

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 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 North Central Association of Colleges and Secondary Schools. All 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)
- Physical Education (NASPE)
- Social Studies Education (NCSS)
- Special Education (CEC)
- Visual Arts Education (NASAD)

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Contact Information

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education.iupui.edu

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 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 K-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 field experience work.

Student Teaching

All interns complete student teaching assignments in two school settings. For early childhood, elementary, and elementary/middle school 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.
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.

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

Students and alumni are encouraged to register with the Career Center at IUPUI. The Career Center

1. assists registrants in locating teaching, administrative, and special service positions in schools, colleges, and universities, and as appropriate in business, industry, and governmental agencies;
2. assists registrants with the development of employment credentials, and upon request, sends that credential to prospective employers and other eligible agencies;
3. provides career counseling and planning services for students and alumni;
4. conducts research concerning supply and demand and employment trends, issues, and procedures;

5. assists employers in finding qualified candidates for vacant positions in their respective institutions and agencies; and
6. sponsors on-campus recruiting activities for education students.

There is a nominal fee for the initial registration and for establishing the placement file. A nominal fee is also charged to cover the cost of duplicating, assembling, and mailing each credential file to a prospective employer. Resume writing assistance and access to listings of positions open in area school systems are available through the Career Center Web site (www.iupui.edu/career/).

Students are encouraged to initiate their placement file early in the year in which they will become available for employment. Nearly all employers in the field of education request formal credentials as a part of the employment process.

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.

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 can be transferred to the program. Only education courses with grades of B- (2.70) or higher will 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. All students wishing to obtain teaching certification must apply for admission to the Teacher Education Program before enrolling in advanced professional education courses. Application deadlines are February 7 for fall admission and October 10 for spring admission. Application forms can be found at the School of Education Web site. Admission to the Teacher Education Program is highly competitive, and not all students meeting the minimum requirements may be admitted.

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

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). The application and supporting information are available from the School of Education home page on the Web at education.iupui.edu.

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;
2. Complete required courses
 - Early Childhood majors must
 - Successfully complete an associate's degree in early childhood from Ivy Tech that includes all courses in the statewide articulation agreement
 - Have a minimum GPA of 2.50
 - Successfully pass PPST/Praxis I
 - Elementary majors must
 - Achieve a grade of C or higher in all prerequisite courses;
 - Complete a minimum of 51-60 credit hours of 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.

- Secondary majors (English, Foreign Languages, Social Studies) must
 - Complete ENG W131 as well as a second writing course, COMM R110 or 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;
 - Achieve a 2.50 GPA in major;
 - Complete half of the major courses plus enough of the general education courses to equal no less than 59 credit hours. Fulfilling this requirement will leave half of the major courses and any remaining general education courses in addition to the teacher education coursework. Prerequisite courses can be in progress at the time of application submission; however, they must be completed satisfactorily prior to beginning Block I.
 - Secondary/all-grade majors (Art, Physical Education, Mathematics, Science) must
 - Achieve a 2.50 GPA in major;
 - Consult an advisor in the student's designated school for additional admission requirements.
1. Receive qualifying scores on all sections of the Pre-Professional Skills Test—PRAXIS I: PPST. Students should arrange to take this test 2-3 months prior to applying to the teacher education program to allow time to receive official scores. (See Student Support Services, ES3131, for information about the test and qualifying scores;
 2. 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 educators' and students' 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.

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–P 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 405 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-1 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 Intermediate Elementary/Middle School Teaching License
- 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
- Program Format
- Program Framework
- Student Responsibilities
- 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.

PREREQUISITE COURSES (51-60 cr.)

Students in the elementary education program complete the general education requirements outlined above in the sample program of study. 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 cr.)

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 children’s 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.

Prerequisite Courses for Elementary (K-6)

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

Language Arts (12 cr.)

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

Literature (3 cr.)

Select one of the following:

- ENG L204 Introduction to Fiction
- ENG L207 Women and Literature
- ENG L213 Literary Masterpieces I
- ENG L214 Literary Masterpieces II

Science (10-11 cr.)

Life Science (3 cr.) §

- BIOL N100 Contemporary Biology (3 cr.) or
- BIOL N107 Exploring the World of Animals* (4 cr.)

Earth Science (3 cr.) §

- GEOL G110 Physical Geology (3 cr.) (lab is Geol 120 1 cr.) or
- GEOL G107 Environmental Geology (3 cr.) or
- GEOG G107 Physical Systems of the Environment (3 cr.) (lab is Geog G108 1 cr.)

Physical Science (3 cr.) §

- PHYS 200 Physical Environment* (3 cr.) or
- AST A100 The Solar System (3 cr.) or
- AST A105 Stars and Galaxies (3 cr.)

Note: science selections must include one lab
*Lab included in course

Mathematics (9 cr.)

Prerequisites as determined by the math placement test are in addition to the 9 required credits (MATH 001 and MATH 110 or MATH 111).

Math for Elementary Teachers (6 cr.) §

- EDUC N102 Teaching and Learning Elementary School Mathematics I and
- EDUC N 103 Teaching and Learning Elementary School Mathematics II (6 cr.) or
- MATH 130 Math for Elementary Teachers I (3 cr.) and
- MATH 132 Math for Elementary Teachers II (3 cr.) or
- MATH 136 Math for Elementary Teachers (6 cr.)

Quantitative Reasoning Elective (3 cr.)

Select one of the following: §

- MATH M118 Finite Mathematics #
- PHIL P162 Logic
- POLS Y205 Elements of Political Analysis
- PSY B305 Statistics #
- SOC R251 Methods of Social Research #
- STAT 113 Statistics & Society
- STAT 301 Elementary Statistical Methods (I) #
- STAT 302 Elementary Statistical Methods (II) #

Social Science (9 cr.)

U.S. History

Select one of the following:

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

World History

Select one of the following:

- HIST H108 Perspectives on the World to 1800 (3 cr.)
- HIST H109 Perspectives on the World Since 1800 (3 cr.)
- HIST H113 History of Western Civilizations I (3 cr.)
- HIST H114 History of Western Civilization II (3 cr.)

Social Science Electives (3 cr.)

Select one of the following:

- ANTH A104 Culture and Society
- ECON E201 Introduction to Microeconomics
- ECON E202 Introduction to Macroeconomics
- GEOG G110 Introduction to Geography
- GEOG G130 World Geography
- POLS Y101 Principles of Political Science
- SOC R100 Introduction to Sociology
- SOC R121 Social Problems #
- SOC R220 The Family #
- AFRO A150 Survey of the Culture of Black Americans
- LSTU L385 Race, Class, and Gender
- POLS Y217 Introduction to Comparative Politics
- REL R212 Comparative Religion
- REL R133 Introduction to Religion
- WOST W105 Introduction to Women's Studies

- MUS M394 African American Music

4 credits of Foreign Language

Fine Arts (6 cr.)

- MUS E241 Introduction to Music Fundamentals (3 cr.) §
- HER H100 Art Appreciation (3 cr.)

Pre-Professional Education

- EDUC F110 Windows on Education (2 cr.) §
- EDUC Q200 Introduction to Scientific Inquiry (3 cr.) §
- EDUC F200 Examining Self as Teacher (3 cr.) §
- EDUC P251 Educational Psychology (3 cr.) §
- EDUC W200 Using Computers in Education (3 cr.) §

The following requirement must be completed prior to entering Block III of the elementary program:
Children's Literature (3 cr.)

- EDUC E449: Tradebooks in the Classroom or
- ENG L 390: Children's Literature

Block I

A: Diversity and Learning (7 cr.)

- EDUC M320 Diversity and Learning (6 cr.)
- EDUC M301 Field Experience (1 cr.)

B: Literacy and Numeracy in Early Childhood (7 cr.)

- EDUC E345 Language Arts and Mathematics for Young Children (6 cr.)
- EDUC M303 Field Experience (1 cr.)

*Benchmark I performance assessment at the end of Block I

Block II

A: Middle Childhood A (7 cr.)

- EDUC E340 Reading Methods I (3 cr.)
- EDUC E324 Teaching About the Arts (3 cr.)
- EDUC M304 Field Experience (1 cr.)

B: Middle Childhood B (7 cr.)

- EDUC E343 Math Methods (3 cr.)
- EDUC E328 Science Methods (3 cr.)
- EDUC M305 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 cr.)

- EDUC K307 Methods of Teaching Students with Disabilities (3 cr.)
- EDUC E341 Methods of Teaching Reading II (3 cr.)
- EDUC M306 Field Experience (1 cr.)

B: Reflective Practitioner (8 cr.)

- EDUC M425 Elementary Student Teaching (8 cr.)

Block IV

A: Curriculum in a Democracy (7 cr.)

- EDUC E325 Social Studies in the Elementary Schools (3 cr.)
- EDUC H440 Education and American Culture (3 cr.)
- EDUC M307 Field Experience (1 cr.)

B: Reflective Practitioner (8 cr.)

- 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.

Bachelor of Science in Education with Intermediate Elementary/Middle School Teaching License

The elementary/middle school education program prepares graduates to meet standards for teaching in grades 4-8/9. Students will be prepared to be a generalist in intermediate elementary and a specialist in one or more content areas at the middle school level.

General Education Courses (61-62 credits)

Preparatory Courses (5 credits)

- EDUC F110 Windows on Education (2 cr.)
- #ENG W132 Elementary Composition II# (3 cr.) or
- EDUC E201 Multicultural Education/Global Awareness (3 cr.)

We will accept any college level writing elective above freshman composition I for this course for transfer students

Language Arts (9 credits)

- ENG W131 Elementary Composition 1 (3 cr.)
- COMM R110 Speech Communication (3 cr.) or
- COMM C180 Interpersonal Communication (3 cr.)

Literature Elective (3 cr.).

Select one of the following:

- ENG L204 Introduction to Fiction
- ENG L207 Women and Literature
- ENG L213 Literary Masterpieces I
- ENG L214 Literary Masterpieces II

Science (10-11 credits)

Life Science (3 cr.) §

- BIOL N100 Contemporary Biology (3 cr.) or
- BIOL N107 Exploring the World of Animals* (4 cr.)

Earth Science (3 cr.) §

- GEOL G110 Physical Geology (3 cr.) (lab is Geol 120 1 cr.) or
- GEOL G107 Environmental Geology (3 cr.) or

- GEOG G107 Physical Systems of the Environment (3 cr.) (lab is Geog G108 1 cr.)

Physical Science (3 cr.) §

- PHYS 200 Physical Environment* (3 cr.) or
- AST A100 The Solar System (3 cr.) or
- AST A105 Stars and Galaxies (3 cr.)

Note: science selections must include one lab

*Lab included in course

Mathematics (9 credits)

Prerequisites as determined by the math placement test are in addition to the 9 required credits (MATH 001 and MATH 110 or MATH 111).

Math for Elementary Teachers (6 cr.)§

- EDUC N102 Teaching and Learning Elementary School Mathematics I and
- EDUC N 103 Teaching and Learning Elementary School Mathematics II (6 cr.) or
- #MATH 130 Math for Elementary Teachers I (3 cr.) and
- #MATH 132 Math for Elementary Teachers II (3 cr.) or
- #MATH 136 Math for Elementary Teachers (6 cr.)

Quantitative Reasoning Elective (3 cr.).

Select one of the following: §

- MATH M118 Finite Mathematics #
- PHIL P162 Logic
- POLS Y205 Elements of Political Analysis
- PSY B305 Statistics #
- SOC R251 Methods of Social Research #
- STAT 113 Statistics & Society
- STAT 301 Elementary Statistical Methods (I) #
- STAT 302 Elementary Statistical Methods (II) #

Social Science (9 credits)

Select one course: (3 cr.)

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

Select one course: (3 cr.)

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

Social Studies Elective (3 cr.)

Choose one course from any of the following departments:

- African American Studies (History only)
- Anthropology
- Economics
- Geography (non-physical only)
- History
- Political Science
- Psychology
- Public & Environmental Affairs
- Religious Studies

- Sociology
- Women's Studies

Fine Arts (5 credits)

- MUS E241 Introduction to Music Fundamentals (3 cr.)
- HER H100 Art Appreciation (3 cr.)

Pre-Professional Education (13 credits)

- EDUC F100 Windows on Learning (2 cr.)
- EDUC F200 Examining Self as Teacher (3 cr.)
- EDUC W200 Beginning Technology (3 cr.)
- EDUC Q200 Introduction to Scientific Inquiry (3 cr.)
- EDUC P251 Educational Psychology for Elementary Teachers (3 cr.)

Licensure Certification for Middle School (20-25 credits)

Students will develop the depth and breadth of content knowledge necessary to teach in a meaningful and insightful way by completing courses in one or more of the following areas:

- Language Arts
- Math
- Science
- Social Studies

Mathematics (23-25 credits)

State standards focus on the mathematical understanding, knowledge, and skills that students should acquire from kindergarten through high school. Those specific to the middle school child include lines and angles, transformations, Pythagorean Theorem, area, volume and capacity, converting standard measures, data analysis and probability, strategies and reasoning, checking results and calculations, connecting problems, and conjectures.

- MATH M118 Finite Mathematics* (3 cr.)(prerequisite for MATH 154)
- MATH M154 Algebra and Trigonometry II (3-5 cr.)* or
- MATH M159 Pre-calculus* (prerequisite to MATH 163)
- MATH M163 Integrated Calculus and Analytic Geometry I (5 cr.)
- MATH M300 Logic and Foundations (3 cr.) (prerequisite to MATH 463)
- MATH M463 Intermediate Euclidean Geometry** (3 cr.)
- CSCI N207 Data Analysis with Spreadsheets* (3 cr.)

**EDUC M457 Methods of Teaching Middle School/Jr. High/High School Math (3 cr.)

**Note: This course cannot be taken before block II or after block IV in the TEP.

Science (22-25 credits)

Indiana's academic standards require that children in grades 4 through 8/9 gain understanding in the areas of scientific inquiry, matter and energy, forces of nature, general biology, animal biology, solar systems, and environmental science. Licensing standards require that middle school teachers have depth of knowledge in at least one area. Adequate preparation to teach science in

the middle school/junior high is achieved by completing one of the following areas:

Students must choose one content area.

Earth Space Science (22 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 & Urban Geology (3 cr.)
- GEOG G303 Geologic Mapping/Field (3 cr.)
- AST A100 The Solar System (3 cr.) or
- AST A105 Stellar Astronomy (3 cr.)

**EDUC M446 Methods of Teaching Middle School/Jr. High/High School Science (3 cr.)

**Note: This course cannot be taken before block II or after block IV in the TEP.

Life Science (Biology focus) (25 credits)

- BIOL N107 The World of Animals (4 cr.)
- 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.)

**EDUC M446 Methods of Teaching Middle School/Jr. High/High School Science (3 cr.)

**Note: This course cannot be taken before block II or after block IV in the TEP.

Physical Science (23 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.)

**EDUC M446 Methods of Teaching Middle School/Jr. High/High School Science (3 cr.)

**Note: This course cannot be taken before block II or after block IV in the TEP.

Social Studies (24 credits)

In Indiana, children are exposed to concepts and ideas from all branches of social studies in grades 4 through 8/9. Social studies teachers need a strong foundation in economics, world and American history, geography, political science, and religion. The following courses were selected to provide the depth of knowledge needed to teach the primary social studies areas of history and geography.

Students must choose one content area.

Historical Perspectives (24 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.)

**EDUC M442 Methods of Teaching Middle School/ Jr. High/High School Social Studies (3 cr.)

**Note: This course can not be taken before block II or after block IV in the TEP.

Geographical Perspectives (24 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.)

**EDUC M442 Methods of Teaching Middle School/ Jr. High/High School Social Studies (3 cr.)

**Note: This course cannot be taken before block II or after block IV in the TEP.

Language Arts (24 credits)

Intermediate elementary and middle school children in Indiana are taught a variety of techniques that build reading comprehension and develop literacy response and analysis skills. The standards require that teachers enhance the student's ability to communicate in written and spoken form, and understand and use English language conventions. The following courses will give candidates the knowledge needed to teach these skills.

- ENG L202 Literary Interpretation (3 cr.)
- ENG L213 Literary Masterpieces (3 cr.)
- EDUC X460 Books for Reading Instruction (3 cr.)
- ENG W206 Creative Writing (3 cr.)
- ENG W313 The Art of Fact: Writing Nonfiction Prose (3 cr.)
- ENG W400 Issues in Teaching Writing (3 cr.)
- ENG G204 Rhetorical Issues in Grammar and Usage (3 cr.)

**EDUC M452 Methods of Teaching Middle School/Jr. High/High School English (3 cr.)

**Note: This course cannot be taken before block II or after block IV in the TEP.

Teacher Preparation (60 credits)

The teacher education program is designed to be a four-semester and one summer sequence. The courses must be taken in blocks and in sequence. All the blocks require students to spend time in schools. Student teaching requires 5 days a week.

Block I (10 credits)

Diversity and Learning

- EDUC M320 Diversity and Learning: Teaching Every Child (6 cr.)
- EDUC M301 Field Experience (1 cr)
- EDUC E449 Tradebooks in the Classroom (3 cr.) or
- ENG L390 Children's Literature (3 cr.) **

** Either course can be taken with this block or any time before Block III Benchmark I Assessment.

Block II (14 credits)

A: Middle Childhood A (7 credits)

- EDUC E340 Methods of Teaching Reading I (3 cr.)
- EDUC M324 Teaching About the Arts (3 cr.)
- EDUC M304 Field Experience (1 cr.)

B: Middle Childhood B (7 credits)

- EDUC E328 Science Methods (3 cr.)
- EDUC E343 Math Methods (3 cr.)
- EDUC M305 Field Experience (1 cr.)
- Benchmark I Revisited
- Benchmark II Assessment

Summer Block (6 credits) Middle School Methods

- EDUC P475 Adolescent Psychology (3 cr.)(Offered Summer II and Fall)
- EDUC S405 Teaching and Learning in the Middle School (3 cr.) (Web based, offered Summer II only)

Block III (15 credits)

A: Individualizing Instruction (7 credits)

- EDUC E341 Methods of Teaching Reading II (3 cr.)
- EDUC K307 Methods of Teaching Students with Disabilities (3 cr.)
- EDUC M306 Field Experience (1 cr.)

B: Reflective Practitioner (8 credits)

- EDUC M425 Elementary Student Teaching (8 cr.)
- Benchmark III Assessment

Block IV (15 credits)

A: Curriculum in a Democracy (7 credits)

- EDUC E325 Social Studies Methods (3 cr.)
- EDUC H340 Education and American Culture (3 cr.)
- EDUC M307 Field Experience (1 cr.)

B: Reflective Practitioner (8 credits)

- EDUC M451 Middle School Student Teaching* (8 cr.)
- Benchmark IV Assessment

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

Each discipline in the secondary program (English, Foreign Language, Mathematics, Science, 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.

In some departments, like Mathematics and Science, students complete discipline-based majors and minors like chemistry and physics. In other departments, like

English, Foreign Language, and Social Studies, students take courses that provide them with a broad spectrum of knowledge across sub-disciplines like literature and writing or history, geography, and economics. All courses in this category must be completed with a C (2.0) or higher.

English Education (131-132 credits)
COMMON CORE CURRICULUM FOR ENGLISH EDUCATION (45-46 cr.)

This part of the curriculum includes courses drawn from the common general education core approved by the faculties of both the School of Liberal Arts and the School of Science and based on the IUPUI Principles of Undergraduate Learning. Students take:

- EDUC F100 Introduction to Teaching (2 cr.)
- EDUC F200 Examining Self as Teacher (3 cr.)
- ENG W131 Elementary Composition I (3 cr.) §
- ENG W132 or EDUC E201 Multicultural Education and Global Awareness (3 cr.) §
- EDUC X470 Psycholinguistics of Reading (3cr.)
- EDUC W200 or an equivalent (3 cr.) §
- EDUC X460 Adolescent Literature or ENG L376 Literature for Adolescents (3 cr.)
- 3 credits of Analytical Reasoning
- 7- 8 credits of Natural Science
- 9 credits of Social Sciences
- 3 credits of Arts and Humanities
- 3 credits of Comparative World Cultures

§ Must be taken prior to entering the Teacher Education Program

ENGLISH/SPEECH CORE (45 credits)

I. Language (6 cr.)

- ENG G205 Introduction to the English Language (3 cr.)

Elective (3 cr.) Select one:

- ENG G301 History of the English Language *
- ENG G310 Social Speech Patterns *
- ENG W310 Language and the Study of Writing*

II. Literature (18 cr.)

Literary Genres (3 cr.)—select one course

- ENG L203 Introduction to Drama (3cr.)
- ENG L204 Introduction to Fiction (3cr.)
- ENG L205 Introduction to Poetry (3cr.)
- FILM C292 Introduction to Film Studies (3cr.)

Literary Traditions (9 cr.)—select one from each of the three options

Option A: Surveys of British Literature

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

Option B: Surveys of American Literature

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

Option C: Shakespeare

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

Diversity Literature (6 cr.)—select two courses from the following:

- ENG L207 Women and Literature (3 cr.)
- ENG L370 Recent Black American Writing (3 cr.)
- ENG L378 Studies in Women and Literature (3 cr.)
- ENG L379 American Ethnic and Minority Literature (3 cr.)
- ENG L381 Recent Writing (3 cr.)
- ENG L382 Fiction of the Non-Western World (3 cr.)
- ENG L406 Topics in African American Literature (3 cr.)

III. Writing Courses (12 cr.)

Select one course from each section

Writing Nonfiction (3 cr.)

- ENG W305 Writing Creative Nonfiction
- ENG W313 The Art of Fact: Writing Nonfiction Prose
- ENG W315 Writing for the Web

Editing and Style (3 cr.):

- ENG G204 Rhetorical Issues in Grammar and Usage
- ENG W365 Theory and Practice of Editing

Creative Writing (3 cr.)

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

Teaching Writing (3 cr.)

- ENG W396 Writing Fellows Seminar*
- ENG W400 Issues in Teaching Writing
- ENG W412 Technology and Literacy

IV. Speech (9 crs.)

- COMM R110 Speech Communication
- COMM M215 Media Literacy or
- COMM M210 Media Message Design

Select one course from the following list (3 cr.)

- COMM C228 Group Discussion Techniques
- COMM R227 Augmentation and Debate
- COMM T130 Introduction to Acting
- COMM R309 Great Speakers
- COMM R321 Persuasion

*prepares student to tutor at the Writing Center

World Languages (FRENCH, GERMAN, SPANISH)
COMMON CORE CURRICULUM FOR WORLD LANGUAGE (53-55 credits)

Programs in this area lead to teaching French, German, or Spanish. All three language majors require a minimum of 36 credit hours covering language, literature, culture, civilization, and electives.

This part of the curriculum includes courses drawn from the common general education core approved by the faculties of both the School of Liberal Arts and the School of Science and based on the IUPUI Principles of Undergraduate Learning. Students take:

- EDUC F110 Windows on Education (2 cr.)
- EDUC F200 Examining Self as Teacher (3 cr.) §
- ENG W131 Elementary Composition I (3 cr.) §
- ENG W132 or EDUC E210 Multicultural Education and Global Awareness (3 cr.) §
- COMM R110 Speech Communication (3 cr.) §
- EDUC W200 or an equivalent (3 cr.) §
- 6 credits of Analytical Reasoning
- 9–11 credits of Natural Science
- 6 credits of History
- 15 credits of Humanities, Social Science, and Comparative World Cultures

§ Must be taken prior to entering the Teacher Education Program

French Education (130-137 credits)

FRENCH CORE (36-41 cr.)

The French major requires the completion of a minimum of 36 credit hours, including at least 30 credit hours in 300- and 400-level courses. Courses below the 200 level may not be counted toward licensing.

200-level courses (6-8 cr.)

This work may be completed through one of the following options:

1. By completing a sequence of courses at the 200 level: FREN F299 Special Credit (6 cr.); or FREN F203 Second-Year Composition, Conversation, and Reading I (4 cr.) **and** FREN F204 Second-Year Composition, Conversation, and Reading II (4 cr.).
2. By testing into a 300-level course and applying to the Department of French for 6 credit hours in FREN F299 (special credit).
3. By testing into FREN F204 and receiving a minimum grade of C and then applying to the Department of French for credit in FREN F203 Second-Year French I.

Required (18 cr.):

- FREN F300 Lectures et Analyses Littéraires (3 cr.)
- FREN F307 Masterpieces of French Literature (3 cr.)
- FREN F328 Advanced French Composition and Grammar (3 cr.)
- FREN F331 French Pronunciation and Diction (3 cr.)
- FREN F360 Introduction Socio-culturelle à la France (3 cr.)
- FREN F402 Introduction to French Linguistics (3 cr.) or
- FREN F421 Fourth-Year French (3 cr.)

Electives (15 cr.)—select five of the following:

- FREN F380 French Conversation (3 cr.)
- FREN F410 French Literature of the Middle Ages (3 cr.)
- FREN F428 Seventeenth-Century French Literature (3 cr.)
- FREN F443 Nineteenth-Century Novel I (3 cr.)

- FREN F444 Nineteenth-Century Novel II (3 cr.)
- FREN F452 La Civilisation et Littérature Québécoises (3 cr.)
- FREN F453-F454 Littérature Contemporaine I-II (3-6 cr.)
- FREN F460 French Fiction in Film (3 cr.)
- FREN F480 French Conversation (3 cr.)
- FREN F495 Individual Readings in French Literature (1-3 cr.)
- FREN F498 Foreign Study in France (4-8 cr.)

German Education (130-134 credits)

GERMAN CORE(36-38 cr.)

The German major requires the completion of a minimum of 36 credit hours, including at least 30 credit hours in 300- or 400-level courses. Courses below the 200 level are not counted toward licensing.

200-level courses (6-8 cr.)

This course work may be completed through one of the following options:

- Advanced placement through German G299 (6 cr.) or
- satisfactory completion of German G225 (4 cr.) and G230 (4 cr.)

Required (15 cr.):

- GER G300 Mittelstufe I (3 cr.)
- GER G330 Mittelstufe II (3 cr.)
- GER G340 Deutsch: Schreiben und Sprechen (3 cr.)
- GER G445 Fortgeschrittenes Deutsch: Grammatik (3 cr.)
- GER G465 Fortgeschrittenes Deutsch: Kommunikation (3 cr.)

Literature (9 cr.)—select three from the following:

- GER G371 Der deutsche Film (3 cr.)
- GER G407 Deutsche Literatur bis 1750 (3 cr.)
- GER G408 Deutsche Klassik und Romantik (3 cr.)
- GER G409 19. Jahrhunderts: Kultur und Literatur (3 cr.)
- GER G410 20. Jahrhunderts: Kultur und Literatur (3 cr.)
- GER G490 Das deutsche Kolloquium: Variable Titles (3 cr.)

Culture (3 cr.):

- GER G365 Deutsche Kulturkunde (3 cr.)

Electives (3 cr.):

- GER G493 Internship in German (1-6 cr.)
- GER G331 Business German (3 cr.)
- GER G333 German Translation Practice (3 cr.)
- GER G355 Theater Spiefen (3 cr.)
- GER G423 The Craft of Translation (3 cr.)
- GER G431 Advanced Business German (3 cr.)

Spanish Education (128-134 credits)

LICENSURE CERTIFICATION AREA—SPANISH CORE (36-40 cr.)

The Spanish major requires the completion of a minimum of 38 credit hours, including 30 credit hours in 300- and

400-level courses. Courses taken in Spanish below the 200 level may not count toward licensing.

200-level courses (6-10 cr.)

May be completed through one of the following options:

1. SPAN S203 Second-Year Spanish I (4 cr.) or SPAN S204 Second-Year Spanish II (4 cr.)
2. Placing by examination in SPAN S204 (4 cr.) and receiving 3 credit hours of special credit upon successful completion of the course (7 cr.), and SPAN S210 (2 cr.) for a total of 9 credit hours.
3. Placing by examination at the 300 level and receiving 6 credit hours of special credit in SPAN S298 upon the successful completion of a 300-level course.

Language (18 cr.):

- SPAN S311 Spanish Grammar (3 cr.)
- SPAN S313 Writing Spanish I (3 cr.)
- SPAN S317 Spanish Conversation and Diction (3 cr.)
- SPAN S320 Spanish Pronunciation and Diction (3 cr.)
- SPAN S428 Applied Spanish Linguistics (3 cr.)
- SPAN S498 Capstone Seminar (3 cr.)

Literature (6 cr.):

- SPAN S360 Introduction to Hispanic Literature (3 cr.)
- Additional 3 credit hours selected from 300- or 400-level literature courses

Culture and Civilization (3 cr.)

- SPAN S363 Introduction to Hispanic Culture (3 cr.)

Electives (3 cr.):

To be selected from any 300- or 400-level courses not taken to fulfill other requirements.

Mathematics Education (122 credits)

COMMON CORE CURRICULUM FOR MATHEMATICS (39 cr.)

This part of the curriculum includes courses drawn from the common general education core approved by the faculties of both the School of Liberal Arts and the School of Science and based on the IUPUI Principles of Undergraduate Learning. Students take:

- SCI 120 Windows on Science (1 cr.)
- ENG W131 Elementary Composition (3 cr.) §
- ENG W132 or ENG W231 or TCM 320 or an equivalent (3 cr.) §
- COMM R110 (3 cr.) §
- 5 credits of Foreign Language
- 12 credits of Physical and Biological Science
- 12 credits of Humanities, Social Science, and Comparative World Cultures (must include HIST H114 and PSY B104 and one comparative World Cultures course)

§ Must be taken prior to entering the Teacher Education Program.

Students pursuing the standard senior high/junior high/middle school teacher certification program in mathematics for a first undergraduate degree at IUPUI

must be enrolled in the IUPUI School of Science and must meet degree requirements for the IUPUI School of Science as well as those for teacher certification, which include the professional education program and benchmarks.

LICENSURE CERTIFICATION—MATH CORE (42 cr.)

- CSCI 230 Computing I (3 cr.)
- MATH 163 Integrated Calculus and Analytic Geometry I (5 cr.)
- MATH 164 Integrated Calculus and Analytic Geometry II (5 cr.)
- MATH 261 Multivariate Calculus (4 cr.)
- MATH 262 Linear Algebra and Differential Equations (4 cr.)
- MATH 276 Discrete Mathematics (3 cr.)
- >MATH 300 Foundation of the Number Systems (3 cr.)
- MATH 351 Elementary Linear Algebra (3 cr.)
- MATH 453 Algebra I (3 cr.)
- MATH 463 Advanced Geometry (3 cr.)
- ATH 583 History of Elementary Mathematics (3 cr.)
- TAT 350 Introduction to Statistic or STAT 416 Probability I (3 cr.) or STAT 511 Statistical Methods I (3 cr.)

Science Education

Students seeking licensure in secondary science must earn a degree from the School of Science while gaining licensure from the School of Education. They should declare a major in the content area they wish to teach.

The license framework adopted by the Division of Standards of the Indiana Department of Education will license middle and high school teachers for the following areas:

- Life Science/Chemistry (biology & chemistry)
- Physical Science (chemistry & physics)
- Earth Space Science (geology)
- Chemistry (Under development)
- Physics

COMMON CORE CURRICULUM FOR ALL SCIENCE EDUCATION PROGRAMS

All science education majors complete this common general education requirement and then additional math and science courses addressing their particular area of specialization.

General Education (19 credit hours)

- SCI 120 (Learning community) (1 cr.)
- EDUC F200 Examining Self as Teacher (3 cr.)
- ENG W131 or ENG W140 (English Composition) (3 cr.)
- Second composition course, e.g., ENG W132, or TCM 320 or EDUC E201 (3 cr.)
- COMM R110 (Speech) (3cr)
- HIST H114 (History of Western Civilization II) (3 cr.)
- World Cultural Elective (3 cr.)

Biology Education

Life Science/Chemistry license (133 credits) All biology education majors must complete the common general education requirements (above), the teacher education

program, and the math/computer and science courses listed below.

Math and Computer Science (9 cr.)

- Math M153 College Algebra and Trigonometry (3 cr.)
- Math M154 College Algebra and Trigonometry (3 cr.)
- Computer CSCIN 201, N207 or N211) (3 cr.)

Science Courses Outside Biology (35 cr.)

- Chem C105 Principles of Chemistry I (3 cr.)
- ChemC125 Chemistry Lab I (2 cr.)
- Chem C106 Principles of Chemistry Lab II (3 cr.)
- Chem C126 Chemistry Lab II (2 cr.)
- Chem C341 Organic Lecture I (3 cr.)
- Chem C343 Organic Lab I (2 cr.)
- Chem C342 Organic Lecture II (3 cr.)
- Geol G107 Environmental Geology (3 cr.)
- Geol G 110 Physical Geology (3 cr.)
- Geol G 120 Physical Geology Lab (1 cr.)
- Phys P201 Physics 1 (5 cr.)
- Phys P202 Physics 2 (5 cr.)

Licensure Concentration—Biology (29 cr.)

- BIOL K101 Concepts of Biology I (5 cr.)
- BIOL K103 Concepts of Biology II (5 cr.)
- BIOL K322 Genetics (3 cr.)
- BIOL K 341 Ecology (3 cr.)
- BIOL K Lab to match one of the lectures (2 cr.)
- BIOL Area I Molecular Biology Area Lecture (3 cr.)
- BIOL Area II Cell Biology Area Lecture (3 cr.)
- BIOL Area II Lab to match Cell Lecture (2 cr.)
- BIOL Area III Organismal Biology Area Lecture (3cr.)

Physics Education

Physical Science and Physics licenses (129+ credits)

All physics education majors must complete the common general education requirement for science, the teacher education program, and the math/computer science and science courses listed below.

Math and Computer Science (27+ credit hours)

- MATH 163 Integrated Calculus and Analytic Geometry I (5 cr.)
- MATH 164 Integrated Calculus and Analytic Geometry II (5 cr.)
- MATH 261 Multivariate Calculus (4 cr.)
- MATH 262 Linear Algebra and Differential Equations (4 cr.)
- Math elective #1 (300 level or above) (3 cr.)
- Math elective #2 (300 level or above) (3 cr.)
- Computer science elective, e.g., N305, N331, or 230 (3 cr.)

Science Courses Outside Physics (18 or 20 credit hours)

- Chem C105 Principles of Chemistry I (3 cr.)
- ChemC125 Chemistry Lab I (2 cr.)
- Chem C106 Principles of Chemistry Lab II (3 cr.)
- Chem C126 Chemistry Lab II (2 cr.)
- Science Elective sequence (Either Biol K101 and K103 (10 cr.) or Geol G109/G119 and Geol G110/G120 (8 cr.)

Physics Courses (27 credit hours#)

- Physics 152 Mechanics
- Physics 251 Heat, Electricity, and Optics
- Physics 300 Introduction to Mathematical Methods in Physics
- Physics 310 Intermediate Mechanics
- Physics 330 Intermediate Electrodynamics
- Physics 342 Modern Physics
- Physics 353 Physics Lab I
- Physics elective (400, 416 or 442)

Earth Space Science

(Geology) Education Earth Space Science license (126 credits)

All Earth Space education majors must complete the common general education requirements (above), the teacher education program and the math/computer and science courses listed below.

Foreign Language (6-8 cr.)

Math and Computer Science (9 cr.)

- Math M153 College Algebra and Trigonometry (3 cr.)
- Math M154 College Algebra and Trigonometry (3 cr.)
- Computer CSCIN 201, N207 or N211) (3 cr.)

Science Courses Outside Earth Space (16 cr.)

- Chem C105 Principles of Chemistry I (3 cr.)
- ChemC125 Chemistry Lab I (2 cr.)
- Chem C106 Principles of Chemistry Lab II (3 cr.)
- Chem C126 Chemistry Lab II (2 cr.)
- Biol N107 Exploring the World of Animals (3 cr.)
- Biol N108 Plants, Animals, and the Environment (3 cr.)

Licensure Concentration—Earth Space (35-38 cr.)

- Geol G 110 Physical Geology (3 cr.)
- Geol G 120 Physical Geology Lab (1)
- Geol G 205 Reporting Skills (3 cr.)
- Geol G 209 Historical Geology (3 cr.)
- Geol G 221 Mineralogy (or G 418) (4 cr.)
- Geol G 222 Petrology (4 cr.)
- Geol G 304 Paleontology (3 cr.)
- Geol G 323 Structural Geology (4 cr.)
- Geol G 334 Stratigraphy (4 cr.)
- Geol G 420 (3-7 cr.) and G 415 (3 cr.) or G 430 (4 cr.) Geology elective (6-11 cr.)

Social Studies Education (128 credits)

COMMON CORE CURRICULUM FOR SOCIAL STUDIES (26 cr.)

This part of the curriculum includes courses drawn from the common general education core approved by the faculties of both the School of Liberal Arts and the School of Science and based on the IUUPI Principles of Undergraduate Learning. Students take:

- EDUC F100 Introduction to Teaching (2 cr.)
- EDUC F200 Exploring Self as Teacher (3 cr.) §
- ENG W131 Elementary Composition I (3 cr.) §
- ENG W132 or EDUC E201 Multicultural Education and Global Awareness (3 cr.) §
- COMM R110 Speech Communication (3 cr.) §

- EDUC W200 or an equivalent (3 cr.) §
- EDUC H341 American Culture and Education (3 cr.)§
- 6 credits of Quantitative and Analytical Skills
- 3 credits of Natural Science

§ Must be taken prior to entering the Teacher Education Program

SOCIAL STUDIES CORE (36 cr.)

The Core Curriculum for students in this program of studies contains 12 courses that all prospective teachers must take. This provides students with a broad background in social studies on which to build their concentrations.

Historical Core (15 cr.):

- HIST H105 American History I (3 cr.)
- HIST H106 American History II (3 cr.)
- HIST H113 History of Western Civilization I (3 cr.) or H108 Perspectives on the World to 1800 (3 cr.)
- HIST H114 History of Western Civilization II (3 cr.) or H109 Perspectives on the World since 1800 (3 cr.)
- HIST H 217 The Nature of History (3 cr.)

Economics Core (3 cr.):

- ECON E201 Introduction to Microeconomics (3 cr.)

Geographical Core(3 cr.):

- GEOG G110 Introduction to Human Geography (3 cr.)
- Government/Citizenship Core (6 cr.):
- POLS Y103 Introduction to American Politics (3 cr.)
- POLS Y215 Introduction to Political Theory (3 cr.) or POLS Y219 Introduction to International Relations (3 cr.)

Psychology Core (3 cr.):

- PSY B104 Psychology as a Social Science (3 cr.)
- Sociology Core (3 cr.):
 - SOC R100 Introduction to Sociology (3 cr.) or SOC R121 Social Problems (3 cr.)

World Culture Core (3 cr.):

- ANTH A104 Culture and Society (3 cr.)

This program prepares an individual to teach middle school or high school social studies in three of six areas:

- Economics
- Geographical Perspectives
- Government and Citizenship
- Historical Perspectives
- Psychology
- Sociology

In addition to completing the core curriculum listed above, students MUST complete the course work in the area of Historical Perspectives and then select at least two additional areas of specialization from the licensure concentrations. Students cannot use courses taken as part of the core curriculum to meet requirements for the licensure concentration.

LICENSURE CONCENTRATIONS (27 credits):

Historical Perspectives (9 cr.):

Choose 6 hours from one area of history concentration listed below and 3 hours from another.

- United States History (A-prefix courses)
- European History (B-, C-, D-prefix courses)
- Non-U.S., Non-European History (E-, F-, G-prefix courses)

H-prefix courses may be used if approved by education advisor

- Choice of 300 level or higher (3 cr.)
- Choice of 300 level or higher (3 cr.)
- Choice of 300 level or higher (3 cr.)

Economics (9 cr.):

- ECON E202 Introduction to Macroeconomics (3 cr.)
- ECON E270 Introduction to Statistical Theory in Economics (3 cr.)
- Choice of 300 or 400 level course (3 cr.)

Geographical Perspectives (9 cr.):

- GEOG G314 Urban Geography (3 cr.) or GEOG G315 Environmental Conservation (3 cr.)
- GEOG G326 Geography of North America (3 cr.) or GEOG G327 Geography of Indiana (3 cr.)
- GEOG G300 The World of Maps (3 cr.) or GEOG G337 Computer Cartography and Graphics (3 cr.) or GEOG G338 Introduction to Geographic Information Systems (3 cr.)

Government/Citizenship (9 cr.)

Select three of the following:

- POLS Y215 Introduction to Political Theory (3 cr.)
- POLS Y301 Political Parties and Interest Groups (3 cr.)
- POLS Y304 Judicial Process and American Constitutional Law I (3 cr.)
- POLS Y305 Judicial Process and American Constitutional Law II (3 cr.)
- POLS Y306 State Politics in the United States (3 cr.)
- POLS Y307 Indiana State Government and Politics (3 cr.)
- POLS Y319 The United States Congress (3 cr.)
- POLS Y322 The American Presidency (3 cr.)
- POLS Y324 Women and Politics (3 cr.)
- POLS Y383 American Political Ideas I (3 cr.)
- POLS Y384 American Political Ideas II (3 cr.)
- POLS Y360 U.S. Foreign Policy (3 cr.)

Psychology (9 cr.):

- PSY B105 Psychology as Biological Science or B307 Tests and Measurement* (3 cr.)
- PSY B310 Life Span Development* or B340 Cognition* or B360 Child and Adolescent Development* (3 cr.)
- PSY B370 Social Psychology* or B380 Abnormal Psychology* (3 cr.)

*Requires a prerequisite course.

Sociology (9 cr.):

- SOC R121 Social Problems (3 cr.)
- SOC R351 Social Science Research Methods (3 cr.)*
- SOC R355 Foundations of Social Theory (3 cr.)*

**Teacher Education Program for all Secondary Majors
Teacher Education Program (41 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. Students must have a 2.50 overall GPA and a 2.50 GPA in their discipline-based courses. At least one-half of their discipline-based course work must be completed before they begin the teacher education program.

The teacher education program is designed to be a four-semester sequence. The courses must be taken in blocks and in sequence. All the blocks require students to spend time in schools. Student teaching requires five days a week, full-time commitment.

Block I Diversity and Learning (10 cr.):

- EDUC H341 American Culture and Education (3 cr.)
- EDUC M322 Diversity and Learning: Reaching Every Adolescent (6 cr.)
- EDUC M301 Field Experience (1 cr.)
- Benchmark I

Block II Middle School Block (7 cr.):

- EDUC S420 Teaching and Learning in the Middle School (3 cr.)
- EDUC M469 Content Area Literacy (3 cr.)
- EDUC M303 Field Experience (1 cr.)
- Benchmark I repeated

Block III High School Block (4 cr.):

- EDUC S430 Teaching and Learning in High School (3 cr.)
- EDUC M304 Field Experience (1 cr.)

Content Block (4 cr.): May be taken concurrently with Block II or Block III.

- EDUC xxx Discipline-based Methods (3 cr.)
- EDUC M403 Field Experience (1 cr.)
- Benchmark III Assessment

Block IV Student Teaching (16 cr.):

- EDUC M451 Student Teaching in Middle Schools—8 weeks (8cr.)
- EDUC M480 Student Teaching in High School—8 weeks (8 cr.)

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.

All-Grade Licensure 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/HEALTH**

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. 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 2.50 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 LANGUAGE Dual Program (27 cr.)

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 program. Students must apply and be accepted to the ESL program and maintain an overall GPA of 3.00 in the program. The license will be issued at the developmental levels of the students' initial teaching license.

Two semesters of college-level foreign language course taken as part of the initial teacher education program

- EDUC 341/M306 Methods of Teaching Reading II (elementary Block III) (4 cr.) or
- EDUC M469/M303 Content Area Literacy (secondary/all-grade programs) (4 cr.)
- EDUC M470 Student Teaching—8 weeks (8 cr.)

Additional Coursework

- ENG G205 Introduction to English Language (3 cr.) or ENG G432 Second Language Acquisition (3 cr.)
- ENG L442 ESL Methods I—Introduction to Issues (3 cr.)
- EDUC X470 Psycholinguistics for Teachers of Reading (3cr.) or EDUC X401 Critical Reading in the Content Areas (3 cr.) recommended for secondary students)
- ENG G441 Material Preparation for ESL Instruction (3cr.) or EDUC L436 Methods and Materials for ESL (3 cr.)
- EDUC L441 Bilingual Education (3 cr.)

READING Dual Program (12-31 cr.)

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 apply and be accepted to the program and maintain an overall GPA of 3.00 in the program.

Required courses—Elementary Majors

Courses taken as part of the initial program

- EDUC E340 Methods of Teaching Reading I (3 cr.)
- EDUC M304 Field Experience (1 cr.)
- EDUC E341 Methods of Teaching Reading II (3 cr.)
- EDUC M306 Field Experience (1 cr.)
- EDUC E449 Tradebooks in the Classroom (3 cr.)
- EDUC X425 Student Teaching in Reading (Block 4) (8 cr.)
- Advanced Literacy Courses
- EDUC L400 Instructional Issues in Language Education (3 cr.)
- EDUC X470 Psycholinguistics for Reading Teachers (3 cr.)
- EDUC L441 Bilingual Education: Introduction (3 cr.) or EDUC G432 Second Language Acquisition (3 cr.)

Elective (select one)

- ANTH L300 Language and Culture (3 cr.)
- ANTH L401 Language, Power, and Gender (3 cr.)
- ENG G301 History of the English Language (3 cr.)
- ENG W400 Issues in Teaching Writing (3 cr.)
- ENG W412 Literacy and Technology (3 cr.)
- EDUC F401 Integrating the Arts and Literacy (3 cr.)
- Required Courses—Secondary and All-grade Majors (18-30 cr.):
- Courses taken as part of the initial program
- EDUC M469 Content Area Literacy (3 cr.)
- EDUC M303 Field Experience (1 cr.)
- EDUC X425 Practicum in Reading (8 cr.)

Advanced Literacy Courses

- EDUC L400 Instructional Issues in Language Education (3cr.)
- EDUC X401 Critical Reading in the Content Area (3 cr.)
- EDUC X470 Psycholinguistics for Reading Teachers (3 cr.) or an advisor-approved linguistics course
- EDUC X400 Diagnostic Teaching of Reading in the Classroom (3 cr.)
- EDUC X460 Books for Reading Instruction (Adolescent Literature) (3 cr.)

Elective (3 credit hours)

- ANTH L300 Language and Culture (3 cr.)
- ANTH L401 Language, Power, and Gender (3 cr.)
- ENG G301 History of the English Language (3 cr.)
- ENG W400 Issues in Teaching Writing (3 cr.)
- ENG W412 Literacy and Technology (3 cr.)
- HER R411 Integrating the Arts and Literacy (3 cr.)

Special Education Dual Program (Mild Intervention)

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.

Students will be licensed in two 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. Students may only start this program during the fall semester. 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:

Required:

- Seminar 1: EDUC Families School and Society (3 cr.)
- Seminar 2: EDUC K453 Classroom Management and Behavior Support (3 cr.)
- Seminar 3: EDUC K465 Collaboration and Service Delivery (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 K495 (8 cr.) (Taken during student teaching semester)

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 cr.

- 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 Cr.

- 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 Cr.

- 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 frameworks.
- Interact with learners, providing accurate and in-depth 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 learning.
- 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 knowledge and frameworks 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 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 learning.
- Encourage learners to see, question, and interpret ideas from diverse perspectives.
- Convince learners to assume 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 children's 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 learners with special needs.
- 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 choices.
- Provide learners with access to learning opportunities.
- Seek help from other professionals when needed.
- Engage in personal inquiry to construct content 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; to recognize the impact of social, cultural, economic, 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.
- Communicate in ways that demonstrate a sensitivity to a broad range of diversity.
- Mediate when learners need help to resolve problems or change attitudes.
- Collaborate with parents, teachers, administrators, and other community members involved in the lives of students.
- Embed knowledge of community into teaching.
- Challenge negative attitudes.

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

- Articulate the ethical principles guiding professional conduct.
- Demonstrate and document standards-based practice in the classroom.
- Stay current in terms of research on pedagogy and content areas.
- Participate in professional organizations and resource networks beyond the school.
- Dialogue 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 successful 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:

- Early Childhood (Ivy Tech articulation only)
- Primary/Intermediate Elementary
- Intermediate Elementary/Middle School Content Area
- 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).

Early Childhood Generalist License

Preparation to teach pre-kindergarten through third grades. This license is only available to students who complete the Ivy Tech Associate of Science degree in Early Childhood Education. The School of Education at IUPUI has an articulation agreement that allows students who complete this associate degree with an overall GPA of 2.50 or higher to apply to enter the Learning to Teach/Teaching to Learn program and earn a Bachelor of Science degree in Early Childhood Education.

School Settings: Pre-School and Elementary; Primary

Content Standards: Pre-School Generalist and Elementary/Primary Generalist

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

Intermediate Elementary/Middle School Content Area License

Preparation to teach fourth through sixth grade elementary generalist and middle school grades in a particular content area

School Settings: Elementary/Intermediate and Middle School/Junior High School

Content Standards: Elementary Intermediate Generalist and Middle School Language Arts, Social Studies, Science, Mathematics, or Foreign Languages

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:

- Early Childhood Education (Ivy Tech articulation only)
- Elementary Education
- Secondary Education in
 - English
 - Foreign Language: French, German, or Spanish
 - Mathematics
 - Science
 - Social Studies
- All-Grade Education in
 - Visual Arts
 - Physical Education/Health

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
- District-Level Administrator

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.

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 126 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 that relate directly to the content taught in the early childhood/ elementary curriculum (i.e., math, science, social studies, etc).

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.

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 master's 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.

Indianapolis also offers opportunities for doctoral study in education. Although applications for all doctoral programs are submitted through the Bloomington campus, substantial coursework and some entire programs are available at IUPUI. Opportunities for research in Indianapolis and for collaboration with IUPUI-based faculty are available to any student in a graduate program offered by the core campus. Doctoral students in any program area may work with, and have dissertations directed by, faculty whose tenure is at IUPUI. Both teaching and research assistantships are available at IUPUI to support students in advanced graduate work in Indianapolis.

Post-Baccalaureate Licensure Programs

Students who already hold a baccalaureate degree may apply to the Teacher Education Program in the School of Education. 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.

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 Education's 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 and 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 semiannual

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.

Secondary Urban Educators

This organization serves as an official assembly within the School of Education for all students on the IUPUI campus enrolled in the secondary education program. The membership is 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 Reinstatement
- Nondiscrimination Policy
- Other Special School or Program Requirements, Including Graduation Policies

Grading Policy

Grading Policy for the School of Education

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 understanding 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 student's 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 historical inquiry. 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 student's 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 instructor's satisfaction. Both the student and the instructor in whose course the student

received the Incomplete will be notified of this change of grade.

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, 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 student's work up to that point is passing. It is the student's 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 a 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 may jeopardize their financial aide.

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 e-mail 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 student's concerns, the student should:
 - Schedule a meeting with the appropriate department chair.
 - If deemed necessary, submit an appeal to the School of Education's Appeals Committee.

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
- 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 since 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 courses in the education blocks or student teaching. Students in education must submit a petition form before the policy can take effect. Petitions are available from The Office of Student Support and Diversity, 3131 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. However, the grades made in courses taken at Indiana University and other universities will be used to compute GPAs for purposes of admission to the teacher education programs.

Grade Change Appeal

Students wishing to appeal a grade in any course offered by the School of Education should follow the IUPUI grade appeal procedure as outlined in this bulletin. Grade appeal forms are available online from registrar.iupui.edu.

A student's 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.

Grades petitions in undergraduate courses will not be consider for concluded courses older than 5 years. Exception 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.

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, and when the student has no pending issues with the Office of Program Evaluation and Assessment.

Bulletin Designation

Students must meet requirements for graduation and licensure 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.

Probation, Dismissal, and Reinstatement

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 "C" or "S" 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 is reviewed at the close of each semester and summer session; 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 one semester to meet the minimum academic standards before they are dismissed from the school.

Dismissal and Reinstatement from the LT/TL Teacher Education Program

Students receiving grades below a "C" or "S" in any teacher education (block) courses will be automatically dismissed from the teacher education program and required to change their major. Students may appeal to reenter the program within one semester of dismissal. They should contact the Assistant Dean for Program Assessment in the School of Education.

Dismissal from the University

Once dismissed 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 student's 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 student's 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 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 that exceed five years may result in graduates needing to retake portions of the program.

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 126 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.

Application for Licensure

Within two weeks of graduation, students should file an Indiana State Application for a Teaching License. The application requires evidence of passing scores for all state licensure exams as well as a recent criminal history check. Instructions for obtaining the criminal history check are included in the application packet available from Education Student Services, (ES 3131) or from the School of Education homepage on the Web at education.iupui.edu.

All degree candidates admitted to the Teacher Education Program in fall 2000 or after must have achieved passing scores on the relevant PRAXIS I and PRAXIS II: Specialty Test(s) to be recommended for initial licensure. Students must also have official documentation of CPR certification. Information can be found at the School of Education Student Services area.

Information about both required exams can be obtained at Education Student Services or through the Educational Testing Service (ETS) Web site (www.ets.org/). Additional information on licensing and current state standards is available through the Indiana Professional Standards Board or from their Web site (www.state.in.us/psb).

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 individual's performance.

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

Faculty

Administrative Officers

- Core Campus Dean, Gerardo M. Gonzalez, Bloomington, Education, ED 4105, (812) 856-8001
- Executive Associate Dean, Pat Rogan, Education/Social Work Building, ES 3138A, (317) 274-6862
- Associate Dean, Academic Affairs, Signe Kastberg, Education/Social Work Building, ES 3156, (317) 274-6829
- Chair, Elementary Teacher Education, Anne Ociepka, Education/Social Work Building, ES 3162, (317) 274-6818
- Chair, Secondary Education, Joy Sebold, Education/Social Work Building, ES 3130, (317) 274-6851
- Chair, Graduate Education and Continuing Professional Development, Beth Berghoff, Education/Social Work Building, ES 3127, (317) 278-1108
- Assistant Dean, Student Support and Diversity, Claudette Garland Lands, Education/Social Work Building, ES 3144, (317) 274-6842
- Assistant Dean for Assessment and Program Improvement, Linda Houser, Education/Social Work Building, ES 3115, (317) 278-3353
- Undergraduate Licensing Advisor, Maureen Jayne, Education/Social Work Building, ES 3140, (317) 274-6841
- Graduate Advisor, Sarah Brandenburg, Education/Social Work Building, ES 3149, (317) 278-5739
- Recorder/Graduate Licensing Advisor, Dee Outlaw, Education/Social Work Building, ES 3140, (317) 274-6868

Directors of Departments and Programs

Art Education, Cindy Borgmann, Herron School of Art, Photo Lab, JD 100E, (317) 920-2450
 Counseling and Counselor Education, Keith Morran, Education/Social Work Building, ES 3111, (317) 274-6850
 Early Childhood Education, Jacqueline Blackwell, Education/Social Work Building, ES 3155, (317) 274-6830
 Educational Leadership/School Administration, Samantha Bartholomew, Education/Social Work Building, ES 3124, (317) 274-0688
 English as a New Language, Annela Teemant, Education/Social Work Building, ES 3121, (317) 274-1228
 Foreign Language Education, see the graduate advisor in Education Student Services, ES 3131
 Language Education, Christine Leland, Education/ Social Work Building, ES 3153, (317) 274-6832

Mathematics Education, Signe Kastberg, Education/Social Work Building, ES 3156, (317) 274-6829
 Physical Education, Jeff Vessley, Physical Education/Natorium Building, PE 255, (317) 278-2410
 Science Education, Charles Barman, Education/ Social Work Building, ES 3162, (317) 274-6826
 Special Education, Mary Jo Dare, Education/Social Work Building, ES 3105, (317) 274-6848

Information about School of Education programs can also be obtained by seeing an advisor in ES 3131 or by accessing the [School of Education](#) home page on the Web.

Departmental Chairpersons

- Art Education, Cindy Borgmann, Herron School of Art, Photo Lab, JD 100E, (317) 920-2450
- Counseling and Counselor Education, Keith Morran, Education/Social Work Building, ES 3111, (317) 274-6850
- Early Childhood Education, Jacqueline Blackwell, Education/Social Work Building, ES 3155, (317) 274-6830
- Educational Leadership/School Administration, Samantha Bartholomew, Education/Social Work Building, ES 3124, (317) 274-0688
- English as a New Language, Annela Teemant, Education/Social Work Building, ES 3121, (317) 274-1228
- Foreign Language Education, see the graduate advisor in Education Student Services, ES 3131
- Language Education, Christine Leland, Education/Social Work Building, ES 3153, (317) 274-6832
- Mathematics Education, Signe Kastberg, Education/Social Work Building, ES 3156, (317) 274-6829
- Physical Education, Jeff Vessley, Physical Education/Natorium Building, PE 255, (317) 278-2410
- Science Education, Charles Barman, Education/Social Work Building, ES 3162, (317) 274-6826
- Special Education, Mary Jo Dare, Education/Social Work Building, ES 3105, (317) 274-6848

Information about School of Education programs can also be obtained by seeing an advisor in ES 3131 or by accessing the School of Education home page on the Web.

Regular Faculty

- Apple, Peggy, Ph.D. (Indiana University, 2004) Lecturer
- Banta, Trudy W., Ed.D. (University of Tennessee, 1967), Professor (Graduate School)
- Barman, Charles, Ed.D. (University of Northern Colorado, 1974), Professor (Graduate School)
- Barman, Natalie, M.S.T. (University of Wisconsin–Superior, 1975) Clinical Lecturer
- Bartholomew, Samantha, Ph.D. (University of California–Riverside, 2006) Assistant Professor (Graduate School–Associate)
- 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)
- Fisher, Mary, Ph.D. (University of Virginia, 1996), Associate Professor (Graduate School–Associate)
- Flessner, Ryan, Ph.D. (University of Wisconsin–Madison, 2008), Assistant Professor (Graduate School–Associate)
- Helfenbein, Robert, Ph.D. (University of North Carolina–Chapel Hill, 2004), Assistant 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), Assistant Professor (Graduate School–Associate)
- Jamison, Sharon, M.S.L.I.S. (University of Illinois, 1989), Clinical Lecturer
- Kastberg, Signe, Ph.D. (University of Georgia, 2002), Associate Professor (Graduate School–Associate)
- Keller, Deborah, Ph.D. (Purdue University, 2004), Lecturer
- Leland, Christine H., Ed.D. (Boston University, 1986), Professor (Graduate School)
- Little, Charles, Ed.D. (Indiana University, 1978), Clinical Associate Professor
- Magee, Paula, Ph.D. (City University of New York, 1992), Clinical Assistant Professor
- Matern, Carol, M.S. (Butler University, 2002), Clinical Lecturer
- Medina, Monica, M.S. (Indiana University, 1979), 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)
- Ociepa, Anne, Ph.D. (Indiana University, 2003), Clinical 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)
- Sailes, JaDora, Ed.D. (Indiana University, 1996), Clinical Assistant Professor
- Schuster, Dwight, Ph.D. (Penn State University, 2005), Assistant Professor (Graduate School–Associate)
- Seybold, Joy, Ph.D. (Purdue University), Director of Transition to Teaching Programs
- Smith, Joshua, Ph.D. (University at Albany, 2002), Assistant 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)
- Weis, Patricia, M.S. (Indiana University, 1987), Clinical Lecturer
- Wood, Elizabeth, Ph.D. (University of Minnesota, 2005) Assistant Professor, Public Scholar of Museums, Families, and Learning (Graduate School–Associate)
- Yoder, Gina, M.A.. (Ball State University, 2002) Clinical Lecturer

Faculty Emeriti

- Abel, Billy, Ed.D. (Indiana University, 1970)
- Arrington, J. Donald, Ed.D. (Indiana University, 1972)
- 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)