have a total of 128 credit hours to graduate.
Concentrations are available in the following areas:

Language Arts Concentration (12 credits)
Writing Course: Choose **one** course from the following: (3 credits)

- ENG W206 Intro to Creative Writing
- ENG W207 Intro to Fiction Writing
- ENG W208 Intro to Poetry Writing

Choose **one** course from the following: (3 credits)
- ENG L372 Contemporary American Fiction
- ENG L379 Ethnic Minority Literature of the United States

: Choose **one** course from the following:(3 credits)
- ENG Z204 Rhetorical Issues in Grammar
- ENG Z205 Intro to the English Language

: (3 credits)
- EDUC X470 Socio-psycholinguistics of Reading

Social Studies Concentration (12 credits)

: Choose **one** course from the following: (3 credits)

- POLS Y308 Urban Politics
- POLS Y324 Women and Politics
- POLS Y325 African American Politics
- POLS Y200 Contemporary Political Issues
- POLS Y377 Globalization

Sociology: Choose **one** course from the following: (3 credits)

- SOC R314 Families and Societies
- SOC R321 Women and Health
- SOC R328 Urban Sociology
- SOC R463 Inequality and Society

American Studies: Choose **one** course from the following: (3 credits)

- AMST A304 Transformation of America 1960-1980
- AMST A364 History of Black America

Geography:: (3 credits)

- GEOG G110 Introduction to Human Geography

Economics: (3 credits)

- ECON E101 Current Economic Issues and Problems

Note: The American Studies course will serve as the American History requirement and one of the other courses in this concentration will serve as the social studies elective in the prerequisite requirements.

DUAL LICENSE AREAS

Students electing to do a dual license area take 15 to 18 credits in an area that will give them additional expertise and will add an additional teaching area to their K-6 license. Dual license areas are not identified on students transcripts. Please note: classes in the dual license area can also be used to meet prerequisite requirements when indicated. Students must have a total of 128 credit hours to graduate. Dual licenses are available in the following areas:

Students apply to a dual program when completing the application to Teacher Education. However, some of the course work for certain programs may be completed prior to entering the teacher education program. See an advisor in the School of Education for details. A minimum GPA of 3.00 is required for each dual licensure area.

Students will student teach in their dual licensure area during the second student teaching experience. They will register for the appropriate 8 credit-hour practicum in place of one of the traditional student teaching experience for their initial program. See an advisor in the School of Education for information.

ENGLISH AS A SECOND (NEW) LANGUAGE Dual Program (15 additional credits outside the teacher education program)

The ESL dual program prepares a teacher to meet the needs of students who are learning to speak English in the school classroom or pull-out programs. Students must select ENL as the area of dual licensure when applying for admission to the Teacher Education Program (LTTL) and must maintain an overall GPA of 3.00 or higher in this dual program. Student must take and pass the state licensure test for ENL. The license will be issued at the developmental levels of the students initial teaching license.

Prerequisites: Two semesters of high school or one semester of university-level foreign language study or experience required.

Part A: ENL Course Requirements must be taken in the following sequence:

- EDUC L441 Bilingual Education (summer/fall/spring) (3 cr.)

- ENG Z432 Second Language Acquisition (fall)(3 cr.) **OR** ENG Z205 Introduction to English Grammar (3 cr.)
- EDUC L403 Assessment Literacy for Cultural and Linguistic Diversity (spring) (3 cr.)
- EDUC X470 Psycholinguistics for Teachers of Reading (elementary major only) (fall/summer I) (3 cr.) **OR** EDUC X401 Critical Reading in the Content Areas (secondary majors only) (summer II) (3 cr.)
- L436 Methods and Material for ESL (summer II) (3 cr.)

Part B: Learning to Teach/Teaching to Learn Course Requirements

- EDUC E341/M307 Methods of Teaching Reading II (elementary only)(3 cr.) **OR** EDUC M469/M303 Content Area Literacy (secondary only) (3 cr.)
- EDUC M470 Student Teaching 8 weeks (8 cr.) (done only after all ESL courses have been completed - will replace the second student teaching experience in the teacher education program)

READING Dual Program (15 additional credits outside the teacher education program)

The holder of the reading minor is eligible to be a reading teacher at the level of the certification to which it is attached. Students must select reading as the area of dual licensure when applying for admission to the Teacher Education Program (LTTL) and must maintain an overall GPA of 3.00 or higher in this dual program. Students must pass all reading content tests required by the state for licensure.
Required courses: Elementary Majors

Part A: Advanced Literacy Course Requirements should be taken in the following sequence if possible:

- EDUC E449 Tradebooks in the Classroom (could be counted as literature elective for LTTL) (3 cr.)
- EDUC L400 Instructional Issues in Language Education (prerequisite E449) (fall/spring)(3 cr.)
- EDUC L441 Bilingual Education: Introduction (fall/ spring) (3 cr.)
- EDUC X470 Socio-psycholinguistics of Reading (fall/ summer I) (3 cr.)
- Reading Elective (select one of the courses below) (3 cr.)
- EDUC F401 Integrating the Arts and Literacy (summer I) (3 cr.)
- EDUC F401 Variable Title Summer in the City Workshop (requires approval of literacy faculty member or advisor) (summer I or II) (3 cr.)
- EDUC L436 Methods and Materials for Teaching ESL (prerequisite L441) (spring) (3 cr.)
- EDUC X400 - Diagnostic Teaching of Reading in Classroom (summer I) (3 cr.)
- EDUC X401 - Critical Reading in Content Areas (summer II) (3 cr.)

Part B: Learning to Teach/Teaching to Learn Course Requirements

- EDUC E340 Methods of Teaching Reading I (Block II)(3 cr.)
- EDU M305 Field Experience (Block II) (1 cr.)

- EDUC E341 Methods of Teaching Reading II (Block III) (3 cr.)
- EDUC M307 Field Experience (Block III) (1 cr.)
- EDUC X425 Student Teaching in Reading (Block IV) (8 cr.)

Special Education Dual Program (Mild Intervention) - (18 additional credits outside the teacher education program)

Students will be licensed in developmental areas based on their initial program. Students must enroll in either the full-time or part-time Learning to Teach/Teaching to Learn program. The program is designed to enable students to complete field experiences as part of their elementary or secondary education program. Special education seminars are offered one evening each week and twice a week in the summer so they do not conflict with the block courses. Students are required to take one of the following 3 credit seminars each semester while completing this program:

This undergraduate program offers licensure in both general education (elementary or secondary) and special education certification in Mild Intervention. Mild Intervention certification replaces licensure in the areas of learning disabilities, mild cognitive disabilities, and emotional disabilities in the state of Indiana. This program is not available for all-grade majors. Students must select special education as the area of dual licensure when applying for admission to the Teacher Education Program (LTTL) and must maintain an overall GPA of 3.00 or higher in this dual program. Students must pass all state required licensure tests for special education to obtain a special education license.

Required:
- Seminar 1: EDUC K448 Families School and Society (3 cr.)
- Seminar 2: EDUC K453 Classroom Management and Behavior Support (3 cr.)
- Seminar 3: EDUC K465 Collaboration and Consultation (3 cr.)
- Seminar 4: EDUC K420 Assistive Technology (3 cr.)
- Seminar 5: EDUC K426 Assessment and Instruction I (3 cr.)
- Seminar 6: EDUC K441 Transition Across the Lifespan (3 cr.)
- Practicum: EDUC M470 Student Teaching for Special Education (8 cr.) (Taken during student teaching semester in place of the second experience)

Institutional Minors

Institutional minors are issued by the IUPUI school which offers the minor. They range in length from 15 to 21 credits. Completion of the institutional minor will give students additional expertise in the chosen subject area, but will NOT extend or add an areas to the student's teaching license. Institutional minors will be shown on the student's transcript if they arrange to have that done through the school or depratment offering the minor.

Art Minor - Herron School of Art (15 credits)

Chemistry Minor - School of Science (20 credits)

French Minor - School of Liberal Arts (14 credits)

Geology Minor - School of Science (18 credits)

Biology Minor - School of Science (19 credits)

Economics Minor - School of Liberal Arts (15 credits)

Geography Minor - School of Liberal Arts (15 credits)

German Minor - School of Liberal Arts (14 credits)

History Minor - School of Liberal Arts (15 credits)

Mathematics Minor - School of Science (21 credits)

Music Minor - School of Music (20 credits)

Physics Minor - School of Science (18 credits)

Political Science Minor - School of Liberal Arts (15 credits)

Psychology Minor - School of Science (15 credits)

Sociology Minor - School of Liberal Arts (15 credits)

Spanish Minor - School of Liberal Arts (15 credits)

Bachelor of Science in Education with Middle School/High School Teaching License

Each discipline in the secondary program (English, World Languages, Mathematics, and Social Studies) requires a unique and highly prescribed program of studies. Courses in these programs of study fall into three categories: the common core curriculum, the licensure concentration program, and the teacher education program. In all areas of these programs, the courses are carefully selected to prepare students to meet the rigorous content and teaching standards required for a middle school and high school teaching license in the discipline.

Note the following symbols next to the course title:

+ This course must be completed with a C or better before beginning the Teacher Education Program

Strongly recommended due to current Academic Standards for secondary students.

*Requires a prerequisite course.

Higher-level courses may be substituted with permission of an advisor in any general education area.

Note: EDUC F110 Windows on Education is designed for beginning freshman, students entering IUPUI or changing majors after their freshman year may substitute an elective.

General Education courses cannot be counted more than once. Example: Anthropology A104 can be counted toward Social Sciences credit requirements **OR** Comparative World Cultures, but not for both.

English Education (124 credits)

Nationally Recognized by the National Council for Teachers of English (NCTE)

General Education (38 credits)
Must complete 33 of these credits before beginning Teacher Education Program

- ENG W131 Elementary Composition 1 (or W140) + (3 cr.)
- ENG W132 Elementary Composition 2 (or W150) + **OR**
- EDUC E201 Multicultural Education/Global Awareness (3 cr.)

- EDUC F110 Windows on Education (see note above)(2 cr.)
- EDUC W200 Using Computers in Education + (3 cr.)
- EDUC H341 American Culture & Education +(3 cr.)
- EDUC F200 Examining Self as Teacher + (3 cr.)

*Select **one** course from the following list:*

- CSCI N207 Data Analysis Using Spreadsheets (3 cr.)
- ECON E270 Stats in Business/Economics* (3 cr.)
- GEOG G488 Applied Spatial Statistics (3 cr.)
- MATH M118 Finite Mathematics* (3 cr.)
- MATH 15300 Algebra and Trigonometry (3 cr.)
- PHIL P162 Logic (3 cr.)
- POLS Y205 Elements of Political Analysis (3 cr.)
- PSY B305 Statistics* (3 cr.)
- SOC R251 Methods of Social Research* (3 cr.)
- STAT 11300 Statistics and Society (3 cr.)

*Select **one** course from the following list:*

- AFRO A150 Afro-American Studies (3 cr.)
- AMST A103 Topics in American Studies (3 cr.)
- CLAS C205 Classical Mythology # (3 cr.)
- COMM T130 Intro to Theatre (3 cr.)
- ENG L105 Appreciation of Literature (3 cr.)
- ENG L115 Literature for Today (3 cr.)
- HER H100 Art Appreciation (3 cr.)
- HER H101 History of Art I (3 cr.)
- HER H102 History of Art II (3 cr.)
- FOLK F101 Intro to Folklore (3 cr.)
- FLAC E231 Japan: The Living Tradition (3 cr.)
- MUS M174 Music for the Listener (3 cr.)
- PHIL P110 Intro to Philosophy (3 cr.)
- PHIL P120 Ethics (3 cr.)
- WOST W105 Introduction to Womens Studies (3 cr.)

*Select **one** course from the following list:*

- ANTH A103 Human Origins and Prehistory (3 cr.)
- AST A100 Solar Systems (3 cr.)
- AST A105 Stars and Galaxies (3 cr.)
- BIOL N100 Contemporary Biology (3 cr.)
- BIOL N107 Exploring the World of Animals (3 cr.)
- BIOL N200 The Biology of Women (3 cr.)
- CHEM C100 The World of Chemistry (3 cr.)
- GEOG G107 Physical Systems of the Environment (3 cr.)
- GEOL G110 Physical Geology (3 cr.)
- GEOL G115 Intro to Oceanography (3 cr.)
- GEOL G132 Environmental Problems (3 crs)
- PHYS 20000 Our Physical Environment (3 cr.)
- PSY B105 Psychology as a Biological Science (3 cr.)
- PSY B310 Life Span Development* (3 cr.)

Social Sciences (9 credits)

*Select **one** course from the following list:*

- HIST H108 Perspectives: World to 1800 (3 cr.)
- HIST H109 Perspectives: World 1800 to Present (3 cr.)
- HIST H113 History of Western Civilization I (3 cr.)
- HIST H114 History of Western Civilization II (3 cr.)

*Select **two** courses from the following list:*

- AFRO A150 Afro-American Studies (3 cr.)
- ANTH A104 Culture and Society (3 cr.)
- GEOG G110 Intro to Human Geography (3 cr.)
- GEOG G130 World Geography (3 cr.)
- HIST H105 American History I (3 cr.)
- HIST H106 American History II (3 cr.)
- HIST H117 Intro to Historical Studies (3 cr.)
- POLS Y101 Principles of Political Science (3 cr.)
- POLS Y103 Intro to American Politics (3 cr.)
- POLS Y219 Intro to International Relations (3 cr.)
- PSY B104 Psychology as a Social Science (3 cr.)
- PSY B310 Life Span Development * (3 cr.)
- PSY B360 Child and Adolescent Development * (3 cr.)
- SOC R100 Intro to Sociology (3 cr.)
- SOC R121 Social Problems* (3 cr.)
- WOST W105 Introduction to Womens Studies (3 cr.)

Comparative World Cultures (3 credits)

*Select **one** course from the following list:*

- ANTH A104 Culture and Society (3 cr.)
- CLAS C205 Classical Mythology (3 cr.)
- EDUC E201 Multicultural Education/Global Awareness (3 cr.)
- GEOG G110 Intro to Human Geography (3 cr.)
- POLS Y217 Intro to Comparative Politics (3 cr.)
- REL R133 Introduction to Religion (3 cr.)
- REL R212 Comparative Religions (3 cr.)

English/Speech Requirements (48 credits)
Must complete 27 of these credits before beginning the Teacher Education Program

- ENG Z205 Intro to the English Language (3 cr.)

*Select **one** of the following in consultation with advisor:*

- ENG Z301 History of the English Language* (3 cr.)
- ENG Z310 Language in Context: Sociolinguistics* (3 cr.)
- ENG W310 Language/Study of Writing*# (3 cr.)

- EDUC X460 Adolescent Literature **OR**
- ENG L376 Literature for Adolescents (3 cr.)
- EDUC X470 Psycholinguistics of Reading (3 cr.)

Literary Genres (3 credits)

*Select **one** from the following list:*

- ENG L202 Literary Interpretation# (3 cr.)
- ENG L203 Intro to Drama (3 cr.)
- ENG L204 Intro to Fiction (3 cr.)

- ENG L205 Intro to Poetry (3 cr.)
- FILM C292 Intro to Film Studies (3 cr.)
- ENG L213 Literary Masterpieces I (3 cr.)
- ENG L214 Literary Masterpieces II (3 cr.)

Literary Traditions (9 crs):

*Select **two** courses from one of the following options:*

Option A: Surveys of British Literature

- ENG L301 Critical/Historical English Lit I (3 cr.)
- ENG L302 Critical/Historical English Lit II (3 cr.)

Option B: Surveys of American Literature

- ENG L351 Critical/Historical American Lit I (3 cr.)
- ENG L352 Critical/Historical American Lit II (3 cr.)
- ENG L354 Critical/Historical American Lit III (3 cr.)

*Select **one** course from the following:*

- ENG L220 Intro to Shakespeare (3 cr.)
- ENG L315 Major Plays of Shakespeare (3 cr.)

Diversity Literature (6 credits):

*Select **two** (6 credits.): one must be African American and/or Minority Literature*

- ENG L207 Women and Literature (3 cr.)
- ENG L370 Black American Writing (3 cr.)
- ENG L378 Studies in Women in Literature (3 cr.)
- ENG L379 American Ethnic and Minority Lit (3 cr.)
- ENG L382 Fiction of the Non-Western World (3 cr.)
- ENG L406 Topics in African American Lit (3 cr.)
- ENG L411 Literature & Society: South African Lit. (3 cr.)

Writing Nonfiction (3 credits):

- ENG W305 Writing Creative Nonfiction (3 cr.)
- ENG W313 Art of Fact: Writing Nonfiction Prose (3 cr.)
- ENG W390 Writing for Social Change (3 cr.)
- ENG W390 Writing Biography (3 cr.)
- ENG W426 Writing Nonfiction: Popular & Professional Publication (3 cr.)
- ENG W366 Written Englishes: Living Cultural Realities # (3 cr.)

Editing and Style (3 credits):
- ENG Z204 Rhetorical Issues in Grammar (3 cr.)
- ENG W365 Theory and Practice of Editing (3 cr.)

:

- ENG W206 Intro to Creative Writing (3 cr.)
- ENG W207 Intro to Fiction Writing (3 cr.)
- ENG W208 Intro to Poetry Writing (3 cr.)

Teaching Writing (3 credits):

- ENG W396 Writing Fellows Seminar** (3 cr.)
- ENG W400 Issues in Teaching Writing **+** (3 cr.)
- ENG W412 Technology and Literacy (3 cr.)

**Prepares students to tutor at the Writing Center

- COMM R110 Speech Communication (3 cr.)

Select **one** course from the following list:

- COMM C228 Group Discussion Techniques (3 cr.)
- COMM R227 Argumentation & Debate (3 cr.)
- COMM T133 Introduction to Acting (3 cr.)
- COMM R309 Great Speakers (3 cr.)
- COMM R321 Persuasion (3 cr.)

Secondary Teacher Education Program (38 credits)

Students must apply for and be admitted to the Teacher Education Program prior to taking Block courses.

- EDUC M322 Diversity and Learning (6 cr.)
- EDUC M469 Content Area Literacy (3 cr.)
- EDUC M403 Field Experience (1 cr.)

Benchmark I Assessment

Block II: Middle School (6 credits)

- EDUC S420 Teaching/Learning in Middle School (3 cr.)
- EDUC K306 Teaching Students with Special Needs in Sec. Classrooms (3 cr.)
- EDUC M404 Field Experience (0 cr.)

Benchmark II Assessment

English Methods (3 credits)

Offered spring only. May be taken concurrently with Middle School or High School Block.

- EDUC M452 Methods of Teaching English (3 cr.)

Block III: High School (3 credits)

- EDUC S430 Teaching/Learning in High School (3 cr.)
- EDUC M405 Field Experience (0 cr.)

Benchmark III Assessment

PRAXIS II must be passed prior to student teaching

Students must demonstrate content area skills by achieving passing scores on the PRAXIS II test in the content area(s) of licensure prior to student teaching in Block IV.

Block IV: Student Teaching (16 credits)

- EDUC M451 Middle Schools-8 weeks (8 cr.)
- EDUC M480 High School-8 weeks (8 cr.)

Benchmark IV

For students pursuing a license to teach at the secondary level, student teaching comprises the final semester. Back-to-back placements in a middle school and high school setting are arranged through the School of Education. Either developmental level may be scheduled first; order will depend on student preference and availability of mentor teachers. Students doing an overseas experience must complete 10-weeks in the Indianapolis areas prior to the 8-week overseas experience.

World Languages (SPANISH EDUCATION - 123 credits)

General Education (44 credits)
Must complete 36 of these credits before beginning Teaching Education Program

- ENG W131 Elementary Composition 1(or W140) + (3cr.)
- ENG W132 Elementary Composition 2(or W150) + **OR**
- EDUC E201 Multicultural Educ/Global Awareness + (3cr.)
- COMM R110 Speech Communication + **OR**
- COMM C180 Interpersonal Communications + (3cr.)

Education Core (11 credits)

- EDUC F110 Windows on Education (see note) (2 cr.)
- EDUC W200 Using Computers in Education+ (3 cr.)
- EDUC H341 American Culture & Education+ (3 cr.)
- EDUC F200 Examining Self as Teacher+ (3 cr.)

Analytical Reasoning (3 credits)

Select **one** course from the following list:

- CSCI N207 Data Analysis Using Spreadsheets (3 cr.)
- ECON E270 Stats in Business/Economics* (3 cr.)
- GEOG G488 Applied Spatial Statistics (3 cr.)
- MATH M118 Finite Mathematics* (3 cr.)
- MATH 15300 Algebra and Trigonometry* (3 cr.)
- PHIL P162 Logic (3 cr.)
- POLS Y205 Elements of Political Analysis (3 cr.)
- PSY B305 Statistics* (3 cr.)
- SOC R251 Methods of Social Research* (3 cr.)
- STAT 11300 Statistics and Society (3 cr.)

Arts and Humanities (3 credits)

Select **one** course from the following list:

- AFRO A150 Afro-American Studies (3 cr.)
- AMST A103 Topics in American Studies (3 cr.)
- CLAS C205 Classical Mythology (3 cr.)
- COMM T130 Intro to Theatre (3 cr.)
- ENG L105 Appreciation of Literature (3 cr.)
- ENG L115 Literature for Today (3 cr.)
- HER H100 Art Appreciation (3 cr.)
- HER H101 History of Art I (3 cr.)
- HER H102 History of Art II (3 cr.)
- FOLK F101 Intro to Folklore (3 cr.)
- FLAC E231 Japan:The Living Tradition (3 cr.)
- MUS M174 Music for the Listener (3 cr.)
- PHIL P110 Intro to Philosophy (3 cr.)
- PHIL P120 Ethics (3 cr.)
- WOST W105 Introduction to Womens Studies (3 cr.)

Natural Science (6 credits)

Select **two** courses from the following list:

- ANTH A103 Human Origins and Prehistory (3 cr.)
- AST A100 Solar Systems (3 cr.)
- AST A105 Stars and Galaxies (3 cr.)

- BIOL N100 Contemporary Biology (3 cr.)
- BIOL N107 Exploring the World of Animals (3 cr.)
- BIOL N200 The Biology of Women (3 crs.)
- CHEM C100 The World of Chemistry (3 crs.)
- GEOG G107 Physical Systems of the Environment (3 cr.)
- GEOL G110 Physical Geology (3 cr.)
- GEOL G115 Intro to Oceanography (3 cr.)
- GEOL G132 Environmental Problems (3 cr.)
- PHYS 20000 Our Physical Environment (3 cr.)
- PSY B105 Psychology as a Biological Science (3 cr.)
- PSY B310 Life Span Development * (3 cr.)

Social Sciences (9 credits)

- HIST H108 Perspectives: World to 1800 (3 cr.) and
- HIST H114 History of Western Civilization II (3 cr.) **OR**
- HIST H109 Perspectives: World 1800 to Present (3 cr.) and
- HIST H113 History of Western Civilization I (3 cr.)

*Select **one** course from the following list:*

- AFRO A150 Afro-American Studies (3 cr.)
- ANTH A104 Culture and Society (3 cr.)
- GEOG G110 Intro to Human Geography (3 cr.)
- GEOG G130 World Geography (3 cr.)
- HIST H105 American History I (3 cr.)
- HIST H106 American History II (3 cr.)
- POLS Y101 Principles of Political Science (3 cr.)
- POLS Y103 Intro to American Politics (3 cr.)
- POLS Y219 Intro to International Relations (3 cr.)
- PSY B104 Psychology as a Social Science (3 cr.)
- PSY B310 Life Span Development* (3 cr.)
- PSY B360 Child and Adolescent Development* (3 cr.)
- SOC R100 Intro to Sociology (3 cr.)
- SOC R121 Social Problems* (3 cr.)
- WOST W105 Introduction to Womens Studies (3 cr.)

Comparative World Cultures (3 credits)

*Select **one** course from the following list:*

- ANTH A104 Culture and Society (3 cr.)
- CLAS C205 Classical Mythology (3 cr.)
- EDUC E201 Multicultural Education/Global Awareness (3 cr.)
- GEOG G110 Intro to Human Geography (3 cr.)
- POLS Y217 Intro to Comparative Politics (3 cr.)
- REL R133 Introduction to Religion (3 cr.)
- REL R212 Comparative Religions (3 cr.)

Spanish Requirements (39-41 credits)
Must complete 24 of these credits before beginning Teacher Education Program

I. Second Year Spanish (6-8 credits)

- SPAN S298 Second Yr Spanish (this option is for native speakers only) (6 cr.) **OR**
- SPAN S203 Second Yr Spanish I (4 cr.) **AND**
- SPAN S204 Second Year Spanish II (4 cr.)

II. Spanish Foundation (15 credits)

*Select **three** from the following list:*

- SPAN S311 Spanish Grammar (3 cr.)
- SPAN S317 Spanish Conversation and Diction (3 cr.)
- (S317 may not be taken by native speakers. If you are a native speaker you will take a 300-400 level elective instead)_____
- SPAN S313 Writing Spanish (3 cr.)
- SPAN S323 Intro to Translating Spanish & English (3 cr.)

Required Foundation Courses

- SPAN S363 Introduction to Hispanic Culture (3 cr.) **AND**
- SPAN S326 Introduction to Spanish Linguistics (3 cr.)

III. Spanish Literature (6 credits)

- SPAN S260 Introduction to Hispanic Literature (3 cr.)

*Select **one** from the following list:*

- SPAN S407 or S408 Survey of Spanish Lit I or II (3 cr.)
- SPAN S431 or S432 Survey of Spanish Poetry I or II (3 cr.)
- SPAN S445 Major Dramatists of the Golden Age I (3 cr.)
- SPAN S450 Cervantes' Don Quixote I (3 cr.)
- SPAN S455 Modern Spanish Drama I (3 cr.)
- SPAN S457 Modern Spanish Novel I (3 cr.)
- SPAN S461 Contemporary Spanish Literature I (3 cr.)
- SPAN S470 Women and Hispanic Literature (3 cr.)
- SPAN S471 or S472 Spanish-American Lit I or II (3 cr.)
- SPAN S477 20th Century Spanish-American Fiction (3 cr.)

IV. Advanced Spanish Culture and Civilization (3 credits)

*Select **one** from the following list:*

- SPAN S411 Spanish Culture and Civilization (3 cr.)
- SPAN S412 Latin American Culture and Civilization (3 cr.)

V. Advanced Spanish Linguistics (3 credits)

*Select **one** from the following list:*

- SPAN S440 Hispanic Sociolinguistics (3 cr.)
- SPAN S441 The Acquisition of Spanish (3 cr.)
- SPAN S425 Spanish Phonetics (3 cr.)
- SPAN S427 The Structure of Spanish (3 cr.)
- SPAN S428 Applied Spanish Linguistics (3 cr.)

VI. Advanced Spanish Electives (6 credits)

*Select **two** courses at the 400 level from among the courses listed above or the ones listed below:*

- SPAN S487 Capstone Internship in Spanish (3 cr.)
- SPAN S498 Capstone Seminar in Spanish (3 cr.)

Secondary Teacher Education Program (38 credits)

Students must apply for and be admitted to the Teach Education Program prior to taking Block Courses.

Block I: Diversity and Learning (10 credits)

- EDUC M322 Diversity and Learning (6 cr.)
- EDUC M469 Content Area Literacy (3 cr.)
- EDUC M403 Field Experience (1 cr.)

Benchmark I Assessment

Block II: Middle School (6 credits)

- EDUC S420 Teaching/Learning in Middle School (3 cr.)
- EDUC K306 Teaching Students with Special Needs in Secondary Classrooms (3 cr.)
- EDUC M404 Field Experience (0 cr.)

Benchmark II Assessment

World Language Methods (3 credits)

Offered in Spring only. May be taken concurrently with Middle School or High School Blocks.

- EDUC M445 Methods of Teaching Foreign Language (3 cr.)

Block III: High School (3 credits)

- EDUC S430 Teaching/Learning in High School (3 crs.)
- EDUC M405 Field Experience (0 crs.)

Benchmark III Assessment

Praxis II - Must be passed prior to student teaching

Students must demonstrate content area skills by achieving passing scores on the PRAXIS II test in the content area(s) of licensure prior to student teaching in Block IV.

Block IV: Student Teaching (16 credits)

- EDUC M451 Middle School - 8 weeks (8 cr.)
- EDUC M480 High School - 8 weeks (8 crs)

Benchmark IV

For students pursuing a license to teach at the secondary level, student teaching comprises the final semester. Back-to-back placements in a middle school and high school setting are arranged through the School of Education.

Either developmental level may be scheduled first; order will depend on student preference and availability of mentor teachers. Students doing an overseas experience must complete 10 weeks in the Indianapolis areas prior to the 8 week overseas experience.

Social Studies Education (124 credits)

Nationally Recognized by the National Council for the Social Studies (NCSS)

General Education (38 credits)
Students must complete 33 of the General Education credits before beginning the Teacher Education Program

Education Core (11 credits)

- EDUC F100 Windows on Education (see note above) (2 cr.)
- EDUC F200 Examining Self as Teacher + (3 cr.)
- EDUC W200 Using Computers in Education + (3 cr.)
- EDUC H341 American Culture & Education + (3 cr.)

English/Communication Core (9 credits)

- ENG W131 Elementary Composition I + (3 cr.)
- EDUC E201 Multicultural Education & Cultural Awareness + (3 cr.) **OR**
- ENG W132 Elementary Composition II +(3 cr.)
- COMM R110 Speech Communications + (3 cr.) **OR**
- COMM C180 Interpersonal Communications + (3 cr.)

Natural Science (6 credits)

- ANTH A103 Anthropology (3 cr.) AND

*Select **one** course from the following list:*

- Astronomy A100, A105 (3 cr.)
- Biology K101, K103, N100, N107, N200, N212 (3 cr.)
- Chemistry C100, C101, C102, C105, C106 (3 cr.)
- GEOL G110 #(3 cr.)
- Geology G107, G109, G115, G132, G180 (3 cr.)
- Physics 10000, 15200, 20000, 21800, 21900, 25100 (3 cr.)
- Psychology B105 (3 cr.)

Humanities (3 credits)

*Select **one** course from the following list:*

- REL R212 Comparative Religions (3 cr.)
- REL R303 Religions in the Making (3 cr.)
- PHIL P 323 Society and State in the Modern World (3 cr.)

Social Sciences (9 credits)

*Select **three** courses that are not in one of your teaching areas from the following list:*

- AFRO A150 Afro-American Studies (3 cr.)
- ANTH A104 Culture and Society (3 crs)
- ECON E101 Survey of Current Econ. Issues (3 cr.)
- GEOG G110 Intor to Human Geograhp (3 cr.)
- POLS Y103 Intro to American Policitcs (3 cr.)
- PSY B104 Psychology as a Social Science (3 cr.)
- SOC R100 Intro to Sociology (3 cr.)
- SOC R121 Social Problems (3 cr.)

Social Studies Major (48 credits)
Historical Perspectives (24 credits)

Survey of American History (6 credits)

- HIST H105 American History I (3 cr.)
- HIST H106 American History II (3 cr.)

Advanced Early American History Through 1876 (3 credits)

*Choose **one** of the following:*

- HIST A 301-A302 Colonial and Revolutionary America I & II (3 cr.)
- HIST A 337-338 American Frontier I & II (3 cr.)

- HIST A 345-346 American Diplomatic Hist. I & II (3 cr.)

Advanced American History 1877 - present (3 credits)

*Choose **one** of the following:*

- HIST A 315 US History Since WWII (3 cr.)
- HIST A 313 Origins of Modern America (3 cr.)
- HIST A 322 History of American Thought II (3 cr.)

Survey of World History (6 credits)

- HIST H113 Western Civilization I (3 cr.) **AND**
- HIST H109 Perspectives: World 1800 to Present (3 cr.) **OR**
- HIST H108 Perspectives: World 1800 to Present (3 cr.) **AND**
- HIST H114 Western Civilization II (3 cr.)

Advanced World History (6 credits)

- 200-400 African or Asian History (3 cr.)
- Latin American History (3 cr.)

CHOOSE AT LEAST **ONE** OF THE FOLLOWING ADDITIONAL LICENSURE (TEACHING) AREAS:

Economics (24 credits)
Economics Core (12 credits)

- Econ E 201 Intro to Microeconomics (3 cr.)
- Econ E 202 Intro to Macroeconomics (3 cr.)
- Econ E 321 Inter. to Microeconomic Theory (3 cr.)
- Econ E 322 Inter. to Macroeconomics Theory (3 cr.)

*Choose **four** of the following Economics electives (12 credits):*

- Econ E 270 Statistical Theory in Business and Econ (3 cr.)
- Econ E 303 International Economics (3 cr.)
- Econ E 304 Labor Economics (3 cr.)
- Econ E 305 Money and Banking (3 cr.)
- Econ E 308 Public Finance (3 cr.)
- Econ E 325 Comparative Economics (3 cr.)
- Econ E 337 Economic Development (3 cr.)
- Econ E 385 Economics of Industry (3 cr.)

Geography (24 credits)
Required Geography Core (15 credits)

- GEOG G107 Physical Systems of the Environment (3 cr.)
- GEOG G110 Introduction to Human Geography (3 cr.)
- GEOG G130 World Geography (3 cr.)
- GEOG G337 Computer Cart. and Graphics (3 cr.)
- GEOG G303 Weather and Climate (3 cr.)

Regional Geography (6 credits)

*Choose **two** of the following regional geography courses:*

- GEOG G326 Geography of North America (3 cr.)
- GEOG G321 Geography of Europe (3 cr.)
- GEOG G323 Geography of Latin America (3 cr.)
- GEOG G324 Geography of the Caribbean (3 cr.)

Government/Political Science (24 credits)
Required Political Science Core (12 credits)

- POLS Y103 American Politics (3 cr.)
- POLS Y215 Intro to Political Theory (3 cr.)
- POLS Y217 Comparative Politics (3 cr.)
- POLS Y304 American Constitutional Law I (3 cr.) **OR**
- POLS Y305 American Constitutional Law II (3 cr.)

*Select **four** courses from the following list (12 credits):*

- POLS Y213 Introduction to Public Policy (3 cr.)
- POLS Y301 Political Parties & Interest Groups (3 cr.)
- POLS Y303 Policy Making in the U.S. (3 cr.)
- POLS Y306 State Politics in the US (3 cr.)
- POLS Y307 Indiana State Government & Politics (3 cr.)
- POLS Y317 Voting, Election & Public Opinion (3 cr.)
- POLS Y318 American Presidency (3 cr.)
- POLS Y319 The United States Congress (3 cr.)
- POLS Y324 Women and Politics (3 cr.)
- POLS Y360 United States Foreign Policy (3 cr.)
- POLS Y382 Modern Political Thought (3 cr.)
- POLS Y383 American Political Ideals I (3 cr.)
- POLS Y384 American Political Ideals II (3 cr.)

Secondary Teacher Education Program (38 credits)
Students must apply for and be admitted to the Teacher Education Program prior to taking Block courses.

Block I: Diversity and Learning (10 credits)

- EDUC M322 Diversity and Learning (6 cr.)
- EDUC M469 Content Area Literacy (3 cr.)
- EDUC M403 Field Experience (1 cr.)

Benchmark I Assessment

Block II: Middle School (6 credits)

- EDUC S420 Teaching/Learning in Middle School (3 cr.)
- EDUC K306 Teaching Students with Special Needs in Secondary Classrooms (3 cr.)
- EDUC M404 Field Experience (0 cr.)

Benchmark II Assessment

Social Studies Methods (3 credits)

Offered in Spring only. May be taken concurrently with Middle School or High School Block.

- EDUC M442 Teaching Secondary Social Studies (3 cr.)

Block III: High School (3 credits)

Benchmark III Assessment

Praxis II - Must be passed prior to student teaching

Students must demonstrate content area skills by achieving passing scores on the PRAXIS II test in the content area(s) of licensure prior to student teaching in Block IV.

Block IV: Student Teaching (16 credits)

- EDUC M451 Middle Schools-8 weeks (8 cr.)
- EDUC M480 High School-8 weeks (8 cr.)

Benchmark IV

For students pursuing a license to teach at the secondary level, student teaching comprises the final semester. Back-to-back placements in a middle school and high school setting are arranged through the School of Education. Either developmental level may be scheduled first; order will depend on student preference and availability of mentor teachers. Students doing an overseas experience must complete 10 weeks in the Indianapolis areas prior to the 8-week overseas experience.

All-Grade Licensure Programs and Dual Programs

Students pursuing an all-grades license must be students in good standing in either HPER or Herron, and must meet both the degree requirements of the relevant school and the School of Education requirements for licensure.

General Education

Students must complete the program of General Education outlined by the relevant school (HPER or Herron).

Teaching Areas

Physical Education

Physical Education students pursuing a teaching license are encouraged to contact the School of Physical Education Tourism Management for a current list of requirements in the teaching area.

Visual Arts

Students wishing to become certified to teach in public schools may pursue either a Bachelor of Art Education or certification within the Master of Art Education at Herron. The Art Education Program of the Herron School of Art is offered in conjunction with the School of Education.

Students are encouraged to consult the Herron School of Art for more information.

Dual Licensure Programs

Students who wish to be licensed in an additional area can take designated course work to earn a dual license. These dual licensure programs are only available to students obtaining their initial teaching license or who currently hold a valid teaching license. The additional content area will be applicable to the developmental levels of the initial license. Programs are available at the graduate level for licensed teachers who seek to add other certification areas to their licenses.

Students apply to a dual program when completing the application to Teacher Education. However, some of the course work for certain programs may be completed prior to entering the Teacher Education program. See an advisor in the School of Education for details. A minimum GPA of 3.00 is required for each dual licensure area.

Students will student teach in their dual licensure area during the second student teaching experience. They will register for the appropriate 8 credit-hour practicum in place of one of the traditional student teaching experiences for their initial program. See an advisor in the School of Education for information.

ENGLISH AS A SECOND (NEW) LANGUAGE Dual Program (15 additional credits outside the teacher education program)

The ESL dual program prepares a teacher to meet the needs of students who are learning to speak English in the school classroom or pull-out programs. Students must select ENL as the area of dual licensure when applying for admission to the Teacher Education Program (LT/TL) and must maintain an overall GPA of 3.00 or higher in this dual program. Students must take and pass the state licensure test for ENL. The license will be issued at the developmental levels of the students initial teaching license.

Prerequisites: Two semesters of high school or one semester of university-level foreign language study or experience required.

Part A: ENL Course Requirements must be taken in the following sequence:

- EDUC L441 Bilingual Education (summer/fall/spring) (3 cr.)
- ENG Z432 Second Language Acquisition (fall)(3 cr.) **OR** ENG Z205 Introduction to English Grammar (3 cr.)
- EDUC L403 Assessment Literacy for Cultural and Linguistic Diversity (spring) (3 cr.)
- EDUC X470 Psycholinguistics for Teachers of Reading (elementary major only) (fall/summer I) (3 cr.) **OR** EDUC X401 Critical Reading in the Content Areas (secondary majors only) (summer II) (3 cr.)
- L436 Methods and Material for ESL (summer II) (3 cr.)

Part B: Learning to Teach/Teaching to Learn Course Requirements

- EDUC E341/M307 Methods of Teaching Reading II (elementary only)(3 cr.) **OR** EDUC M469/M303 Content Area Literacy (secondary only) (3 cr.)
- EDUC M470 Student Teaching 8 weeks (8 cr.) (done only after all ESL courses have been completed - will replace the second student teaching expereince in the teacher education program)

READING Dual Program (15 additional credits outside the teacher education program)

The holder of the reading minor is eligible to be a reading teacher at the level of the certification to which it is attached. Students must select reading as the area of dual licensure when applying for admission to the Teacher Education Program (LT/TL) and must mainatin an overall GPA of 3.00 or higher in this dual program. Students must pass all reading content tests required by the state for licensure.

Required courses-Elementary Majors

Part A: Advanced Literacy Course Requirements should be taken in the following sequence if possible:

- EDUC E449 Tradebooks in the Classroom (could be counted as literature elective for LT/TL) (3 cr.)
- EDUC L400 Instructional Issues in Language Education (prerequisite E449) (fall/spring)(3 cr.)
- EDUC L441 Bilingual Education: Introduction (fall/spring) (3 cr.)

- EDUC X470 Socio-psycholinguistics of Reading (fall/summer I) (3 cr.)
- Reading Elective (select one of the following courses) (3 cr.)
- EDUC F401 Integrating the Arts and Literacy (summer I) (3 cr.)
- EDUC F401 Variable Title Summer in the City Workshop (requires approval of literacy faculty member or advisor) (summer I or II) (3 cr.)
- EDUC L436 Methods and Materials for Teaching ESL (prerequisite L441) (spring) (3 cr.)
- EDUC X400 - Diagnostic Teaching of Reading in Classroom (summer I) (3 cr.)
- EDUC X401 - Critical Reading in Content Areas (summer II) (3 cr.)

Part B: Learning to Teach/Teaching to Learn Course Requirements

- EDUC E340 Methods of Teaching Reading I (Block II)(3 cr.)
- EDU M305 Field Experience (Block II) (1 cr.)
- EDUC E341 Methods of Teaching Reading II (Block III) (3 cr.)
- EDUC M307 Field Experience (BLock III) (1 cr.)
- EDUC X425 Student Teaching in Reading (Block IV) (8 cr.)

Required courses-Secondary Majors

Part A: Advanced Literacy Course Requirments should be taken in the following sequence if possible:

- EDUC L400 Instructional Issues in Language Education (spring) (3 cr.)
- EDUC X401 Critical Reading in the Content Area (summer II) (3 cr.)
- EDUC X470 Socio-psycholinguistics of Reading (fall/summer I) (3 cr.)
- EDUC X400 Working with Learner Literacy Difficulties (summer I)(3 cr.)
- EDUC X460 Adolescent/Young Adult Literature (fall/spring/summer)(3 cr.)

Part B: Learning to Teach/Teaching to Learn Course Requirments

- EDUC M469 - Content Area Literacy (Block I) (3 cr.)
- EDUC X425 - Student Teaching in Reading (Block IV) (8 cr.)

Special Education Dual Program (Mild Intervention) - (18 additional credits outside the teacher education program)

Students will be licensed in developmental areas based on their initial program. Students must enroll in either the full-time or part-time Learning to Teach/Teaching to Learn program. The program is designed to enable students to complete field experiences as part of their elementary or secondary education program. Special education seminars are offered one evening each week and twice a week in the summer so they do not conflict with the block courses. Students are required to take one of the following 3 credit seminars each semester while completing this program:
This undergraduate program offers licensure in both general education (elementary or secondary) and special education certification in Mild Intervention. Mild

Intervention certification replaces licensure in the areas of learning disabilities, mild cognitive disabilities, and emotional disabilities in the state of Indiana. This program is not available for all-grade majors. Students must select special education as the area of dual licensure when applying for admission to the Teacher Education Program (LT/TL) and must maintain an overall GPA of 3.00 or higher in this dual program. Students must pass all state required licensure tests for special education to obtain a special education license.

Required courses:

- Seminar 1: EDUC K448 Families School and Society (3 cr.)
- Seminar 2: EDUC K453 Classroom Management and Behavior Support (3 cr.)
- Seminar 3: EDUC K465 Collaboration and Consultation (3 cr.)
- Seminar 4: EDUC K420 Assistive Technology (3 cr.)
- Seminar 5: EDUC K426 Assessment and Instruction I (3 cr.)
- Seminar 6: EDUC K441Transition Across the Lifespan (3 cr.)
- Practicum: EDUC M470 Student Teaching for Special Education (8 cr.) (Taken during student teaching semester in place of the second experience)

Junior High/Middle School Extended Coverage Programs for the Elementary License

These programs allow students completing an elementary program or currently holding an elementary license to extend their teaching certification into the middle school grades in one or more subject areas. Subject areas are mathematics, science, language arts, and social studies.

All students must take the following education courses and then select one or more of the content areas.

Education Courses (14 credits)

- EDUC P475 Adolescent Psychology (3 cr) *
- EDUC S405 Teaching & Learning in the Middle School (3 cr) (Web based)*
- EDUC M470 Practicum (8 cr) **

* Students must be admitted to the Teacher Education program before taking these courses.
** This may be completed as the second student teaching experience for students currently in the elementary program.

Select one or more content areas:

Mathematics (20-22 credits)
- MATH M118 Finite Mathematics*(3 cr.)(prerequisite for MATH 154)
- MATH 154 Algebra and Trigonometry II (3-5 cr.)* or
- MATH 159 Pre-calculus* (prerequisite to MATH 163)
- MATH 163 Integrated Calculus and Analytic Geometry I (5 cr.)
- MATH 300 Logic and Foundations (3 cr.) (prerequisite to MATH 463)
- MATH 463 Intermediate Euclidean Geometry ** (3 cr.)

- CSCI N207 Data Analysis with Spreadsheets* (3 cr.)

Science (19-20 credits)
Students must choose one or more content areas:

Earth Space Science (19 credits)
- GEOL G110 Physical Geology (3 cr.)
- GEOL G120 Physical Geology Lab (1 cr.)
- GEOL G132 Environmental Problems(3 cr.)
- GEOL G209 History of the Earth (3 cr.)
- GEOL G300 Environmental and Urban Geology (3 cr.)
- GEOG G303 Geologic Mapping/Field (3 cr.)
- AST A100 The Solar System (3 cr.) or
- AST A105 Stellar Astronomy

Life Science With Biology Focus (18 credits)
- BIOL K101 Concepts of Biology I (5 cr.)
- BIOL K103 Concepts of Biology II (5 cr.)
- BIOL K341 Principles of Ecology (3 cr.)
- CHEM C105 Principles of Chemistry I (3 cr.)
- CHEM C125 Principles of Chemistry Lab I (2 cr.)

Biological Science (20 credits)
- CHEM C105 Principles of Chemistry I (3 cr.)
- CHEM C125 Principles of Chemistry Lab I (2 cr.)
- CHEM C106 Principles of Chemistry II (3 cr.)
- CHEM C126 Principles of Chemistry Lab II (2 cr.)
- PHYS P201 General Physics I (5 cr.)
- PHYS P202 General Physics II (5 cr.)

Social Studies (21 credits)
Students must choose one content area:

Historical Perspectives (21 credits)
- HIST H105 American History I (3 cr)
- HIST H106 American History II (3 cr.)
- HIST H113 Western Civilization I (3 cr.) or
- HIST H108 Perspectives on the World to 1800 (3 cr.)
- HIST H114 Western Civilization II (3 cr.) or
- HIST H109 Perspectives on the World 1800 to Present (3 cr.)
- HIST elective 300 level or higher (3 cr.)
- HIST elective 300 level or higher (3 cr.)
- HIST elective 300 level or higher (3 cr.)

Geographical Perspectives (21 credits)
- GEOG G107 Physical Geography (3 cr.)
- GEOG G110 Human Geography (3 cr.)
- GEOG G130 World Geography (3 cr.)
- GEOG G300 The World of Maps (3 cr.)
- GEOG elective 300 level or higher (3 cr.)
- GEOG elective 300 level or higher (3 cr.)
- GEOG elective 300 level or higher (3 cr.)

Language Arts (21 credits)
- ENG L202 Literary Interpretation (3 cr.
- ENG L213 Literary Masterpieces (3 cr.)
- ENG W206 Creative Writing (3 cr.)
- ENG W313 Art of Fact: Writing Nonfiction Prose(3 cr.)
- ENG W400 Issues in Teaching Writing (3 cr.)
- ENG G204 Rhetorical Issues: Grammar and Usage (3 cr.)

- EDUC X460 Books for Reading Instruction (3 cr.)

Certification Programs
A minimum GPA of 2.50 is required for each program.
Coaching (18 cr.)

- HPER P280 Principles and Care of Athletic Injuries (1 cr.)
- HPER P397 Kinesiology (3 cr.)
- HPER P450 Principles and Psychology of Coaching (3 cr.)
- HPER Theory and Techniques of Coaching: 6 credits from the following: A361, A362, A363, A364, A365, A366, A367, A368, A369, A370, A371, or A372.
- BIOL N217 Human Physiology (5 cr.)

Driver and Traffic Safety

- HPER S350 Content and Materials in Safety Education (2 cr.)
- HPER S456 Traffic Safety Education for Teachers (4 cr.)
- HPER S458 Driver Education Multiple Instruction Techniques (3 cr.)
- HPER S360 Highway Safety Administration (3 cr.)

Program Framework
The School of Education has integrated the campus "Principles of Undergraduate Learning" and the various state and national frameworks for beginning teachers into the IUPUI Principles of Teacher Education. These principles provide the conceptual framework for all undergraduate degree and licensure programs.

Principles of Teacher Education

Principle 1: Conceptual Understanding of Core Knowledge
Definition: The ability of teachers to communicate and solve problems while working with the central concepts, tools of inquiry, and structures of different disciplines. For prospective secondary teachers this means developing rich expertise within their chosen discipline.

This principle is demonstrated by the ability to:

- Set learning goals that reflect command of the subject matter.
- Design and implement instruction that develops students conceptual understanding of core knowledge.
- Interact with learners, providing meaningful and strategic information.
- Improve learners communication and quantitative skills through meaningful learning engagements.
- Model effective communication and problem solving.
- Use a variety of media and technology.
- Distinguish high quality educational materials.
- Write and speak with clarity.

Principle 2: Reflective Practice
Definition: The ability of teachers to step outside of the experiences that make up teaching and to analyze and critique from multiple perspectives the impact of these experiences and contexts.

This principle is demonstrated by the ability to:

- Explain the principles that guide teaching.
- Demonstrate teaching as an inquiry process, collecting and analyzing data about students learning and generating plans designed to support student understanding.
- Entertain multiple perspectives.
- Self-assess from multiple perspectives.
- Collect information through observation of classroom interaction.
- Assess learners development and knowledge.
- Use assessment processes appropriate to learning outcomes.
- Invite learners to employ multiple approaches, solutions, and diverse pathways to learning.

Principle 3: Teaching for Understanding
Definition: The ability of teachers to draw on their conceptual understanding to plan, implement, and assess effective learning experiences and to develop supportive social and physical contexts for learning.

This principle is demonstrated by the ability to:

- Set clear and developmentally appropriate goals for learning experiences.
- Establish suitable classroom routines.
- Provide learners with meaningful choices.
- Create a collaborative, supportive social environment.
- Engage learners in generating knowledge and testing hypotheses.
- Help learners articulate their ideas and thinking processes.
- Use multiple strategies that engage students in active meaningful learning.
- Encourage learners to see, question, and interpret ideas from diverse perspectives.
- Support learners in assuming responsibility for themselves and for their own learning.
- Motivate all children to learn.
- Create an inviting, interactive learning environment.
- Ask questions that promote learning.
- Build on childrens prior knowledge.

Principle 4: Passion for Learning
Definition: The ability of teachers to continually develop their own complex content and pedagogical knowledge and to support the development of students habits of continual, purposeful learning.

This principle is demonstrated by the ability to:

- Synthesize and teach complex concepts and networks of knowledge.
- Learn about learners and teaching through reflective practice.
- Recognize and support learners intellectual, social, and personal growth.
- Support all learners with special needs including learners new to English.
- Engage learners in multiple ways of knowing.
- Convey reasonable, but high and positive expectations for learner achievement.

- Integrate the disciplines to create meaningful curriculum.
- Give learners opportunities to solve community problems and to make authentic and meaningful choices.
- Provide all learners with equitable access to meaningful learning opportunities.
- Seek help from other professionals when needed.
- Engage in personal inquiry to construct content and pedagogical knowledge and skills.

Principle 5: Understanding School in the Context of Society and Culture
Definition: The ability of teachers to value and to teach about diversity, inclusivity, and equity; to recognize the impact of social, cultural, economic, linguistic, geographic, and political systems on daily school life; and to capitalize on the potential of school to minimize inequities.

This principle is demonstrated by the ability to:

- Act as a change agent.
- Demonstrate willingness and growth toward multicultural competence and culturally responsive teching.
- Recognize cultural differences and strive to address the discontinuities that can become obstacles to equitable teaching and learning.
- Mediate when learners need help to resolve problems or change attitudes.
- Initiate and engage in partnerships with families, teachers, administrators, and other community members involved in the lives of students and respect families as partners in teaching and learning.
- Embed knowledge of home, school, and community into teaching.
- Recognize and challenge deficit perspectives and utilize strength-based approaches to engage wtih students, families, and communities.

Principle 6: Professionalism
Definition: The ability of teachers to be active contributors to professional communities that collaborate to improve teaching and student achievement by developing shared ethics, standards, and research-based practices.

This principle is demonstrated by the ability to:

- Demonstrate the ethical principles guiding professional conduct.
- Demonstrate and document standards-based practice that aligns with state, national, and professional standards.
- Stay current in terms of research on pedagogy, content, and assessment.
- Participate in professional organizations and resource networks beyond the school.
- Collaborate with colleagues about issues that are complex and difficult.
- Give presentations for other professionals.
- Initiate activities such as teacher research, study groups, and coaching to improve the teaching and learning of a school community.
- Promote positive attitudes.
- Facilitate decision making.
- Operate on democratic principles.

Program Format

IUPUI is recognized as a leader in urban education. Students are prepared according to the standards established by the Indiana Professional Standards Board and earn Rules 2002 Indiana Teaching Licenses. In addition, students are immersed in programs of study that challenge them intellectually with new models of instruction and explorations of diversity.

All students in the Learning to Teach/Teaching to Learn program spend significant time in community schools, where they learn the importance of social justice and democratic practices. They learn to tap the wealth of assets in Indianapolis as they hone their expertise as discipline-based teachers and passionate professionals. The School of Education is committed to preparing teachers who want to make a difference and have the knowledge and skills to do so.

The undergraduate teacher education program is called Learning to Teach/Teaching to Learn. Upon succssful completion, this program leads to a Bachelor of Science in Education and a license to teach in Indiana.

The program consists of three parts:

1. Prerequisite Courses
2. Teacher Education Courses
3. Student Teaching

Prerequisite Courses

Teachers are first and foremost required to be knowledgeable about the subjects they teach. Specific prerequisite courses are required for every different teaching license available through Indiana University School of Education at IUPUI. School of Education advisors and the School of Education Web site provide advising sheets that list the specific courses required to prepare for admittance into each teaching license program.

Elementary education majors complete a program of prerequisite courses that prepares them to be strong generalists. They typically take all their prerequisite courses as freshmen and sophomores, building their skills in written and oral communication, information technology, science, language arts, mathematics, social sciences, and fine arts.

Secondary and all-grade education majors prepare more specifically for teaching in a discipline area like English, social studies, science, mathematics, world languages, visual art, or physical education. Their prerequisite courses focus on the development of core knowledge. These courses help students develop their abilities to think critically and communicate, and prepare them to meet the rigorous content and teaching standards required for middle school, high school, or all-grade teaching.

Teacher Education Courses

The Learning to Teach/Teaching to Learn program is a gateway into the profession of teaching. The courses in the program are carefully aligned with standards and integrate field experiences so students develop the knowledge, skills, and dispositions they need to be professional educators. Elementary majors enter the program as juniors and spend four full semesters in the teacher education blocks. They learn about the developmental needs of children, the complexities of schools and social systems, and research-based methods of teaching.

Secondary and all-grade students also take teacher education courses in sequenced blocks, but their preparation is a combination of continued learning in their discipline and gaining the knowledge, skills, and dispositions required for teaching adolescents and young adults or all levels of students. All new teachers must meet professional standards and pass professional tests before they can be licensed, so all of the teacher education courses teach toward these measures of preparedness.

Student Teaching

Student teaching represents the culminating experience in the Learning to Teach/Teaching to Learn program. By assuming full responsibility for a class of students, candidates demonstrate their achievement of standards, and reflect both on student learning and on their own effectiveness as teachers. At IUPUI, all students are prepared to teach at two developmental levels and can expect to complete two separate student teaching assignments.

Indiana Teaching Licenses

Every Indiana Teaching License requires preparation to meet multiple categories of professional standards. Teachers must be prepared to teach both content and children, so each license program is aligned to content standards and developmental standards. In addition to doing well in teacher education courses, benchmark assessments, and student teaching, prospective teachers must also pass PRAXIS I and PRAXIS II tests.

IUPUI offers the following license programs:

- Primary/Intermediate Elementary
- Middle School/High School Content Area
- All-Grade Content Area

Indiana License Types and Coverage

IUPUI's educator preparation programs at both the graduate and undergraduate levels were developed to meet the 2002 Licensure Framework adopted by the Division of Standards of the Indiana Department of Education. This framework establishes requirements not in terms of courses to be taken, but rather in terms of the standards that program graduates are expected to meet. The license framework addresses the principles set forth by the Interstate New Teacher Assessment and Support Consortium (INTASC) and includes both content standards for different subjects and teaching areas, and developmental standards associated with particular educational settings (early childhood, elementary, middle school, high school).

Elementary License

- Preparation to teach kindergarten through sixth grades
- School Settings: Elementary; Primary and Elementary; Intermediate
- Content Standards: Elementary; Primary Generalist and Elementary; Intermediate Generalist

Middle School/High School Content Area License
- Preparation to teach sixth through twelfth grades in a particular content area
- School Setting: Middle School/Junior High School and High School
- Content Standards: Language Arts, Social Studies, Science, Mathematics, or Foreign Languages

All-Grades License
- Preparation to teach kindergarten through twelfth grades
- School Settings:Elementary; Primary, Elementary; Intermediate, Middle School/ Junior High School; High School
- Content Standards: Fine Arts, Health and/or Physical Education

Education Degrees
Students in the Learning to Teach/Teaching to Learn program may be working toward a specific teaching license or both a license and a Bachelor of Science degree.

Degrees are offered in the following areas:

- Elementary Education
- Secondary Education in
  - English
  - Foreign Language: Spanish
  - Mathematics
  - Science
  - Social Studies

- All-Grade Education in
  - Visual Arts
  - Physical Education

Dual Licensure Programs
Students may complete any of the following dual programs in conjunction with one of the licensure programs listed above. The developmental standards and school setting of the license will be the same as the partner license except for all-grade programs where the dual license will be for middle school and high school only.

English as a Second Language (ESL) Dual License
- Preparation to teach children whose first language is not English
- Content Standard: English as a Second Language

Special Education Dual License
- Preparation to teach children with special needs
- Content Standard: Exceptional Needs

Reading Dual License
- Provides extra expertise in the teaching of reading
- Content Standard: Reading

The School of Education at IUPUI also offers programs at the graduate level that lead to the following licenses:

- School Services (Counselor)
- Building-Level Administrator

Specific Degree Requirements
Students must enroll in a program at the School of Education at IUPUI and meet all of the requirements for that program.

Students pursuing an early childhood, elementary, or elementary/middle school license must

1. Meet the regular matriculation requirements of the university;
2. Be admitted to the LT/TL Teacher Education Program;
3. Complete at least 30 of the last 60 credit hours required for a specific degree program at IUPUI. These 30 credit hours must include student teaching as well as methods courses in the major teaching area. No more than 15 hours of teacher education coursework can be transferred from another institution;
4. Complete the professional education courses as stipulated in the specific program, and all of the general education and subject-matter courses required for recommendation by Indiana University for an initial teaching license;
5. Complete a minimum of 123 credit hours of academic credit (see specific program requirements). Some programs require additional hours for graduation;
6. Maintain a minimum cumulative grade point average (GPA) of 2.50 in all courses taken for the degree;
7. Achieve a minimum grade of C in each professional education class and a passing grade for all student teaching while maintaining a cumulative GPA of 2.50 in professional education courses;
8. Earn a C or better in all courses

Students pursuing a middle/high school or all-grades license must
1. Meet conditions 1 through 7 above;
2. Achieve a minimum GPA of 2.50 in the teaching area(s);
3. Take no more than 15 credit hours of professional teacher education courses at other institutions.

Assessment in the Teacher Education Program
Students recommended for a teaching license by IUPUI will be expected to demonstrate the knowledge, disposition, and skills expected of beginning teachers. It is IUPUI's responsibility to ensure that students recommended for an initial license have met all relevant standards set by the Division of Professional Standards and the national professional organizations.

Students will be required to complete Benchmark assessments as they move through the program. Failure to complete a Benchmark will result in removal from the program. Students whose Benchmarks are evaluated as not supporting that the student has adequate skills, knowledge and/or dispositions may be required to do a follow-up to the benchmarks. Benchmark evaluations will also be considered when determining if students will be readmitted to the program.

Student Learning Outcomes

The following Student Learning Outcomes apply to all undergraduate degree and certification programs offered by the School of Education. Elementary Education, Secondary Education and Transition to Teaching Programs.

Principle #1: Conceptual Understanding of Core Knowledge

Definition: The ability of teachers to communicate and solve problems while working with the central concepts, tools of inquiry, and structures of different disciplines. For prospective secondary teachers this means developing rich expertise within their chosen discipline. This principle is demonstrated by the ability to:

- Set learning goals that reflect command of the subject matter.
- Design and implement instruction that develops students conceptual understanding of core knowledge
- Interact with learners, providing meaningful and strategic information.
- Improve learners communication and quantitative skills through meaningful learning engagements.
- Model effective communication and problem solving.
- Use a variety of media and technology.
- Distinguish high quality educational materials.
- Write and speak with clarity.

Principle #2: Reflective Practice

Definition: The ability of teachers to step outside of the experiences that make up teaching and to analyze and critique from multiple perspectives the impact of these experiences and contexts. This principle is demonstrated by the ability to:

- Explain the principles that guide teaching.
- Demonstrate teaching as an inquiry process, collecting and analyzing data about students learning and generating plans designed to support student understanding.
- Entertain multiple perspectives.
- Self-assess from multiple perspectives.
- Collect information through observation of classroom interaction.
- Assess learners development and knowledge.
- Use assessment processes appropriate to learning outcomes.
- Invite learners to employ multiple approaches, solutions, and diverse pathways to learning.

Principle #3: Teaching for Understanding

Definition: The ability of teachers to draw on their conceptual understanding to plan, implement, and assess effective learning experiences and to develop supportive social and physical contexts for learning. This principle is demonstrated by the ability to:

- Set clear and developmentally appropriate goals for learning experiences.
- Establish suitable classroom routines.
- Provide learners with meaningful choices.
- Create a collaborative, supportive social environment.
- Engage learners in generating knowledge and testing hypotheses.
- Help learners articulate their ideas and thinking processes.
- Use multiple strategies that engage students in active, meaningful learning.
- Encourage learners to see, question, and interpret ideas from diverse perspectives.
- Support learners in assuming responsibility for themselves and for their own learning.
- Motivate all children to learn.
- Create an inviting, interactive learning environment.
- Ask questions that promote meaningful learning.
- Build on childrens prior knowledge.

Principle #4: Passion for Learning

Definition: The ability of teachers to continually develop their own complex content and pedagogical knowledge and to support the development of students habits of continual, purposeful learning. This principle is demonstrated by the ability to:

- Synthesize and teach complex concepts and networks of knowledge.
- Learn about learners and teaching through reflective practice.
- Recognize and support learners intellectual, social, and personal growth.
- Support all learners with special needs including learners new to English.
- Engage learners in multiple ways of knowing.
- Convey reasonable, but high and positive expectations for learner achievement.
- Integrate the disciplines to create meaningful curriculum.
- Give learners opportunities to solve community problems and to make authentic and meaningful choices.
- Provide all learners with equitable access to meaningful learning opportunities.
- Seek help from other professionals when needed.
- Engage in personal inquiry to construct content and pedagogical knowledge and skills.

Principle #5: Understanding School in the Context of Society and Culture

Definition: The ability of teachers to value and to teach about diversity, inclusivity, and equity; to recognize the impact of social, cultural, economic, linguistic, geographic, and political systems on daily school life; and to capitalize on the potential of school to minimize inequities. This principle is demonstrated by the ability to:

- Act as a change agent.
- Demonstrate willingness and growth toward multicultural competence and culturally responsive teaching.
- Recognize cultural differences and strive to address the discontinuities that can become obstacles to equitable teaching and learning.
- Mediate when learners need help to resolve problems or change attitudes.
- Initiate and engage in partnerships with families, teachers, administrators, and other community

members involved in the lives of students and respect families as partners in teaching and learning.
- Embed knowledge of home, school, and community into teaching.
- Recognize and challenge deficit perspectives about and utilize strength-based approaches to engage with students, families, and communities.

Principle #6: Professionalism
Definition: The ability of teachers to be active contributors to professional communities that collaborate to improve teaching and student achievement by developing shared ethics, standards, and research-based practices. This principle is demonstrated by the ability to:

- Demonstrate the ethical principles guiding professional conduct.
- Demonstrate and document standards-based practice that aligns with Common Core, Indiana and professional standards.
- Stay current in terms of research on pedagogy, content, and assessment.
- Participate in professional organizations and resource networks beyond the school.
- Collaborate with colleagues about issues that are complex and difficult.
- Give presentations for other professionals.
- Initiate activities such as teacher research, study groups, and coaching to improve the teaching and learning of a school community.
- Promote positive attitudes.
- Facilitate decision making.
- Operate on democratic principles.

Degree Programs
Bachelor of Science in Education (B.S.Ed.)
- Elementary Education
- English Secondary School Teaching
- Social Studies Secondary School Teaching
- Spanish Secondary School Teaching

Student Responsibilities
The School of Education has established academic requirements concerning admission, course of study, majors and minors, and campus residence, all of which must be met before a degree is granted. Students are held responsible for understanding the requirements and for meeting the conditions prior to graduation.

A student pursuing a secondary (middle school/high school) or all-grades license while enrolled in a degree-granting program in another school must satisfy requirements of the degree-granting school as well as School of Education requirements for licensure.

Students are encouraged to:

1. Develop a strong foundation for meeting the campus principles of undergraduate learning by following the course sequence presented in this bulletin and by enrolling in course blocks or learning communities designated for education majors whenever they are available.

2. Plan a program with an academic advisor in the School of Education and meet with that advisor at least once each semester.
3. Check the advising report at least once each semester (onestart.iu.edu). For questions about accessing OneStart, please see an advisor or visit Education Student Services.
4. Apply for admission to the LT/TL Teacher Education Program during the semester (Fall/Spring) prior to when you intend to begin the program.

Graduate Programs
A full range of graduate opportunities is available through the School of Education at IUPUI. Students can earn the Master of Science in Elementary Education, Secondary Education, Early Childhood Education, Language Education, Special Education, and complete requirements for the Master's in Higher Education/Student Affairs. The program in Counseling and Counselor Education leads to a master's degree and a license in school counseling. The school also offers a masters degree with a special focus on technology integration on-site in several area school systems.

IUPUI provides unique opportunities for collaborative studies (for example, Education and Museum Studies) or interprofessional work (for example, courses that enroll students from Education, Nursing, and Social Work to emphasize service integration at the school site).

Through its "Summer in the City" program, the school offers a range of graduate workshops each summer on contemporary topics of interest to teachers and administrators. A growing number of courses for license renewal or continuing professional development is available online or through interactive video technology.

Post-Baccalaureate Licensure Programs
Students who already hold a baccalaureate degree may apply to the School of Education to complete just the courses need to obtain a teaching license provided their undergraduate GPA is 2.50 or higher. A formal transcript evaluation and an orientation session are required before enrollment. There is a fee for the transcript evaluation. Information and the transcript evaluation request form are available on the School of Education Web site (education.iupui.edu) or by calling Education Student Services at (317) 274-6801.

Urban Doctorate Program
Starting in Fall 2012, the IU School of Education at IUPUI will offer the first doctorate degree in education to be offered entirely on the IUPUI campus. The degree will be one of just a handful of urban education doctorates in the country, focused on preparing researchers to study schools in complex urban environments. Faculty and students in the program will conduct community-based research designed in partnership with P-12 schools and community organizations. It will be the only urban education doctoral program in the state of Indiana. The program is a distinctive, research-oriented degree program, and the first of its kind in Indiana. The interdisciplinary focus will prepare scholars who are capable of making significant contributions to improve urban education. The focus will be on research addressing the needs of high risk students and other factors that impact student learning. The community-based,

collaborative model will place researchers in the social context of urban education issues.

Student Learning Outcomes

The advanced professional programs in the School of Education are committed to improving schooling by enhancing academic, social, and emotional learning, with the ultimate goal of improving social justice for all. The four beliefs that guide this work are as follows and apply to all of our advanced professional programs.

Core Belief #1: Comprehensive Knowledge Base
- Professional educators must have a comprehensive knowledge base that includes content and pedagogical and practical forms of knowledge.

Core Belief #2: Intellectual Skills and Abilities
- Professional educators must possess discipline-specific skills that allow them to plan, implement, inquire about, and assess practices related to their field of concentration.

Core Belief #3: Focus on Diversity, Culture, Community, and Context
- Professional educators must focus on the community context in which education takes place (from school community to our global society), understanding the role of family, culture, and community and their impact on the learner.

Core Belief #4: Commitment to Personal and Professional Growth
- Professional educators must make a commitment to education, to their particular discipline, and to all learners.

Degree Programs

Master of Science in Education (M.S.Ed.)
- Counseling and Counselor Education
- Curriculum and Instruction with a Focus on Technology
- Educational Leadership
- Elementary Education
- English as a New Language
- Higher Education and Student Affairs
- Language Education
- Secondary Education
- Special Education

Admissions

Fall Semester deadline: **May 1**
Spring Semester deadline: **November 1**
Summer Session deadline: **March 1**
All students applying for a Master's degree in education must apply to the School of Education.

NOTE: The Graduate Non-Degree policy states that students may take no more than 9-12 graduate credit hours in an academic discipline under the graduate non-degree status.

You should address these questions in your personal goals statement:

1. Are you a licensed teacher in Indiana?
2. What are your personal, academic, and career goals?
3. How will this program help you meet your academic and career goals?
4. What experiences have prepared you for this program?

License Renewal/Education graduate non-degree

Complete ONLY these areas in the application:

- Personal Information
- Educational Objective (*Academic Program*: Education Graduate Non-Degree, *Major*: License Renewal, and select the semester you plan to enroll)
- Educational History
- Work Experience

Graduate Certification Applicants

In addition to the online application with the personal goals statement, you must also submit:

1. Two (2) letters of recommendation on official letterhead with signatures*
2. Official transcripts (with the exception of IU schools)
3. Submit letters and transcripts directly to:

   School of Education, Graduate Admissions

   902 W. New York Street
   Indianapolis, IN 46202-5155

***NOTE:** We do NOT accept recommendation letters via the online application system. They must be mailed to the School of Education at the address listed above.

You will need to choose the last option "To complete continuing education courses for licensing purposes" when you begin the application. In the application you should choose "*Academic Program*": Education Graduate Non-Degree, "*Major*": Teacher Certfication.

Master's Degree Applicants

In addition to the online application with the personal goals statement, you must also submit:

1. Official GRE scores
2. Two (2) letters of recommendation on official letterhead with signatures*
3. Official transcripts (with the exception of IU Schools)
4. Submit letters and transcripts directly to:

   School of Education, Graduate Admissions

   902 W. New York Street
   Indianapolis, IN 46202-5155

***NOTE:** We do NOT accept recommendation letters via the online application system. They must be mailed to the School of Education at the address listed above.

In the "*Educational Objectives*" section of the application choose "*Type of Admission*": Master's, "*Academic Program*": Education, "*Major*": choose master's program to which you are applying.

Contact Information

IU School of Education
Education/Social Work Building (ES) 3116
902 West New York Street

Indianapolis, IN 46202
Phone: (317) 274-6801
Fax: (317) 274-6864

Student Organizations & Services

Education Students Advisory Council (ESAC)

ESAC serves as the representative body for students enrolled in the School of Education. It promotes programs that enhance student life, foster a sense of identity among students, and increase the School of Educations visibility in the university community while providing opportunities for involvement with alumni and opportunities to develop student leadership. It contributes to the professional development of students, honors students, and faculty whose efforts have distinguished them and the School of Education. Membership is elected from students admitted to the teacher education program.

Kappa Delta Pi

Kappa Delta Pi (Pi Omicron Chapter) is an international honorary organization founded to recognize excellence in education. Students who are invited for membership exhibit the ideals of scholarship, high personal standards, and outstanding achievement in professional education courses. The IUPUI chapter of Kappa Delta Pi sponsors a wide variety of programs for its members and the School of Education.

School of Education Alumni Association

The School of Education Alumni Association was founded in 1951 to further the educational, professional, and social interests of the School of Education and the alumni. The association provides an ongoing link between the graduate and the university. The Education Alumni Association sponsors education-related events throughout the state, and publishes Chalkboard, a semi-annual magazine for all graduates of the Indiana University School of Education.

National Science Teachers Association Student Chapter

This organization promotes the mission of the National Science Teachers Association by providing pre-service teachers with support resources and professional development in science education.

Elementary and Secondary Urban Educators Organizations

These organizations serve as official assemblies within the School of Education for all students on the IUPUI campus enrolled in the elementary or secondary education program. These memberships are dedicated to issues relating to urban education in Indianapolis, developing connections within urban schools, and helping urban schools with projects.

Academic Policies & Procedures

- Appeals
- Grading Policy
- Probation, Dismissal, and Reinstatment
- Nondiscrimination Policy
- Other Special School or Program Requirements, Including Graduation Policies

Grading Policy

Below is the undergraduate grading policy of the School of Education as approved by the faculty.

A	Extraordinary high achievement; shows unusually complete command of the subject matter; represents an exceptionally high degree of originality and creativity.**
A-	Exceptionally thorough knowledge of the subject matter; outstanding performance, showing strong analytical abilities.
B+	Significantly above average understanding of material and quality of work.
B	Very good, solid, above average under-standing of material and quality of work.
C+	Good, acceptable performance.
C	Satisfactory quality of work.
C- to D	Unacceptable work. Not meeting requirements for certification in the School of Education.
F	Completely unacceptable work.

Most students should expect grades ranging between C + and B. Students should recognize that effort alone does not necessarily guarantee above average grades, since grades are assigned on the basis of the overall quality of a students work.
** The School of Education does not recognize a grade of A+.

Pass/Fail Option

Within certain restrictions, students in good standing may choose to take some elective courses or general education courses on a Pass/Fail basis. Instructor approval is not needed for the student to take a course Pass/Fail.

There are two restrictions to the Pass/Fail option:

1. The Pass/Fail option may not be used for any course in a subject in which the student wishes to be certified to teach. That is, all courses in the teaching area (or supporting areas) and all professional education courses must be taken for a letter grade. No courses identified to meet unit expectations for communication and quantitative reasoning may be Pass/Fail. Elementary education majors may use the Pass/Fail option only for credit hours over and above the minimum hours required in literature, fine arts, science, or social studies. Secondary and all-grade

license candidates may use the Pass/Fail option only for elective credit hours, or for courses that satisfy the general education requirements.

2. A maximum of two courses per academic year may be taken on a Pass/Fail basis. The academic year begins in the fall and includes the following year's summer sessions.

The grade of Pass (P) is assigned no grade points and is not considered in computing the grade point average. A grade of P may not subsequently be changed to a letter grade. A grade of Fail (F) received in a course taken with the Pass/Fail option is entered on the transcript, treated as a regular letter grade, and used in computing the grade point average.

The decision to take a class Pass/Fail must be made on or before the end of the first three weeks of class during the regular semester, and on or before the end of the first two weeks in a summer session. Check the Schedule of Classes for the exact dates. Appropriate forms are available at Education Student Services, ES 3131, and must be signed by the Assistant Dean for Student Services.

Incomplete (I) Grades

If a student is not in attendance during the last several weeks of a semester, the instructor may report a grade of Incomplete (I) (indicating that the work submitted is satisfactory but that the entire course has not been completed) if the instructor has reason to believe that the absence was beyond the students control. If this is not a valid assumption, the instructor shall record a grade based on the work submitted to date.

The student must have completed 75 percent of the course requirements and must have an I grade contract completed and on file. The time allowed for the removal of an I grade is one calendar year from the date of its initial recording, unless, in exceptional circumstances, the School of Education authorizes adjustment of this period. By assigning a grade of I, an instructor implicitly authorizes and requires that the registrar automatically change an I to an F at the end of the appropriate time period if the student fails to complete the course work to the instructors satisfaction. Both the student and the instructor in whose course the student received the Incomplete will be notified of this change of grade. Students receiving an incomplete in block courses cannot move forward in the program until all work is completed and the incomplete has been changed to a grade of "C" or higher.

Withdrawal (W) from Courses

Withdrawal is not a grade and does not figure in hours of credit or grade point average (GPA) calculations. However, students should be aware that a pattern of repeated withdrawals may affect admission to Teacher Education, student teaching placement, financial aid, and/or eventual employment.

A student must refer to the Schedule of Classes to determine the last date for an automatic W from a class for each semester or summer session. The Schedule is available online at registrar.iupui.edu. After the automatic withdrawal date has passed, the instructor and the

Assistant Dean of Student Services make a determination whether to assign a W or an F.

Ordinarily the only acceptable reason for withdrawal is illness or obligation of employment. Students withdrawing from a class during the second half of a regular semester or summer session may be assigned a W only for compelling nonacademic reasons, and only if the students work up to that point is passing. Otherwise, the instructor may elect to assign a grade of "F."

Any student withdrawing from a block course after the beginning of the fourth week of classes or dropping block courses during two or more semesters must appeal to the School of Education Appeals Committee to re-enter the program. Readmission is not automatic.

It is the students responsibility to start the withdrawal procedure by getting the form from Education Student Services and securing the appropriate signatures. The application for withdrawal must be processed within 10 days of its receipt.

Important: Students withdrawing from a course to which a Laboratory/Field Experience is linked must withdraw from the Field Experience as well as from the course itself; such withdrawal is not automatic. Failure to withdraw from both sections may result in a grade of F in the Laboratory/Field Experience. Students are cautioned that withdrawing from courses my jeopardize their financial aid.

Appeals
School of Education Appeals Committee

Students who wish to appeal decisions concerning admission to teacher education or retention in teacher education, or who seek a waiver for a requirement in a specific program, must follow this appeals process:

1. Submit all appeals to the School of Education Appeals Committee by letter or email to the Assistant Dean for Program Assessment in the School of Education.

2. If a student has a concern about the quality of teaching or grade in a course in which he or she is enrolled in the School of Education, the student should follow this process:

   • Discuss those concerns with the instructor. If that discussion does not resolve the students concerns, the student should:
   • Schedule a meeting with the appropriate department chair.
   • If deemed necessary, submit an appeal to the School of Education Appeals Committee.

Students should contact the Assistant Dean for Assessment in the School of Education for information about filing an appeal.

Grievance Hearing Committee The purpose of the School of Education's Grievance Hearing Committee is to provide a five-member hearing board for any student who believes that his/her rights, as defined in Part I of Indiana University's *Code of Student Rights, Responsibilities, and Conduct*, have been violated by a member of the faculty or administration. After considering the appeal during a formal hearing, the hearing board votes in private and forwards its recommendation for action to the dean

of the School of Education, who makes final disposition of the appeal in the School of Education. Should the student wish to appeal further, the *Code of Student Rights, Responsibilities, and Conduct* provides an avenue through the Dean of Students (see below for details).

Grievance Jurisdiction The Grievance Hearing Committee hears appeals in the following categories:

- Violations of Individual Rights and Academic Affairs, as defined in Parts I. A and B of the *Code of Student Rights, Responsibilities, and Conduct*. These include:
  - Individual Rights (I. A.1-5)
  - Citizenship Rights
  - Discrimination
  - Sexual Harassment
  - Harassment Based on Sexual Orientation
  - Racial Harassment

- Academic Affairs (I.B.1-5)
- Provision of advising for academic planning
- Classes conducted in accordance with the Indiana University Code of Academic Ethics
- Freedom to raise issues and express ideas or opinions relevant to classroom work
- Sensitivity by faculty to student personal or political beliefs, and protection of privacy of student information
- Ethical behavior of faculty in relationships with students
- Academic misconduct, as defined in the *Code of Student Rights, Responsibilities, and Conduct* (Part III.A.). This includes:
  - cheating
  - fabrication
  - plagiarism
  - interference
  - violation of course rules
  - facilitating academic dishonesty

- Grades in a course - if the student feels the grade is a result of bias or discrimination
- Terms and conditions of associate instructor and graduate assistant appointments

The *Code of Student Rights, Responsibilities, and Conduct* distinguishes between personal misconduct and academic misconduct. Appeals regarding personal misconduct are not within the jurisdiction of the IUPUI Grievance Hearing Committee and are handled by the Dean of Students according to the Code (VI.D).

Grade Replacement Policy: Policy and Procedure on Course Reenrollment and Recalculation of Student Grade Point Average

The University Faculty Council has stated that any undergraduate who has retaken a course previously failed shall have only the second grade in that course counted in the determination of the overall grade point average by the Office of Records and Admissions. The student's transcript shall record both grades. Any grade point average calculated in accord with this policy shall be

marked replaced denoting that a grade has been replaced by the grade in the course when taken subsequently.

The policy can take effect only if the course was taken at IUPUI and repeated after the beginning of the academic year 1976-77. The IUPUI School of Education grade replacement policy has been revised, effective fall 1996. The new policy allows approved undergraduate students seeking their first degree to repeat a maximum of 15 credit hours subject to school/division approval. Students may not replace any EDUC course. Students in education must submit a grade replacement form before the policy can take effect. These forms are available from the Office of Student Support and Diversity located in room 3131 in the Education/Social Work Building.

Determination of GPA

The School of Education uses the grade point average (GPA) indicated on the advising system for all audits, including those for admission to the Teacher Education program, probation and dismissal, and graduation.

Note: Only credit hours are transferred to Indiana University from schools outside of the IU system. Grades made in courses taken at other universities will be used to compute GPAs for purposes of admission to the teacher education programs when students are transferring in more than 27 credit hours.

Grade Change Appeal

Students wishing to appeal a grade in any course offered by the School of Education should follow the appeals policy within one semester of receiving the grade.

Students wishing to have a grade changed to a "W" after a semester has passed should follow the IUPUI grade appeal procedure as outlined in this bulletin. Grade appeal forms are available online from registrar.iupui.edu.
   These grade petitions in undergraduate courses will not be considered for concluded courses older than 5 years. Exceptions will only be considered if an extremely serious and documented circumstance (e.g., coma, unmanageable schizophrenia, etc.) literally prevented the student from filing the petition within the 5-year period.

A students request to have a grade in a course offered by the School of Education changed from a grade of F to Withdrawn (W) will be granted only if one or more of the following conditions exists:

1. The student has provided official documentation of a medical emergency that prevented the student from attending and officially withdrawing from the course.
2. The student was a first-semester freshman and never attended the class.

If a student feels there were other extenuating circumstances that prevented him or her from attending and/or officially withdrawing from the course, he or she may write a letter of appeal to the School of Education Appeals Committee. Any available official documentation pertaining to the extenuating circumstances should be included with the letter of appeal.

Good Standing

A student is determined to be in good standing in the School of Education when the undergraduate grade point

average (GPA) meets or surpasses the minimum 2.50 standard, has grades of C or higher in all professional (block) education courses, and when the student has no pending issues with the Office of Program Evaluation and Assessment.

Bulletin Designation

Students must meet requirements for graduation as stated by the school in the IUPUI Campus Bulletin at the time of initial enrollment, or as set forth in any subsequent bulletin. Students are expected to meet requirements of a single bulletin for graduation but must meet the state licensure requirements in place at the time of completion of the program.

Probation, Dismissal, and Reinstatement

Failure to meet the minimum standards results in academic probation or in dismissal. A cumulative minimum grade point average (GPA) of 2.50 and minimum grades of or in all professional education courses and related field experiences are required to remain in good standing.

Probation

The academic progress of students in the School of Education working toward admission into a School of Education program is reviewed at the close of each fall and spring semester; students will receive formal, written notice if they have been placed on probation and are, or may be, subject to dismissal. Students on academic probation have two semesters to meet the minimum academic standards before they are dismissed from the school and possibly the university.

Dismissal and Reinstatement from the LT/TL Teacher Education Program

Students receiving grades below a "C" or "S" in any teacher education (block) courses or whose overall GPA or GPA in the block courses falls below 2.50 will be automatically dismissed from the teacher education program. Students may appeal to reenter the program within one semester of dismissal. Students should contact the Assistant Dean for Program Assessment in the School of Education. Students dismissed from the teacher education program but who still meet the minimum IUPUI requirements to remain at the university must move their files to another school within one semester of dismissal from the program.

Dismissal from the University

Once dismissed from the School of Education for academic reasons, students are placed on the all-university checklist, which means that they may not enroll in courses on any Indiana University campus.

Reinstatement in the University

Once dismissed for academic reasons, the student must wait for at least one semester (not including summer sessions) before applying for readmission. If the student is readmitted, the course load may be restricted or adjusted in the students best interest. The student should send a letter and completed form petitioning for readmission to:

Assistant Dean for Program Assessment School of Education 902 W. New York Street IUPUI Indianapolis, IN 46202-5155

Voluntary Withdrawal While on Probation

If a student voluntarily withdraws from the School of Education while on probation, that student may enter another school at the university if the students grade point average is acceptable to that school. Some schools require an application process. The student may reenter the School of Education in good standing if, by taking academic course work in other divisions or schools of the university, grades have been earned that raise the cumulative grade point average to a minimum of 2.50, and the student has made progress toward fulfilling program requirements.

Stopping Out

Once admitted to the Teacher Education Program, a student in good standing who intends to stop out of the professional education courses for one or more semesters must notify Education Student Services in writing in order to be guaranteed readmission to the program. The student must petition for readmission within two years of stopping out. Upon reentering the program, the student must meet any new program requirements. Student who do not return within two years of stopping out must reapply for admission to the Teacher Education Program.

Other special school or program requirements, including graduation policies

Currency of Professional Education Courses

Professional education courses must be current in order to be acceptable in undergraduate certification programs. No professional education or technology courses can be more than 10 years old at the time of student teaching. Course work that is older, whether taken at IUPUI or another university, will need to be retaken. The student should consult with a School of Education academic advisor.

Graduates should apply for their teaching license upon completion of their program. Delays in applying for initial licensure may result in graduates needing to retake portions of the program as the state requirments for licensure constantly change.

Campus Residency Requirement

A student must complete at least 30 of the last 60 credit hours required for a specific degree program while in residence at IUPUI. These 30 credit hours will include methods courses in the major as well as student teaching. For students who are completing a first undergraduate degree, some work in the major must also be completed at IUPUI, unless the student has transferred from an IU campus offering a degree in that major.

Correspondence Courses

Students in education degree or license programs are not encouraged to take correspondence courses. Neither professional education courses nor courses meeting unit expectations for communication and quantitative reasoning may be taken by correspondence.

Temporary and Permanent Intercampus Transfers

To register for a single semester or for the summer session(s) at another campus of Indiana University, or to transfer on a permanent basis, a student must complete the appropriate intercampus transfer form found on the Web by visiting www.iupui.edu/moveiu.

Honors Program

The School of Education Honors Program is part of the university-wide Honors Program at IUPUI, and is available to students who are interested in strengthening and/or enriching their academic experiences. This program is built on the IUPUI Principles of Undergraduate Learning and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards for teacher education. Honors students are eligible for financial stipends and have opportunities to work closely with faculty. Students must complete an application for admission to the Honors Program through the university.

Undergraduate Students in Graduate Courses

Undergraduate students may not enroll in graduate courses.

Graduation

The School of Education requires a minimum of 124 credit hours to qualify for graduation, determined by specific degree requirements. Some programs require additional hours for graduation. Consult a School of Education academic advisor for specific requirements.

Students should file an application for a Bachelor of Science degree in the School of Education at the beginning of their final year of classes or at the beginning of their senior year. The application for graduation is available on the Web at education.iupui. edu/forms/home.htm, or from Education Student Services (ES 3131). Application for a degree is a student responsibility, and the School of Education will not be responsible for the graduation of students who fail to file an application.

Degree with Honors

The School of Education recognizes high cumulative grade point averages with the designations Distinction,High Distinction, and Highest Distinction. To earn a degree with honors, students must earn a minimum grade point average of 3.6 in all course work taken toward the B.S. in Education degree, must be in the top 10 percent of the class, and must complete at least four full semesters in residence at Indiana University campuses. Since only the top 10 percent of students from the School of Education may receive honors, students with a GPA above 3.60 are not guaranteed this designation.

Application for Licensure

Students should file an Indiana State Application for a Teaching License once the degree is posted to the transcript, or all grades are posted for certification-only programs. The application requires evidence of passing scores for all state licensure exams as well as proof of successfully completing training for CPR-Heimlich Maneuver-AED certification.

Information about exams can be obtained at Education Student Services or through the Indiana Department of Education website (www.state.in.us/psb). Students taking state licensure tests after September 1, 2013, must take new content tests offered by Pearson. Those students having already taken the ETS PRAXIS II series tests before September 1, 2013 may use them for licensure, but PRAXIS II tests taken after September 1, 2013 will not be accepted by the state.

Nondiscrimination Policy

The School of Education has a standard policy that affects student teaching and educational placement. It states:

Discrimination refers to the exclusion of a teacher or a prospective teacher from any position, assignment, or learning opportunity on the basis of any of the following criteria: race, color, minor variations in accent or dialect, religion, sex, national or social origin, economic condition of birth, age, handicap, or any other criterion not directly related to ability as a teacher.

The central characteristic of discrimination rests in its denial of an objective judgment of individual worth by assigning, deliberately or unintentionally, a stereotyped status to an individual. It thus introduces criteria that are not relevant to confirmable professional judgment of the quality of an individuals performance.

Any complaint related to this policy should be called to the attention of the Assistant Dean for Student Services.

Faculty

- Banta, Trudy W., Ed.D. (University of Tennessee, 1967), Professor (Graduate School)
- Berghoff, Beth, Ph.D. (Indiana University, 1995), Associate Professor (Graduate School-Associate)
- Blackwell, Jacqueline, Ph.D. (University of Maryland, 1977), Associate Professor (Graduate School-Associate)
- Borgmann, Cindy, Ph.D. (Indiana University, 1981), Associate Professor
- Chism, Nancy Van Note, Ph.D. (Ohio State University, 1984), Professor (Graduate School)
- Dare, Mary Jo, Ed.D. (Indiana University, 1993), Clinical Associate Professor
- Flowers, Natasha, Ph.D (Indiana State University, 2007) Clinical Assistant Professor
- Gill, Lonnie, Ph.D. (Indiana University, 2005), Clinical Assistant Professor
- Helfenbein, Robert, Ph.D. (University of North Carolina-Chapel Hill, 2004), Associate Professor (Graduate School-Associate)
- Hill, Crystal, Ph.D. (University of North Carolina-Chapel Hill, 2008), Assistant Professor (Graduate School-Associate)
- Houser, Linda, Ph.D. (Indiana State University, 1992), Assistant Dean for Program Evaluation and Assessment
- Hughes, Robin, Ph.D (Texas A & M University, 2001), Associate Professor (Graduate School-Associate)
- Jamison, Sharon, M.S.L.I.S. (University of Illinois, 1989), Clinical Lecturer

- Keller, Deborah, Ph.D. (Purdue University, 2004), Lecturer
- King, Kathleen Thorius Ph.D. (Arizona State, 2009), Assistant Professor
- Leland, Christine H., Ed.D. (Boston University, 1986), Professor (Graduate School)
- Levy, Ofer, Ph.D. (Indiana University, 2009), Clinical Lecturer
- Little, Charles, Ed.D. (Indiana University, 1978), Clinical Associate Professor
- Magee, Paula, Ph.D. (City University of New York, 1992), Clinical Associate Professor
- Maxcy, Brendan, Ph.D. (University of Texas at Austin, 2004), Associate Professor
- Matern, Carol, M.S. (Butler University, 2002), Lecturer
- Medina, Monica, M.S. (Indiana University, 1979), Clinical Lecturer
- Morran, Keith, Ph.D. (Indiana University, 1980), Professor (Graduate School)
- Morrone, Anastasia, Ph.D. (University of Texas at Austin, 1992), Associate Professor (Graduate School -Associate)
- Murtadha, Khaula, Ph.D. (Miami University, 1994), Associate Professor (Graduate School-Associate)
- Mutegi, Jomo, Ph.D. (Florida State University, 1997), Associate Professor (Graduate School-Associate)
- Nguyen, Thu Suong, Ph.D. (University of Texas at Austin, 2006), Assistant Professor
- Ociepka, Anne, Ph.D. (Indiana University, 2003), Clinical Assistant Professor
- Pike, Gary, Ph.D. (Ohio State University, 1985), Associate Professor
- Plankis, Brian, Ph.D. (University of Houston, 2009), Assistant Professor
- Robison, Floyd F., Ph.D. (Indiana University, 1982), Associate Professor (Graduate School)
- Rogan, Patricia M., Ph.D. (University of Wisconsin-Madison, 1987), Professor (Graduate School)
- Rosario, Jose, Ph.D. (University of Wisconsin-Madison, 1976), Professor (Graduate School)
- Scribner, Samantha, Ph.D. (University of California-Riverside, 2006) Assistant Professor (Graduate School-Associate)
- Schuster, Dwight, Ph.D. (Penn State University, 2005), Assistant Professor (Graduate School-Associate)
- Seybold, Joy, Ph.D. (Purdue University, 2004), Clinical Assistant Professor
- Smith, Joshua, Ph.D. (University at Albany, 2002), Associate Professor (Graduate School-Associate)
- Stephenson, Jane, Ph.D. (George Washington University, 2008), Assistant Professor (Graduate School-Associate)
- Teemant, Annela, Ph.D (The Ohio State University, 1997), Associate Professor (Graduate School-Associate)
- Tillema, Erik, Ph.D (University of Georgia, 2007), Assistant Professor (Graduate School-Associate)
- Thompson, Chalmer, Ph.D. (University of Maryland, College Park, 1988), Associate Professor
- Weis, Patricia, M.S. (Indiana University, 1987), Clinical Lecturer
- Willey, Craig, Ph.D. (University of Illinois at Chicago, 2010), Assistant Professor
- Wood, Elizabeth, Ph.D. (University of Minnesota, 2005), Associate Professor, Public Scholar of Museums, Families, and Learning (Graduate School-Associate)
- Yoder, Gina, Ph.D. (Indiana University, 2002), Clinical Assistant Professor

Faculty Emeriti

- Abel, Billy, Ed.D. (Indiana University, 1970)
- Arrington, J. Donald, Ed.D. (Indiana University, 1972)
- Barman, Charles, Ed.D. (University of Northern Colorado, 1974)
- Best, William P., Ph.D. (Purdue University, 1968)
- Brill, Arthur D., Ed.D. (Indiana University, 1969)
- Britton, Ronald B., Ed.D. (University of Missouri, 1972)
- Cohen, Michael R., Ph.D. (Cornell University, 1968)
- Davis, Bette Joe, Ph.D. (Wayne State University, 1975)
- Dehnke, Ronald E., Ed.D. (Wayne State University, 1966)
- Draper, Merle R., Ed.D. (Indiana University, 1965)
- Ebbert, J. Marvin, Ph.D. (Purdue University, 1964)
- Gilchrist, Mary A., Ed.D. (University of Colorado, 1968)
- Goud, Nelson H., Ph.D. (Michigan State University, 1967)
- Grigsby, Clifford E., Ed.D. (Indiana University, 1971)
- Hart, Stuart N., Ph.D. (Indiana State University, 1972)
- Hobbs, Philip J., Ph.D. (Purdue University, 1969)
- Holland, Ruth E., Ed.D. (Indiana University, 1967)
- Jarboe, Everett, Ed.D. (Indiana University, 1949)
- Mannan, Golam, Ph.D. (Indiana University, 1967)
- McBurney, Wendell F., Ed.D. (Indiana University, 1967)
- Perisho, M. Joan, M.S. in Ed. (Indiana University, 1950)
- Preusz, Gerald C., Ed.D. (Indiana University, 1970)
- Robbins, Edward L., Ed.D. (Indiana University, 1971)
- Scannell, Dale, Ph.D. (University of Iowa, 1958)
- Silk, David, Ph.D. (University of Maryland, 1972)
- Wilcox, Barbara L., Ph.D. (University of Illinois, 1972
- Wood, Leslie A., Ed.D. (Stanford University, 1962)