



**School of
Education Undergraduate Program**

Bloomington and Indianapolis Campuses

2000/02

Bulletin

INDIANA UNIVERSITY

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Organization of the School of Education

(Area code for Bloomington phone numbers: 812; area code for Indianapolis phone numbers: 317)

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Director of Center for Human Growth, Michael Tracy, Education 0001, 856-8302

Director of Education Technology Services, Gary Ingersoll, Education 2072, 856-8401

Director of Educational Placement, David Kinman, Education 4066, 856-8501

Director of External Relations, Sarah Baumgart, Education 4105, 856-8005

Director of In-Service Special and Summer Programs, C. Frederick Risinger, Education 1052, 856-8582

Director of Institute for Child Study, Russell Skiba, Education 0001, 856-8303

Director of Student Recruitment and Retention, Sherry Fisher, Education 4125, 865-8011

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Chair, Teacher Education, IUPUI, Christine Leland, Education/Social Work Building 3120, 274-6832

Assistant Dean Student Services and Student Teaching, IUPUI, Linda Houser, Education/Social Work Building 3144, 274-6842

Certification Advisor, IUPUI, Education/Social Work Building 3143, 274-0643

Chair, Human Development, Leadership and Technology, Michael D. Parsons, Education/Social Work Building 3111, 274-0650

Bloomington Departments:

Counseling and Educational Psychology, Daniel Mueller, Education 4038, 856-6814

Counseling and Counselor Education, Marianne Mitchell, Education 4008, 856-8305

Educational Inquiry, Daniel Mueller, Education 4014, 856-8306

Educational Psychology, Anne Stright, Education 4018, 856-8307

School Psychology, Thomas Huberty, Education 4062, 856-8309

Learning, Cognition, and Instruction, Joyce Alexander, Education 4018, 856-8310

Developmental Psychology, Myrtle Scott, Education 4058, 856-8311

Curriculum and Instruction, Peter Kloosterman, Chair, Education 3204, 856-8101

Art Education, Enid Zimmerman, Education 3130, 856-8172

A Community of Teachers, Tom Gregory, Education 3206, 856-8144

Curriculum Studies, Ellen Brantlinger, Education 3140, 856-8104

Elementary Education, Fritz Lieber, Education 4040, 856-8338

Mathematics, Frank Lester, Education 3056, 856-8152

Science, William Boone, Education 3130, 856-8108

Secondary Education, David Flinders, Education 3268, 856-8189

Social Studies, C. Frederick Risinger, Education 1052, 856-8582

Special Education, Lewis Polsgrove, Education 3224, 856-3165

Educational Leadership and Policy Studies, Barry Bull, Chair, Education 4228, 856-8360

Higher Education and Student Affairs,

Masters, Jillian Kinzie, Education 4268, 856-8362;

Higher Education, Doctoral, Edward St. John, Education 4264, 856-8364

Historical, Philosophical, and Comparative Studies, Robert Arnove, Education 4250, 856-8374

Educational Leadership, Martha McCarthy, Education 4228, 856-8365

Instructional Systems Technology, Elizabeth Boling, Chair, Education 2276, 856-8451

Language Education, Martha Nyikos, Chair, Education 3038, 856-8272

English, Mary Beth Hines, Education 3028, 856-8290

Foreign Languages, Carmen Simich-Dudgeon, Education 3012, 856-8267

Reading, Larry Mikulecky, Education 3014, 856-8277

URL: education.indiana.edu

IUPUI Departments and Programs

Art Education, Cindy Borgmann, JD 100E, Herron School of Art, 920-2450

Counseling and Counselor Education, Keith Morran, Education/Social Work Building 3111, 274-6850

Early Childhood Education, Jacqueline Blackwell, Education/Social Work Building 3155, 274-6830

Foreign Language Education, Larbi Oukada, Cavanaugh Hall 501J, 274-8419

Higher Education and Student Affairs, Michael D. Parsons, Education/Social Work Building 3133, 274-0650

Language Education, Chris Leland, Education/Social Work Building 3153, 274-6832

Mathematics Education, Beatriz D'Ambrosio, Education/Social Work Building 3152, 274-6833

Physical Education, Elizabeth Jones, Physical Education/Natorium Building 268, 274-2248

School Administration, Educational Leadership Department, Bloomington, (812) 856-8365

Science Education, Michael Cohen, Education/Social Work Building 3120, 274-6814

Special Education, Patricia Rogan, Education/Social Work Building 3128, 274-6806 or

Jeff Anderson, Education/Social Work Building 3124, 274-6809

All Other Programs, contact Chris Leland, 274-6832 or Michael D. Parsons, 274-0650, Education/Social Work Building

URL: education.iupui.edu



Gerardo Gonzalez, dean of the School of Education

Where to Obtain Information

Indiana University Bloomington (Area Code 812)

Academic Advising, Undergraduate: Education 1000, 856-8510
Admission Tests—Information: Education 1000, 856-8500
Admission to the School of Education: Education 1000, 856-8508
Admission to the Teacher Education Program: Education 1000, 856-8523
Art Education: Education 3130, 856-8102
Bureau of Evaluative Studies and Testing: Franklin M005, 855-1595
Career Services: Education 1000, 856-8506
Certification and Licensing Information: Education 1064, 856-8511
Cultural Immersion Project: Education 1020, 856-8507
Curriculum and Instruction: Education 3140, 856-8100
Early Childhood Education: Education 3130, 856-8105
Early Experience Office: Education 1020, 856-8502
Education Library: Education 1160, 856-8590
Educational Leadership: Education 4228, 856-8365
Educational Psychology: Education 4018, 856-8307
Education Technology Services: Education 2072, 856-8400
Elementary Education: Education 4040, 856-8338
ERIC Reading Clearinghouse: Smith Research Center 150, 855-5847
Grad Pact, Education 1000, 856-8538
Higher Education and Student Affairs: Education 4228, 856-8364
Historical, Philosophical, and Comparative Studies: Education 4250, 856-8374
Independent Study/Correspondence Courses: Owen 001, 855-3693
Indiana Institute on Disability and Community: 2853 E. Tenth Street, 855-6508
Instructional Systems Technology (IST): Education 2276, 856-8450
Language Education: Education 3044, 856-8270
Math Education: Education 3130, 856-8107
Music Education: Sycamore 405, 855-2051
Records: Education 1000, 856-8508
Science Education: Education 3130, 856-8108
Secondary Education: Education 3130, 856-8109
Social Studies Development Center: Smith Research 120, 855-3838
Social Studies Education: Education 1052, 856-8582
Speech Clinic: Speech and Hearing C002A, 855-6251
Student Academic Center: 316 N. Jordan Avenue, 855-7313
Student Employment/Work-Study: Education 4152, 856-8065
Student Financial Assistance: Franklin 208, 855-7787
Student Support Team: Education 1000, 856-8500
Student Teaching: Education 1020, 856-8503
Teacher Education—Application: Education 1020, 856-8523
Transcripts: Franklin Hall 100, 855-7505
Volunteer Students Bureau: IMU 34, 855-8290
URL: <http://education.indiana.edu/>

School of Education Helpline

1 (800) 605-8255
1 (812) 856-8255
E-mail: setchhlp@indiana.edu
URL: <http://education.indiana.edu/~setchhlp/home.html>

Indiana University–Purdue University Indianapolis (Area Code 317)

Academic Advising, Education: 274-6801
Adaptive Educational Services: 274-3241
Admissions
 Undergraduate: 274-4591
 Graduate, Education: 274-6868
Bursar: 274-2451
Career and Employment Services: 274-2554
Certification and Licensing: 274-0643
Curriculum Resource Center: 274-6867
Dean of Students, IUPUI: 274-8990
Graduate Studies, Education: 274-6868
Health Center: 274-1015
Housing: 274-5157
International Programs: 274-2081
Kappa Delta Pi: 274-3931
Personal Counseling: 274-2548
Registrar: 274-1501
Sagamore (student newspaper): 274-3456
Student Financial Aid: 274-4162
Student Services, Education: 274-0645
Student Teaching/Field Experiences: 274-6841
Testing, Special Types: 274-2620
Transcripts: 274-1519
Undergraduate Student Association, IUPUI: 274-3907
University College: 274-2237





Admission to the University

All freshmen are expected to meet the admission standards outlined in the freshman application materials. Please contact the admissions office of the campus in which you are interested for specific information and deadlines.

For **Indiana University Bloomington**, direct all questions concerning admission to the Office of Admissions, Bloomington, Indiana 47405-7700; telephone (812) 855-0661.

For **IUPUI**, direct all questions concerning admission to the Admissions Office, 425 University Blvd., Cavanaugh Hall 129, Indianapolis, Indiana 46202-5143; telephone (317) 274-4591.

Transfer Applicants Indiana University will consider **Indiana residents** with a minimum cumulative grade point average of 2.0 (on a 4.0 scale) and **nonresidents** with a minimum cumulative GPA of 2.7 (on a 4.0 scale) in an appropriate number of courses that fulfill Indiana University's degree requirements. Each application is reviewed individually. We are primarily concerned with the applicant's intended major, the depth and breadth of academic program, grade trends, and the cumulative and most recent semester GPA. However, there is no grade point average that in itself assures admission.

Older, Nontraditional Freshmen and Transfer Students Both the Bloomington and IUPUI campuses encourage older, nontraditional prospective students to apply for admission to the school's undergraduate programs. When considering applications from nontraditional students, the university evaluates not only typical admission criteria (SAT scores, high school rank, etc.) when appropriate, but also carefully evaluates other pertinent information such as the applicant's work experience, volunteer activities, previous college course work, and motivation as measured by a variety of indicators.

International Students applying to study at **Bloomington** should use the IU international application form. In addition to academic qualifications, students must show proficiency in English and proof of financial support before admission and travel documents are issued. Application information may be obtained from the Office of International Admissions, Indiana University, Bloomington, Indiana 47405-7700, U.S.A.; telephone (317) 855-4306.

International Students applying to study at **IUPUI** should use the IU international application form. In addition to academic qualifications, they must show proficiency in English and proof of financial support before the travel documents are issued. Application information may be obtained from the International Student Services Office, Union Building 207, 620 Union Drive, IUPUI, Indianapolis, Indiana 46202-2897, U.S.A. Or, call (317) 274-7294.

Application Deadlines At **Bloomington**, priority dates for fall semester are February 15 for freshmen and July 15 for transfer students. Spring semester priority dates are November 15 for freshmen and November 1 for transfer students.

At **IUPUI**, students must apply by June 1 for the fall semester, October 1 for the spring semester, March 15 for summer session I and May 1 for summer session II, in order to complete placement testing and academic advising requirements. All degree-seeking beginning students are required to complete English and math placement tests before receiving academic advising and registering for classes.

Failure to Enroll If a student does not enroll during the session indicated on the application for admission, the student must notify the campus Office of Admissions in writing and ask for a deferment of matriculation for up to one year. If the student has not attended another university subsequent to the original application, the chances of being admitted at the later date are very good, depending upon available space and final semester high school grades. If the student has attended another university, a transfer application and official transcripts of all college course work will be required. A second application fee **will not** be required.

Special Fees Students should be aware that enrollment in certain required professional education courses carries special fees mandated by the Trustees of Indiana University. These special fees are assessed for all students, residents and nonresidents, and must be paid regardless of whether the student intends to seek a teacher license. For up-to-date information about fees in effect at registration time, see the campus *Schedule of Classes* or contact the Early Experience Office, School of Education 1020, Bloomington; or call (812) 856-8502.

Education Early Experience Fee Students pay a fee at registration for specific courses required for teaching licenses. An extra single fee will be assessed for a specific course in each endorsement or minor area. Please see your campus *Schedule of Classes* for a list of courses to which this fee is applied.

Education Practicum and Student Teaching Fees Students enrolled in education practicums and student teaching courses will be assessed an additional fee per course. Please see your campus *Schedule of Classes* for a list of courses to which this fee is applied.

Registration and Orientation At the **Bloomington** campus, all freshmen are urged to take advantage of the registration/orientation program that takes place on campus in June and July. Students may select one two-day session to come to Bloomington, meet with their advisors, and register for classes. For those students who are unable to come in June or July, there is a registration period in August the week before classes begin. In addition, all freshmen on the Bloomington campus are expected to participate in the fall orientation program, which acquaints them with campus organizations and services.

At **IUPUI**, all new students are contacted by mail regarding orientation activities. Specific information about course registration is printed in each IUPUI *Schedule of Classes*, which is available prior to each registration period. An IUPUI *Schedule of Classes* may be obtained in the School of Education Student Services Office, at the Office of the Registrar or at Indianapolis-area public libraries.

Academic Advising The main functions of the academic advisor are to discuss with each student the content of the semester's course work, to discuss future course work in terms of interests and aptitudes, to discuss ways to improve and enrich academic performance, and to explain academic policies as needed. Freshmen typically see their advisors for a minimum of two conferences each semester. Sophomores, juniors, or seniors are urged to see an advisor before registration for each new semester in order to plan course work. Students may initiate conferences with an advisor at any time.

At **Bloomington**, all students entering IU directly from high school and all students transferring to IU during their freshman year enter the **University Division**. The University Division conducts orientation activities, provides academic advising, monitors student academic progress, coordinates the awarding of advanced credit and placement, and assists in the development of new or specialized course work. **Upper-level students** should contact the Office of Teacher Education in the Education Building or call (812) 856-8510 to make an appointment to see an academic advisor.

All **IUPUI** beginning undergraduates and undergraduate transfer students with fewer than 18 credits who meet the requirements for Education will be admitted simultaneously to the **University College**. The University College will provide each student with the following threshold experiences: testing/placement, orientation, advising for registration first semester, and enrollment in first-year seminars. Students who satisfactorily complete current GPA requirements will be transferred to the School of Education.



Undergraduate Study in Education: Teacher Education

History of the School of Education

Indiana University has been training teachers since 1851. The School of Education at Bloomington began granting degrees in 1924, and the Indianapolis campus granted its first degree in education in 1969. 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. In some cases, programs remain localized on a single campus, and many programs now allow students to choose courses at either location. Consequently, students may earn the degree or certification exclusively at the Bloomington or Indianapolis campus, or they may combine credits earned at both locations. 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 Education, Master of Science in Education, Specialist in Education, and Doctor of Education.

The School of Education realizes the importance of creating and maintaining a teacher-preparation program that balances specialized knowledge with a broad liberal arts education and that affords each student an opportunity to learn both theoretical principles of education and practical teaching skills.

The purpose of undergraduate study in teacher education is to prepare teachers who have:

1. a strong, balanced general education with work in the humanities, social sciences, mathematics, and physical and biological sciences.
2. a thorough understanding of the subject matter of their teaching field or fields.
3. the ability to communicate effectively, both orally and in writing.
4. the competence to design and implement effective instruction using a variety of instructional models.
5. the competence to create an effective classroom climate.
6. the commitment and capacity to design learning experiences that foster critical thinking and decision making.
7. an understanding of and ability to use computer technology.
8. the ability to design appropriate evaluation strategies, both quantitative and qualitative; and to appraise their instructional effectiveness, as well as to assess the achievement of their students.
9. the capacity to make sound judgments regarding the use of instructional materials, including an ability to infer the assumptions that may have guided instructional developers.
10. the commitment and capacity to address issues of justice and equity and a sensitivity to cultural differences and global concerns.
11. the commitment and capacity to build effective relationships with students, colleagues, and members of the community.
12. an understanding of the relationship of the school to the larger society.
13. an understanding of the legal rights and responsibilities of students, teachers, and schools.
14. the commitment and capacity to approach their profession ethically with a guiding set of responsible social and professional values.
15. a commitment to continuing professional renewal.
16. an understanding of how to make adaptations to meet the needs of children with disabilities in the public schools.

Accreditation 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. In addition, the Indiana Professional Standards Board has approved all teacher education programs offered through Indiana University at the Bloomington and IUPUI campuses.

The Student's Responsibility

The School of Education, in cooperation with the Indiana Professional Standards Board, has established certain academic requirements for earning a degree and/or licensure. The requirements vary according to the chosen field of study. Advisors and directors assist students in planning a program of study to satisfy requirements, **but each student assumes final responsibility for meeting all deadlines and completing all requirements for certification and graduation.** It is therefore essential to be familiar with the licensing requirements set forth in the

School of Education Bulletin. If a student in the secondary (senior high/junior high/middle school) or all-grade education program earns certification while enrolled in a degree-granting program in another school of the university, requirements for graduation in the degree-granting school and requirements for certification in the School of Education must both be satisfied. See the section of this bulletin entitled "How to Earn Teacher Certification While Enrolled in Other Schools of the University."

Requirements for Admission to the School of Education

To the Undergraduate Program in the School of Education at Bloomington through the University Division

Students who have completed 26 credit hours of satisfactory credit on the college level with a minimum grade point average of 2.5 (on a 4.0 scale) either at Indiana University or elsewhere are eligible for admission to the School of Education. Exceptions to this rule will be considered on an individual basis. Requests may be addressed to the associate dean for teacher education.

Note: Admission to the school does not guarantee admission to the Teacher Education Program.

To the Undergraduate Program in the School of Education from Other Schools Within Indiana University

Students other than freshmen registered in any other school or college of Indiana University may transfer to the School of Education, provided they are in good standing, have a minimum grade point average of 2.5 (on a 4.0 scale), and have made arrangements to complete the specific courses required by the School of Education.

To the Undergraduate Program in the School of Education from Other Educational Institutions

Students transferring with fewer than 26 credit hours will matriculate in the University Division on the Bloomington campus.

Students with 26 or more transferable credit hours will be eligible for admission to the School of Education, provided they are in good standing and have a minimum grade point average of 2.5 (on a 4.0 scale).

Beginning undergraduates and undergraduate transfer students with fewer than 18 credits who meet the requirements for the School of Education will be admitted simultaneously to the University Division.

To the Undergraduate Program in the School of Education at IUPUI

New students indicating education as their choice among academic programs and education majors transferring to IUPUI from other colleges and universities are admitted directly into the School of Education. Therefore, students who meet criteria for unconditional admission to the university have met criteria for admission to the School of Education, IUPUI.

Students must have a 2.5 overall GPA to be admitted to the School of Education. Students not meeting this requirement may appeal in writing to the assistant dean of student services for admission for one semester on a probationary status.

Note: Admission to the school does not guarantee admission to the Teacher Education Program. Both admission to Teacher Education and graduation require a 2.5 overall GPA.

Transfer Credit Policy

Acceptance of credit from other institutions and its applicability toward a degree from Indiana University will be determined by the Office of Admissions.

Credit toward the degree of Bachelor of Science in Education may be granted for courses taken at an approved institution provided such courses are equivalent to courses offered at Indiana University.

No transfer credit is accepted from any school that is not accredited by a regional accrediting agency.

No more than 64 credit hours earned at a junior or community college will apply toward a degree at Indiana University.

No transfer credit will be allowed for work that has earned a letter grade lower than C.

No passing grades earned at another institution will be used in computing the grade point average at Indiana University.

Warning Only credit hours earned in courses in which a minimum grade of C was earned are included in the number of credit hours applied toward a degree or certificate at Indiana University.

For admission to the School of Education, the total grade point average for all courses taken at other institutions is considered. The overall grade point average for all course work taken at other institutions must be at least 2.5.

At IUPUI, the Learning to Teach/Teaching to Learn program 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.

Students admitted into the Teacher Education Program at IUPUI must have a 2.5 GPA overall and a 2.5 in the transfer courses that would apply toward their teaching major (for secondary or all-grade programs). Elementary majors must have a 2.0 in the transfer courses that they use for their general education subject area courses.

Student Responsibilities

The School of Education has established certain academic requirements concerning admission, course of study, majors and minors, and campus residence, all of which must be met before a degree is granted. You will be held responsible for understanding the requirements and for meeting the conditions by the time you expect to graduate. It is therefore essential for you to follow both the bulletin of the school in which you are enrolled and those of the schools that offer the courses you need so that you will adhere to any prerequisites and avoid duplication of courses. It is also your responsibility to seek guidance toward fulfilling the requirements from an academic advisor, department chairperson, or director. You also should keep your own records of work completed and requirements met, as well as your total credits earned and grade point average.

The following guidelines will help you meet these responsibilities:

1. Apply for admission to the Teacher Education Program during the semester you will complete the program prerequisites stated in the bulletin.
2. Plan your program with an advisor. You must meet with an advisor at least once a semester.
3. Take advantage of continuing registration. Do not depend on late registration to get into needed courses.
4. Check your IUCARE (INSITE) report at least once per semester. If you have questions about IUCARE see an advisor or the records office in the Office of Teacher Education.

Specific Degree Requirements

The specific requirements for the degree of Bachelor of Science in Education are as follows:

1. The regular matriculation requirements of the School of Education.
2. Admission to the Teacher Education Program.
3. The completion of the requirements for teaching certificates, as outlined in this bulletin.
4. The completion of at least 35 credit hours of junior- and senior-level courses (courses numbered 300 or above).
5. The completion of at least 30 of the last 60 credit hours required for a specific degree program while in residence at either or both the Bloomington or IUPUI campuses of the School of Education. These 30 credit hours include student teaching as well as methods course(s) in the major teaching area. At Bloomington, the 30 credit hours should include either one 12 credit hour regular semester or two 6 credit hour summer sessions.

The student must also take some of the course work in the major on one of the two campuses, unless transferring from an Indiana University campus where a degree in the major is offered. In such cases, the requirement that some of the course work in the major area be taken on one of the two campuses may be waived if it seems appropriate.

6. The completion of 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 a teacher's certificate.
7. Early Childhood Education: Requires the completion of 125 credit hours of academic credit.

8. Elementary programs, including Democracy, Diversity, and Social Justice; Praxis; and Theory Into Practice; and the Teaching All Learners Program: Require the completion of 128 credit hours of academic credit.
9. Secondary and All-Grade programs: Require the completion of 124 hours of academic credit.
10. A cumulative overall GPA of 2.5 in all work taken at Indiana University.
11. At IUPUI, professional education and technology courses must be no more than ten years old at the time of student teaching. Coursework that is older, whether taken at IUPUI or any other university, will need to be revalidated, retaken, or updated. See an academic advisor for information about courses more than ten years old.
12. A cumulative GPA of 2.5 in professional education courses. In addition, students must achieve a minimum grade of C in each professional education class.
13. Elementary, early childhood, and special education majors must receive a minimum GPA of 2.0 in general-education subject matter courses within each of the following distribution areas: mathematics, science, social studies, language arts, and fine arts.
14. Secondary (senior high/junior high/middle school) and all-grade majors must achieve a minimum GPA of 2.5 in each teaching area.
Note: Only credit hours may be transferred to Indiana University. Grades earned at other institutions are disregarded after credit conversion is verified. Therefore, only the grades made in courses taken at Indiana University will be used to compute any student's grade point average.
15. Earn at least a C or better in CMCL C121 or C122 or COMM R110 at IUPUI and in courses used to satisfy the basic writing requirement.

GradPact Tuition Assurance Program Option

Indiana University Bloomington offers a GradPact tuition assurance opportunity to new students who are committed to obtaining a bachelor's degree in a timely manner. GradPact is primarily aimed at students who enter the university with a clear idea of the department or school in which they want to concentrate their studies. To be eligible, a student must declare a major and sign a GradPact agreement immediately prior to his or her initial registration as a degree-seeking student at IUB.

This option is available to students in the School of Education, with the exception of those in the program in science education and in the A Community of Teachers program. As a School of Education GradPact enrollee, a student commits to meeting specified benchmarks set by the school, while the school assumes responsibility for providing academic advising services and degree-auditing mechanisms to assist the student in accurately monitoring progress toward the 124-128 credit hours required. The GradPact assurance covers only a single degree, though it does not preclude adding additional endorsements or minors to the education degree.

Participation in GradPact in the School of Education guarantees that the requirements for individual degrees will be available and can be completed in four years. The School of Education does not guarantee admission to any particular major or program.

Timeline for Meeting Other Requirements

Students should take the following steps toward completing the Teacher Education Program at the times designated.

Freshmen/Transfers (those who have completed 0 to 25 credit hours of course work) must register to take the PPST/Praxis I Test. It is strongly recommended that students take this test, which is required for admission to the Teacher Education Program, during their first semester as freshmen. In the event that the test is not passed, there would still be time for developmental work before retaking the test.

Sophomores (those who have completed at least 26 credit hours of course work) must request admission to the School of Education and also the Teacher Education Program in the sophomore year. Admission forms should be completed online for the Bloomington campus. Students at IUPUI may apply for admission to Teacher Education when requirements have been met. The application for the Teacher Education program is available online through the School of Education home page: <http://education.iupui.edu>. Application deadlines are early October for the spring semester and early February for the fall semester.

Juniors (those who have completed at least 56 credit hours of course work) must:

1. check all course work taken for degree against student teaching and graduation requirements, as listed in this bulletin.
2. apply for student teaching at Bloomington by December 15 of the junior year. At IUPUI, students must apply by December 15 of the academic year preceding the year in which they plan to student teach.
3. begin to take the NTE/Praxis II tests required for graduation and the state license. Check with an advisor before registering.

Seniors (those who have completed at least 86 credit hours of course work) must:

1. arrange for a senior check with the Records Office.
2. check all course work taken against degree requirements as listed in this bulletin.
3. complete the taking of subject specialty tests required for the state teaching license.
4. make application for the degree in the school from which the degree is expected. See appropriate school bulletin if enrolled in other than the School of Education.
5. apply for a teaching certificate through the School of Education. Obtain a form and directions from the Office of Teacher Education at either campus during the second semester of the senior year. It is strongly recommended that seniors establish a placement file with the Career Services Office, located in the School of Education, Bloomington, or the Career Center, Business/SPEA Building 2010, IUPUI.

Early Field Experiences, Bloomington

Students seeking Indiana state certification in teacher education are required to complete several courses of observation and participation in schools in or near Bloomington. These courses are offered as corequisites to educational psychology and methods courses. They are given as Satisfactory/Fail courses for 0-2 credits. A small fee is assessed in connection with these field experiences.

Attention: You may be required to provide a criminal history check to school districts before participating in field placements and student teaching. School districts may deny a field placement or student teaching assignment based on a misdemeanor or felony conviction. The application process for a teaching license in Indiana requires a current criminal history check. Convicted felons may not hold a teaching license in Indiana.

Students will be assigned to field experiences in schools where they have no previous history or relatives attending or working. Several visits are required each semester. Because it is the student's responsibility to find transportation to the assigned school (which can be up to 50 miles from campus), it is very helpful to have a car available for semesters of field experience. Carpooling is arranged where needed.

For field experiences in early childhood education, students will visit nearby child care centers. These sites require proof of a recent physical, TB test, and criminal history check at the student's expense. Forms will be provided by IU.

Admission to the Teacher Education Program, Bloomington

Students wishing to obtain a teaching certificate must be admitted to the Teacher Education Program. Education majors should note that admission to the Teacher Education Program is separate from admission to the School of Education. Admission standards for Teacher Education Programs are identified below. Exceptions to any of the following criteria may be considered on an individual basis. Those people who are requesting exceptions must see an advisor in Education 1000 before submitting an application.

PPST Requirements

All freshmen entering Indiana University, Bloomington who have interest in being admitted to Teacher Education are encouraged to take the PPST/Praxis I tests as soon as possible. Students who pass the test at the required level: Reading - 176, Math - 175, Writing - 172, will have met the testing requirement. The School of Education will provide support services for those students desiring to retake the test.

Admission Standards for Early Childhood Education Majors

This program leads to expertise in working with young children from infancy through grade 3, and certification in the public school K – 3.

1. All students must submit an admission application.
2. All students must present a minimum overall GPA of 2.5 for admission.
3. All students must receive a qualifying score on the admissions test required by the School of Education (PPST/Praxis I).
4. At time of application, all students must be enrolled in, or have successfully completed, all *required* general education courses; but they may be accepted if they have not completed all electives (3 credit hours in each of language arts, fine arts, science, and social studies, plus 6 credit hours of additional electives from any department).
5. No more than 10 percent of the students admitted each semester may be admitted on a probationary basis by the associate dean for teacher education.

Admission Standards for Elementary Education Majors

Programs lead to certification in teaching grades 1 - 6.

Democracy, Diversity, and Social Justice Program

1. All students must submit an admission application.
2. All students must present a minimum overall GPA of 2.5 for admission.
3. All students must receive a qualifying score on the admission test required by the School of Education (PPST/Praxis I).
4. At time of application, all students must be currently enrolled in, or have successfully completed, the following courses: EDUC F205 and EDUC W200.
5. Application deadline for admission to the Democracy, Diversity, and Social Justice program for the spring semester is October 1 of the sophomore year. Applications received after the deadline may be considered, based on space availability in the program. Students will be notified in writing regarding their admission status.
6. No more than 10 percent of the students admitted to the elementary education program each semester may be admitted on a probationary basis by the associate dean for teacher education.

Praxis and Theory Into Practice Programs

1. All students must submit an admission application.
2. All students must present a minimum overall GPA of 2.5 for admission.
3. All students must receive a qualifying score on the admission test required by the School of Education (PPST/Praxis I).
4. At time of application, all students must be currently enrolled in, or have successfully completed, the following courses: EDUC P251/M101, EDUC Q200, EDUC W200, and MATH M118/A118 or MATH D116 and D117.
5. Application deadline for admission to the Praxis and Theory Into Practice programs for the spring semester is October 1. Application deadline for the fall semester is March 1. Applications received after the deadlines may not be considered until the following semester. Students will be notified in writing regarding their admission status.
6. A personal interview and/or portfolio may be required before admission.
7. Program faculty may admit up to 10 percent of each cohort on a probationary basis.

Admission Standards for Teaching All Learners: A Program in Special and Elementary Education

The Teaching All Learners program prepares individuals to teach in general elementary: grades K - 6, and special education: mild intervention, K - 6.

1. All students must submit an admission application.
2. All students must present a minimum overall GPA of 2.5 for admission.
3. All students must receive a qualifying score on the admission test required by the School of Education (PPST/Praxis I).
4. At time of application, all students must be currently enrolled in, or have successfully completed, the following courses: EDUC K205, EDUC P251/M101 (a substitute for this course

may be accepted—see an advisor), EDUC Q200, EDUC W200, and MATH M118/A118 or D116 and D117.

5. Applications are accepted for the spring semester only. Application deadline for admission to the Teaching All Learners program for the spring semester is October 1. Applications received after the deadline may be considered, based on space availability in the program. Students will be notified in writing regarding their admission status.
6. A personal interview and/or portfolio may be required before admission.
7. It is recommended that students have experience working with persons with disabilities before entering the program.

Admission Standards for Secondary (Senior High/Junior High/Middle School) Majors and All-Grade Education Majors

1. All students must submit an admission application.
2. All students must present a minimum overall GPA of 2.5 for admission.
3. All students must present a minimum GPA of 2.5 in course work in their major area. A minimum of 12 credit hours in the major area should have been completed or in progress at the time of application.
4. All students must receive a qualifying score on the admission test required by the School of Education (PPST/Praxis I).
5. At time of application, all students must be currently enrolled in, or have successfully completed, the following courses: EDUC P255/M201 (secondary) or P254/M201 (all-grade), M300, W200.
6. A personal interview and/or portfolio may be required before admission.

Admission to the Teacher Education Program, IUPUI

Students wishing to obtain a teaching certificate must be admitted to the Teacher Education Program. Education majors should note that admission to the School of Education is separate from admission to the Teacher Education Program. The standards for admission to the Teacher Education Program, listed below, apply to both education and non-education majors. The standards must be met before the student may enroll in advanced professional education courses.

1. Attain a minimum overall GPA of 2.5.
2. Achieve a minimum grade of C in COMM R110.
Note: COMM R110 may not be taken by correspondence. Achieve a minimum grade of C in ENG W131.
3. Elementary majors:
Achieve a grade of C or higher in each of the following courses: EDUC Q200, EDUC W200, MATH 130/132 or EDUC E495, MUS E241, and one of the required U.S. history courses (HIST H105 or H106).
4. Senior high/junior high/middle school (secondary) and all-grade majors:
 - a. Achieve a minimum grade of C in EDUC W200.
 - b. Achieve a minimum GPA of 2.5 in three-fourths of the general education coursework and half of the major coursework.
5. Receive qualifying scores on all sections of the admission test, the Praxis I Preprofessional Skills Test (PPST). See Education Student Services for information about the test and qualifying scores.
6. Complete formal application to the Teacher Education Program. See the School of Education home page on the World Wide Web: <http://education.iupui.edu>, for application and information.

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

Retention in the Teacher Education Program, Bloomington

In addition to the 2.5 cumulative GPA, students must also meet the following standards in order to remain in good academic standing:

1. Students must attain no lower than a grade of C in each professional education course.

2. In order to student teach, students must attain a cumulative GPA of 2.5 in all professional education courses.
3. Elementary, early childhood, and special education majors must maintain a minimum GPA of 2.0 in subject matter courses within each of the following areas: mathematics, science, social studies, language arts, and fine arts.
4. Elementary majors must attain a 2.5 GPA in the area of concentration.
5. Secondary and all-grade majors must maintain a minimum GPA of 2.5 in each teaching area.
6. To monitor student achievement and pinpoint areas of professional weakness, a system of “alerts” will be used. The purpose of the alerts is to identify students who, for nonacademic reasons, may not be successful in teaching.

When a student accumulates one or more “alerts,” a Professional Standards Committee composed of faculty and students will review the student’s work and recommend appropriate action.

Retention in the Teacher Education Program, IUPUI

In addition to the 2.5 cumulative GPA, students must also meet the following standards in order to remain in good academic standing:

1. Students must achieve a grade of C or higher in each professional education course.
2. If a student’s performance is rated as unacceptable on the Block I Rubric, the student must submit a Personal Development Plan to the Student Services Office. The guidelines for the plan are in the LT/TL Handbook.
3. In order to student teach, students must attain a cumulative GPA of 2.5 in all professional education courses and demonstrate competence on the Block II Performance Task.
4. Elementary and elementary dual-certification special education majors must maintain a minimum GPA of 2.0 in subject matter courses within each of the following areas: mathematics, science, social studies, language arts, and fine arts.
5. Secondary, and all-grade majors must maintain a minimum GPA of 2.5 in each teaching area.
6. Students who fail to demonstrate competence on performance assessments required by the LT/TL program will be notified in writing and advised of their options by a committee of the faculty.

Only students who have a profile of an appropriate GPA and successful performance assessments will be recommended for initial teacher licensure.

Assessment in the Teacher Education Program, IUPUI

Students will be expected to demonstrate the knowledge, dispositions, and skills expected of beginning teachers. These expectations are set forth by the Interstate New Teacher Assessment and Support Consortium (INTASC) and have been adopted by the Indiana Professional Standards Board. The Learning to Teach/Teaching to Learn Curriculum and Assessment Handbook outlines goals and assessment procedures for each block of professional education coursework. In addition to traditional feedback in the form of course grades, students will receive feedback on their performance relative to standards for the teaching profession at designated points in the program. Movement through the program will be contingent on satisfactory performance assessment.

Probation, Dismissal, and Reinstatement

Failure to meet the minimum standards results in academic probation or in termination.

Probation At the close of each semester and summer session, the academic progress of students in the School of Education is reviewed. Students will receive formal written notice if they have been placed on probation and are or may be subject to dismissal. Students receiving such letters should see an academic advisor as soon as possible. Once on probation, students remain on probation until all of the minimum standards have been met or surpassed. Students on academic probation have one semester to meet the minimum academic standards as detailed above.

Dismissal Once dismissed, students are placed on the all-university checklist, which means that they may not enroll in courses on any of Indiana University’s eight campuses.

Readmission Once dismissed, the student must wait for at least one semester (not to include the summer session) before applying for readmission. If the student is readmitted, the course load may be restricted or adjusted if, in the opinion of those concerned with the student’s academic performance, it is in the student’s best interest to do so. At Bloomington, the student may appeal to the Professional Standards Committee for readmission.

At IUPUI, the student should send a letter and completed form petitioning for readmission to:
 Assistant Dean for Student Services
 School of Education
 902 W. New York Street
 IUPUI
 Indianapolis, Indiana 46202-5155

Student Teaching: Elementary, Secondary, and All-Grade

Program Description A full semester of student teaching is recommended by the faculty for the student’s professional development and particularly in instances where teaching experience in both a major and minor area, in different grade levels, or in different types of school settings is sought. At IUPUI, a full semester (16 weeks) is required for students seeking elementary or senior high/junior high/middle school certification.

In addition to student teaching, a practicum of six weeks often is required for those students who wish to add an endorsement or minor to the basic license being sought.

Both student teaching and practicums are full-day, full-time, off-campus, school-based experiences that are completed in the number of consecutive weeks associated with the type of experience. The extent of actual student teacher or practicum student involvement and the assumption of full class responsibilities rests upon the mutual agreement of the student, the cooperating teacher, and the university supervisor. Augmentation of the program is achieved through participation in the total education activities of the school, and such participation is regarded as an integral part of the experience, not optional or supplemental.

The student teaching experience has been carefully designed to be as realistic and as intensive as actual teaching. This includes placing student teachers in schools with carefully selected and qualified supervising teachers. Supervision from the university is provided by specialists who have been successful classroom teachers.

Application Process Participation in the program begins with the filing of an Application for Student Teaching or Practicum before the end of the fall semester of the academic year that **precedes** the year in which the student teaching or practicum is to be done. In **Bloomington**, students are required to attend one of the application meetings held during September and October to review the application and the accompanying documents and procedures. The application will be due within two weeks of the meeting date. The application must be submitted to the campus through which the experience is intended. Student teaching or practicums will be completed through the campus where the methods course(s) are taken unless an exception is granted by the appropriate authority. At **IUPUI**, participation in the program begins by attending a Student Teaching Information Session and filing an Application for Student Teaching before the end of the fall semester of the academic year that precedes the year in which the student teaching or practicum is to be done. (Example: Apply fall 2000 for student teaching in fall 2001 or spring 2002). The application must be submitted to the campus through which the student will receive his or her certification or degree. Student teaching or practicums will be completed through the campus where the methods courses are taken unless an exception is granted by the appropriate authority.

Attention: You may be required to provide a criminal history check to school districts before participating in field placements and student teaching. School districts may deny a field placement or student teaching assignment based on a misdemeanor or felony conviction. The application process for a teaching license in Indiana requires a current criminal history check. Convicted felons may not hold a teaching license in Indiana.

Placement Decisions relative to the specific teaching assignment, type of school desired, geographic location, and possible supervisor arrangements will be discussed at the time the application is submitted. In **Bloomington**, this information will be included on the accompanying application documents. Placement recommendations from the student’s major department or school are also solicited and made a part of the placement process.

Arrangements for placement and supervision are provided by the Office of Student Teaching, Bloomington or IUPUI. Students are given the opportunity to express a preference for the type and location of school to which they will be assigned. Most placements are made in the public schools—elementary, middle, junior high, and senior high, statewide for students on the Bloomington

campus, and within Marion or one of the adjacent counties for students at IUPUI. Placements in other areas of the state will be considered, depending upon supervisory arrangements.

Students also have the option of applying for student teaching and/or practicums in special areas, such as those provided by schools for American Indian and overseas children. Such assignments must be preceded, however, by specialized study. See the section of this bulletin entitled "Student Teaching/Practicum Options."

All requests for elaboration or clarification relative to student teaching or practicums should be directed to the Office of Student Teaching, Bloomington or IUPUI.

Eligibility Requirements for Student Teaching and Practicums To be eligible for student teaching or practicums a student must:

1. have been admitted to the Teacher Education Program.
2. have submitted an Application for Student Teaching or Practicum before the end of the fall semester of the academic year preceding the year of the desired experience to the Office of Student Teaching, Bloomington or IUPUI. In **Bloomington**, students must attend one of the application meetings in September or October and submit the application within two weeks of that meeting date. At **IUPUI**, students must attend a Student Teaching Information Session and submit an Application for Student Teaching before the end of the fall semester of the academic year preceding the year of the desired experience.
3. have completed all required education courses with a grade of C or higher.
4. have 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 completed fewer than 84 credit hours prior to the semester in which the student teaching and/or practicum is to be done.)
5. have completed all of the professional education courses in the license program that have been designated as prerequisites to student teaching.
6. have completed at least three-fourths of the number of credit hours required for licensing in the major and the minor or endorsement area if student teaching or a practicum is required.
7. have successfully completed the required laboratory/field experience courses: M101, M201, M301, and M401 if elementary; M201, M303, and M403 if secondary; M201, M301, and M401 if all-grade; or K495 A, B, and C if special education.
8. have earned a minimum overall GPA of 2.5 at Indiana University.
9. have completed all professional education courses and have attained a minimum GPA of 2.5 in all professional education courses. A minimum grade of C must be attained in each professional education course. At **IUPUI**, professional education and technology courses must be no more than ten years old the semester student teaching begins.
10. if an elementary, early childhood, or special education major, (or Dual-Certification Elementary/Special Education at IUPUI) have maintained a minimum GPA of 2.0 in subject matter courses within each of the following areas: mathematics, science, social studies, language arts, and fine arts.
11. if in the secondary or all-grade program, have maintained a minimum GPA of 2.5 in each certification area.
12. show proficiency in the area(s) in which the student teaching or practicum is to be done. This requires a school, department, project, or program recommendation; and may also include passing a required qualifying examination or meeting other requirements established by the respective school, department, project, or program that has been approved.
13. if graduated from an institution outside the state, have had that transcript evaluated for deficiencies by the certification advisor for the campus, Bloomington or IUPUI, from which the student teaching will be done. This evaluation must be done before the application for student teaching can be accepted. State requirements must be met, as well as those of Indiana University that may be in addition to the state requirements. Students are seldom permitted to enroll in student teaching until they have completed some course work at Indiana University. Graduates of nonaccredited colleges or universities are not accepted for upper-level work.
14. if graduated from an in-state institution, have written release and clearance from that institution, present evidence of being enrolled in a degree or certification program at that institution, or present a transient student request.
15. if a transfer student, be enrolled at least one semester or summer in education courses on an Indiana University campus before student teaching.

Students found ineligible for student teaching or practicums may appeal this decision through the Appeals Committee on the campus where the application was submitted. At **IUPUI** this appeal should be directed to the assistant dean of student services for faculty committee review. At **Bloomington**, students should follow the appeals processes described below.

Appeals Regarding Criteria for Admission, Retention, and Program Requirements at Bloomington 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 Professional Standards Committee.
Should that appeal be denied:
2. Submit an appeal to the Associate Dean for Teacher Education.
Should that appeal be denied:
3. Submit an appeal to the University Dean of Education.

All appeals must be made in this order.

Appeals Regarding Teaching Activities at Bloomington If a student has concerns about the quality of teaching in a course in which he or she is enrolled, the student should follow this process:

1. Discuss those concerns with the instructor.
If that discussion does not resolve the student's concerns, the student should:
2. Schedule a meeting with the appropriate coordinator of that course.
If that discussion does not resolve the student's concerns, the student should:
3. Schedule a meeting with the chair of the department through which the course is offered.
If that meeting does not resolve the student's concerns, the student should:
4. Schedule a meeting with the Associate Dean for Teacher Education.

All appeals must be made in this order.

Sexual Harassment Policy Harassment on the basis of sex is a violation of Title VII. Indiana University does not tolerate sexual harassment of students and responds to every complaint. Individuals who believe that they have been sexually harassed should notify their supervisor and/or the director of the student teaching program.

Student Teaching/Practicum Options: Special Cultural Learning Opportunities

Special Cultural Immersion Student Teaching Projects Special projects in which student teaching experience may be gained are described below. Each project is open to students at Bloomington and IUPUI as well as to students from other institutions. The employment success of these projects has been very high year after year.

Note: Noneducation majors (College of Arts and Sciences, etc.) may also participate in these cultural immersion projects. They will be placed in social service agencies of their choice, and they will earn cultural course credit at the 500 level.

The American Indian Reservation Student Teaching Project This project features student teaching for students seeking elementary, secondary (almost every subject area), all-grade, and special education teaching certificates on reservations in Arizona, New Mexico, and Utah.

Placements will be made both semesters and will involve 17 weeks of student teaching and community involvement on the Navajo Indian Reservations. Student teachers will be placed in Bureau of Indian Affairs boarding schools, in tribal-controlled schools, or in public schools serving American Indian youth.

Each participant registers for 10-16 credit hours of student teaching and cultural practicum and at least one 3 credit hour course focusing on American Indian education, culture, and historical and contemporary issues and conditions. Three to 9 graduate credit hours are earned.

Student teachers are available to American Indian children not only for classroom instruction, but also for counseling, athletics, and cross-cultural interaction. All student teachers participate in a culturally oriented workshop held on campus in April to prepare them for the reservation setting. On-site seminars, readings, films, presentations by American Indian consultants, and site reports extend the workshop experience. Community involvement with American Indian adults and youth is also required. Living costs on the reservation are quite modest.

Overseas Student Teaching Project This project offers elementary, secondary (almost every major), all-grade, and special education preservice teachers the opportunity to teach in England, Scotland, Ireland, Wales, Australia, New Zealand, India, and Taiwan. Kenya is a new placement option. Participants must complete a 10-16 week student teaching assignment in Indiana before reporting to the overseas site for eight additional weeks. Each participant registers for 10-16 credit hours of student teaching and cultural practicum and for 3 credit hours of T550. Participants earn 3-9 hours of graduate credit. The project is designed for preservice teachers interested in comparing and contrasting educational systems, learning through travel, and learning more

about current international issues. Preparatory instruction and practical advice are provided before participants go abroad. On-site assignments and community involvement complement the school experience.

Graduation

B.S. Degree with Honors The School of Education recognizes high cumulative grade point averages with the designations “Distinction,” “High Distinction,” and “Highest Distinction.” 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 to earn a degree with honors. A 15 credit hour summer session is counted as one semester for this purpose.

Application for Degree

Full-time students should file an application for a Bachelor of Science degree in the School of Education during the first semester of the last year required to complete the requirements of the degree (at the beginning of the senior year). Part-time students should file an application for a degree two semesters before the completion of the requirements. At **IUPUI**, all degree candidates must have passing scores on Praxis II: National Teachers Exam (NTE) Specialty Tests to qualify for graduation and certification. On the **Bloomington** campus, students must obtain the form and file the application at the Office of Teacher Education, Education Building; at **IUPUI**, students must obtain the form and file the application at the Education Student Services Office, Education/Social Work Building 3131. **Application for a degree is the student’s responsibility, and the School of Education will not be responsible for the graduation of students who fail to file their applications.**

Application for Licensure

File an Application for a Teaching License available through Career Services at IU Bloomington or from Education Student Services at IUPUI within two weeks of graduation. **Note:** Passing scores for all state licensure exams Praxis I: Preprofessional Skills Test (PPST) and the Praxis II: National Teachers Exam (NTE) Specialty Tests, as well as a criminal history check must be on file with the School of Education before applications can be processed.

Career Services for Education Students

Anyone who has earned a degree from Indiana University or who has successfully completed or will complete 24 credit hours from Indiana University may register for placement assistance. Career Services at the School of Education in **Bloomington** and the Career Center at **IUPUI** (1) assist registrants in locating teaching, administrative, and special service positions in schools, colleges, and universities, and as appropriate in business, industry, and governmental agencies; (2) assist registrants with the development of an employment credential, and upon request, send that credential to prospective employers and other eligible agencies; (3) provide career counseling and planning services for students and alumni; (4) conduct research concerning supply-and-demand and employment trends, issues, and procedures; (5) assist employers in finding the better qualified candidates for vacant positions in their respective institutions and agencies; and (6) sponsor on-campus recruiting activities for education students.

In **Bloomington**, there is no fee for the initial registration, for updating the placement file, or for receiving career development services. A nominal fee is charged to cover the cost of duplicating, assembling, and mailing each credential file to a prospective employer. Also, after the first year, a nominal fee is required to activate the placement file to receive vacancy listings, to supply five free credentials, and to arrange for on-campus interviews. The placement year begins on October 1 and ends on September 30.

At **IUPUI**, there is a nominal fee for the initial registration and for establishing the placement file at the Career Center. 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 at: www.iupui.edu/~career.

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

Placement counselors are available to advise students in all aspects of the job search. Also, assistance is provided for resume development and for helping each student organize, plan, and conduct a successful employment campaign.

Both the Bloomington and IUPUI offices carefully follow the mandates of PL93-380, the Family Educational Rights and Privacy Act, passed by Congress in 1975. Therefore, the placement file is transmitted only at the request of the registrant. Registrants normally request files be sent by submitting a written request or by going to the office in person. Registrants may pick up a supply of credential transmittal forms in the office. Normally, telephone requests for credential transmittal will not be accepted.

Campus Interviews Interviews with educational employers are scheduled for registrants who have active files from either the Indiana University Bloomington or IUPUI campus. In Bloomington, registrants may sign up for interviews in person or by calling (812) 856-8506. Interview times and specific fields of interest as noted by the employer are provided on the weekly vacancy lists; registrants are permitted to interview only in those areas in which they are or will be certified or qualified. Registrants are encouraged to sign up for campus interviews as soon as possible after the interview schedule is announced because most interviewers have limited time to talk to candidates. Each educational interviewer will be provided a copy of the placement file of each registrant being interviewed. Only those individuals who have complete active files will be permitted to participate in on-campus interviews.

Each fall semester, the Office of Career and Employment Services at IUPUI compiles a list of companies and school districts sending representatives to that campus. Scheduled visits from the recruiting representatives of various school systems are also announced at least two weeks in advance in the *Sagamore*, the all-campus student newspaper, and in the weekly *Employment Bulletin*. Interested persons should schedule an interview by contacting the Office of Career and Employment Services.

Indiana License Types and Coverage

Standard License in Kindergarten-Primary Education (valid for teaching grades K-3)

Standard License in Early Childhood Education (valid for teaching all subjects in prekindergarten)

Standard License in Elementary Education (valid for teaching grades 1-6 and also grades 7-8 if nondepartmentalized)

Standard License in Senior High/Junior High/Middle School (valid for teaching grades 5-12)

Standard License in All-Grade Education (valid for teaching grades K-12)

To be eligible for certification in senior high/junior high/middle school and all-grade teaching, at least one major area is required.

Information about the current state licensing standards and programs is available on the Indiana Professional Standards Board web site: <http://www.state.in.us/psb>.

How to Earn a Teacher’s License While Enrolled in Other Schools of the University

For students not in the School of Education, teacher certification and degree conferral are two separate processes. In the senior high/junior high/middle school and all-grade programs students may earn certification through the School of Education while enrolled and earning a baccalaureate degree in any of the following schools of the university:

Bloomington

College of Arts and Sciences
School of Health, Physical Education, and Recreation
School of Journalism
School of Music
University Graduate School

IUPUI

School of Physical Education
Herron School of Art
School of Liberal Arts*
School of Science

Such candidates must meet **both** the degree-granting school’s graduation requirements **and** the certification requirements for the School of Education. That is to say, students earning certification must meet the general-education, professional education, and subject matter course requirements in the area in which they wish to be certified, as outlined in this bulletin; they must

also have completed a minimum of 124 credit hours (see specific degree requirements). In addition, these students must satisfy all the requirements for the degree, as stipulated by the degree-granting school. It is strongly recommended that students in this program see an academic advisor in each of the schools every semester before registering.

Note: All undergraduate students majoring in elementary education, early childhood education, and special education must be enrolled in the School of Education. These students will receive both the degree and certification from the School of Education.

* School of Liberal Arts students at IUPUI must see an academic advisor prior to program planning.

Program Options

This bulletin states only the undergraduate requirements for initial teacher certification and for the Bachelor of Science in Education degree. Students interested in graduate work in education should consult the Bulletin of the School of Education Graduate Program.

Program Options for Meeting Requirements Students must meet requirements for graduation and certification, as stated in the Bulletin of the School of Education Undergraduate Program current at the time of initial enrollment or as set forth in any subsequent bulletin. Students may not, however, choose to meet requirements as stated in the bulletin for any year prior to enrollment. Neither may students elect to meet requirements from a combination of bulletins. Requirements from a **single** bulletin must be met for each of the program components.

Second Bachelor's Degree In certain cases, the associate dean for teacher education at Indiana University Bloomington may admit baccalaureate degree holders to candidacy for a second baccalaureate degree. When such admission is granted, candidates must earn 30 additional credit hours in residence and meet the requirements of the School of Education and of the department in which they are a candidate.

Requests for deviation from department, program, or school requirements may be granted only by written approval from the respective chairperson, director, or dean (or their respective administrative representative). Disposition at each level is final.

Postbaccalaureate Certification Options There are several teacher certification options available through the Indiana University School of Education. Contact the Office of Teacher Education at Bloomington, or Education Student Services at IUPUI for further information.

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." On a personal level, the association provides a link between the educator in the field and the university.

Professionally, the association works to inform the Indiana General Assembly of current professional concerns in the university and the teaching profession. As part of its commitment to keep alumni informed, the Education Alumni Association sponsors an annual conference that focuses both on significant activities in the School of Education and on national issues of topical interest in the field of education. The annual business meeting is also conducted during the conference.

The Education Alumni Association publishes *Chalkboard*, a semiannual magazine for all graduates of Indiana University's School of Education.



Policies Governing the Undergraduate Program in Education

Credits, Standing, and Full- or Part-Time Status

Class Standing Class standing is based on total credit hours that count toward minimum degree requirements: **Freshman** 0-25 credit hours, **Sophomore** 26-55 credit hours, **Junior** 56-85 credit hours, **Senior** 86 or more credit hours.

Full- or Part-Time Status Students at Indiana University are considered to be full time when they are enrolled in 12 or more credit hours of course work; students enrolled in fewer than 12 credit hours are considered part-time students. A typical full-time load is approximately 15 credit hours.

Grading Policy

These regulations are subject to change by the University Faculty Council. The following is the official grade code of Indiana University:

A	=	4	credit points
A-	=	3.7	credit points
B+	=	3.3	credit points
B	=	3	credit points
B-	=	2.7	credit points
C+	=	2.3	credit points
C	=	2	credit points
C-	=	1.7	credit points
D+	=	1.3	credit points
D	=	1	credit point
D-	=	0.7	credit point
F	=	0	credit points = Failed
S or P	=	Satisfactory or Passing: Credit hours are awarded for S and P.	
R	=	Deferred: No credit hours awarded.	
I	=	Incomplete: No credit hours awarded.	
W	=	Withdrawn: No credit hours awarded.	

All Education courses that are required in a student's program must be passed with a grade of C or higher. Any student who receives a grade of C- or lower in a required Education course must retake that course. Students who have taken one or more required Education courses and have received a grade of C- or less, and have not retaken that class and passed it with a grade of C or higher, are not eligible for student teaching.

Grade Point Average (GPA)

The grade point average is determined by multiplying the credit hours by the credit points for each course completed, adding up all the products, and dividing the sum of the products by the number of credit hours in which credit points were received.

Satisfactory/Fail Grades (S/F)

This grading option is initiated by the professor teaching a particular course. The professor must obtain permission from the dean of the faculties to grade the class on an S/F basis, and the class must be notified during the first class session that the course will be graded on an S/F basis.

The grade of S carries no grade points and consequently is not considered in figuring grade point averages. The grade of F is used in GPA calculations.

There is no limit to the number of courses or credit hours a student may take on an S/F basis because the option is initiated by a professor. For student-initiated Pass/Fail grading option information, see the Pass/Fail section below.

Pass/Fail Option (P/F)

Within certain restrictions, students in good standing may choose to take some elective courses or general-education courses on a P/F basis. The instructor is not notified of the student's decision to take the course P/F.

Restrictions There are two restrictions to the Pass/Fail option.

1. The P/F 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 major or minor and all courses in professional education must be taken for a letter grade.

Elementary education and early childhood education majors may use the P/F option only for credit hours over and above the minimum hours required in the areas of language arts, science, social studies, mathematics, and the arts.

Secondary and all-grade students may use the P/F option only for elective credit hours or for courses that satisfy the general-education requirements.

CMCL C121, COMM C110, and ENG W131 or their approved substitutions may **not** be taken P/F at either the Bloomington or IUPUI campuses.

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

Use of the Pass/Fail Option in Computing Grade Point Averages At the end of the semester, either a P or an F is entered on the student's transcript.

If a student earns a grade higher than an F, a P is recorded on the transcript; this grade of P cannot be replaced by the actual letter grade earned in the course. The grade of P is assigned no grade points and is not considered in computing the grade point average.

If a student earns an F in the course, an F is entered on the transcript. The grade of F is treated as a regular letter grade and is used in computing the grade point average.

How to Enroll with the Pass/Fail Option 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 two weeks in a summer session. Check the *Schedule of Classes* for the exact dates.

Appropriate forms are available in Bloomington and IUPUI in the Office of Education Student Services.

Deferred Grades (R)

The deferred grade R used on the final grade report indicates that the nature of the course is such that the student's work can be evaluated only after two or more terms. Courses in which the R grade is appropriate will be announced as a deferred grade course in the *Schedule of Classes*.

Incomplete Grades (I)

If a student is not in attendance during the last several weeks of a semester, the instructor may report a grade of 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 not, the instructor shall record a grade of F or FN. At IUPUI, the student must have completed 75 percent of the course requirements and must have an I grade contract completed and on file at the scheduling office.

The time allowed for the removal of an I grade is one calendar year from the date of its recording, except that the dean of the student's college or school may authorize adjustment of this period in exceptional circumstances. By assigning an 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 I will be notified of this change of grade.

Withdrawal from Courses

Withdrawal (W) is not a grade and does not figure in hours of credit or GPA calculations.

At **Bloomington**, 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, or call the Office of Teacher Education for more details. After the automatic withdrawal date has passed, the instructor and the associate dean for teacher education make a determination about whether to give a W or an F. Ordinarily, the only acceptable reason for withdrawal is illness or obligation of employment. It's the student's responsibility to start the withdrawal procedure by getting the form and asking the appropriate people to sign it. 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 (M101, M201, M301, M303, M401, M403) is linked must initiate withdrawal from the M101, M201, M301, M303, M401, or M403 as well—such withdrawal is not automatic. Failure to do so may result in a grade of F in the Laboratory/Field Experience.

At IUPUI, an automatic W is assigned for withdrawals during the first half of the regular semester or regular summer session. During the second half of the regular semester or summer session a W must be assigned by the instructor. If the student withdraws from a course during the final quarter of the regular semester or summer session, permission must be secured from the student's dean before a W can be assigned. 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.

FX 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 FX, denoting that a grade of F has been replaced by the grade in the course when taken subsequently.

The FX policy can take effect only if the failed course was repeated after the beginning of the academic year 1976-77.

At **Bloomington**, a student may exercise this FX option for no more than three courses, totaling no more than 10 credits. A student may use the FX option only once for a given course.

The IUPUI FX policy has been revised, effective fall 1996. The new policy will allow approved undergraduate students seeking their first degree to repeat a maximum of 15 credit hours, subject to school/division approval.

Students in education must gain approval of an FX petition form before the FX policy can take effect. Forms are available in **Bloomington** in the Office of Teacher Education. At IUPUI, students should contact Education Student Services in the School of Education, Education/Social Work Building 3131.

Voluntary Withdrawal While on Probation

If a student voluntarily withdraws from school while on probation, that student may reenter school on probation at any time. Furthermore, if the reason for probation is an unacceptable grade point average, the student may reenter in good standing if, by taking 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 2.5.

Correspondence Courses

Students in residence who are carrying regular course work in the School of Education may take correspondence courses only in exceptional cases with the permission of the Office of Teacher Education at **Bloomington** or the Education Student Services office on other campuses. If a correspondence course is to be applied toward graduation requirements during the current semester, it must be completed at least 15 days prior to the close of regular campus classes that semester.

The student will not be given credit toward the Bachelor of Science in Education degree for more than 18 credit hours of course work taken by correspondence. EDUC E343, K205, M135, and M333 (and MATH 130/132 or EDUC E495 at IUPUI) may **not** be taken by correspondence and be counted toward the degree. The speech requirement also may **not** be taken by correspondence and be counted toward the degree.

At IUPUI, students will not be permitted to sign up for correspondence courses within one year of planned student teaching. Students must have a GPA of 3.0 and some experience within the area of study in which they wish to take a correspondence course.

Campus Residency Requirement

The student enrolled at Bloomington or IUPUI must complete at least 30 of the last 60 credit hours required for a specific degree program while in residence at either or both the Bloomington or IUPUI campuses of the School of Education. At **Bloomington**, the 30 credit hours should include either one regular semester with a 12 credit hour load or two summer sessions with a 6 credit hour load each session. These 30 credit hours will include methods course(s) in the major and student teaching. Some of the work in the major must also be completed on one of the two campuses, unless the student has transferred from an IU campus offering a degree in that major.

Temporary and Permanent Intercampus Transfers

To register for an individual semester or for the summer session(s) of another campus of Indiana University, the student must file a temporary Intercampus Transfer Request on the campus currently being attended with the Office of Teacher Education at **Bloomington** or the Education Student Services office on the other campuses.

To transfer permanently from one campus to another campus of Indiana University, the student must file an Intercampus Transfer Request on the campus currently being attended with the Office of Teacher Education at **Bloomington** or the Education Student Services office on the other campuses. Advance notice is necessary to allow for the transfer of records and the validation of the student's eligibility to continue studies. Contact the offices above for details and deadlines established by each campus.

Credit Hours Required for Graduation

The School of Education requires a minimum of 124 credit hours to qualify for graduation. Some programs require additional hours for graduation. Consult an advisor for specific requirements.

Undergraduate Students in Graduate Courses

There are two conditions under which undergraduate students may enroll in graduate courses: (1) Undergraduate students in their junior or senior year may take graduate courses that will count in their undergraduate program if the graduate courses are relevant to their program of study and there is no similar undergraduate course available. (2) Undergraduate students in the last semester of their senior year may take graduate courses that may later be applied to a graduate program. Graduate courses taken prior to the last undergraduate semester may not be applied to a graduate program, and no course may be applied to both an undergraduate and a graduate program. Undergraduate students who meet either of these conditions must, further, have an undergraduate GPA of 3.0 or higher, obtain written permission from the course instructor, and obtain the approval of the associate dean for graduate studies.

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 director of student teaching or the director of educational placement on either the Bloomington or IUPUI campus.

Financial Aid for Education Students

School of Education Scholarships The School of Education has several scholarships available. Application for these scholarships is made by March 1 of every year. These scholarships are awarded by the School of Education Scholarship Committee.

Indiana University Bloomington students may apply for the named scholarships, depending on the specific criteria of each scholarship and the student's qualifications. Contact the Office of Teacher Education in Bloomington for details.

At IUPUI, junior-level students with a focus in language education can apply for the Ruth Esther Holland Education award. IUPUI students may also apply for the Challenger Award Scholarship for students interested in teaching in science, social studies, or engineering at any level of education, from primary to postsecondary. Contact the Student Services Office for details or obtain a list of other scholarships available at the Curriculum Resource Center (CRC).

Bloomington Programs

Several of the education programs at the Bloomington campus have been revised or are currently under revision. Students who are already enrolled in programs should consult the 1998-2000 bulletin.

In this section, courses from several schools and departments of Indiana University are listed and coded with three- and four-letter codes that indicate the originating department. Full descriptions of courses not offered in the School of Education can be found in the bulletins for the schools and colleges offering the courses. A guide to the codes is as follows:

Schools:	ENG (English)
EDUC (School of Education)	FINA (Fine Arts)
HPER (School of Health, Physical Education, and Recreation)	FOLK (Folklore)
JOUR (School of Journalism)	FRIT (French and Italian)
MUS (School of Music)	GEOG (Geography)
SLIS (School of Library and Information Science)	GEOL (Geology)
SPEA (School of Public and Environmental Affairs)	GER (Germanic Studies)
University Graduate School	GNDR (Gender Studies)
	HISP (Spanish and Portuguese)
	HIST (History)
	HPSC (History and Philosophy of Science)
	LING (Linguistics)
Departments of the College of Arts and Sciences:	LTAM (Latin American Studies)
AFRO (Afro-American Studies)	MATH (Mathematics)
AMST (American Studies)	MEST (Medieval Studies)
ANTH (Anthropology)	NELC (Near Eastern Languages and Cultures)
AST (Astronomy)	PHIL (Philosophy)
BIOL (Biology)	PHYS (Physics)
CHEM (Chemistry)	POLS (Political Science)
CLAS (Classical Studies)	PSY (Psychology)
CMCL (Communication and Culture)	REL (Religious Studies)
CMLT (Comparative Literature)	SLAV (Slavic Languages and Literatures)
CSCI (Computer Science)	SOC (Sociology)
EALC (East Asian Languages and Cultures)	SPHS (Speech and Hearing Sciences)
ECON (Economics)	TEL (Telecommunications)
	THTR (Theatre and Drama)

The Indiana University School of Education at Bloomington offers teacher education programs leading to Indiana teaching licenses in kindergarten-primary/early childhood education, elementary education, secondary education (senior high/junior high/middle school), special/elementary education and all-grade education as outlined below. The secondary and all-grade programs require at least one major chosen from those outlined.

Minors and endorsements may also be added to any of the education programs to enhance qualifications. These are outlined in a separate section following the Bloomington teacher education programs.

New Programs in Teacher Education at Bloomington

Indiana University has been involved in preparing students to become teachers since 1851. During 1998, the School of Education in Bloomington celebrated its 90th anniversary. Among the activities associated with this celebration was a series of invited lectures by noted educators who discussed educational issues and trends. These conversations helped extend our thinking about the nature of education, as well as the place and purpose of our programs.

Teacher education has a central role in the discussion of educational purposes within the school. More than most research universities, the preparation of teachers is a key component of the school. We have devoted significant resources to our undergraduate programs in teacher education.

Obviously, much has changed from the time of IU's initial efforts to prepare teachers in the 19th century; from the founding of the school in 1908, continuing with the first students who graduated from the school in 1924, and now as we approach the 21st century. The campus as a whole has expanded and become one of the premiere research universities in the country and the

world, and the School of Education has itself developed a national and international reputation for our graduate and undergraduate offerings.

One effort that has been constant throughout our history, however, is a commitment to create and sustain high-quality, rigorous, engaging courses and programs for students aspiring to be teachers at the P-12 level. A commitment to high-quality programs in turn requires that faculty and students in the School of Education, with our colleagues from other units of Indiana University and from the public schools, engage in conversations that lead to novel initiatives, alternative directions, and new ways of thinking. Those intellectual and practical conversations are essential for ensuring the quality of our programs in teacher education.

Another reality that both faculty members and students can count on is that education—both as a field and as an activity—is perpetually evolving. New ideas, new social circumstances, changing demographic patterns, alternative perspectives and visions, and challenges to the conventional wisdom assure the continued reconsideration of education and programs that prepare future teachers. This helps make the activities associated with the study of education and the preparation of teachers lively, exciting, and challenging.

Our collective commitment to the generation of exemplary teacher education programs created through new initiatives, directions, and ways of thinking has been abundantly clear throughout the last five years. This bulletin supplement provides an outline of our most recent efforts to reconsider our programs, courses, and policies regarding teacher education. Our contemporary efforts to chart a new direction for teacher education began in the fall of 1994 as the teacher education community came together to reconsider teacher education as a primary mission of the school. Initial discussions focused on the diverse ways in which the preparation of teachers might be conceptualized, the history of teacher education reform, and the commitments that should accompany new directions in teacher education. From the very beginning, all of the people involved—faculty from Education and other units of Indiana University, graduate students, undergraduates, P-12 teachers, and others—were encouraged to be inventive and creative. Our efforts focused on raising and then answering two broad, fundamentally important questions: “What should teacher education at Indiana University be committed to?” and, based on the articulation of that commitment, “What should our programs look like?” These questions and others that followed from them provided routes for rethinking teacher education on the Bloomington campus. We continue to be committed to pushing on and beyond the conventional boundaries of teaching and teacher education, as we develop and refine courses, field experiences, and activities for students that will be intellectually engaging, practically beneficial, and high in academic quality.

Central to our discussions about the direction of teacher education was the gradual development, refinement, and eventual adoption of a set of principles that would define, in comprehensive ways, the directions that programs would pursue. In February 1996, after an extensive set of open meetings, public forums, school-wide retreats, and small group discussions, the teacher education community adopted six principles that provide a framework within which the creation of new and revised programs has proceeded. Those principles outline commitments to the importance of:

- 1. Community**
 Effective teacher preparation requires that participants develop a sense of community through engagement in shared activities and issues. The longevity of relationships required to establish community has several advantages for all its members. It brings a coherence to programs, fosters an appreciation of the power of cooperative effort, and encourages a dialogue that promotes the continual rejuvenation of teacher education. **Consequently, all our teacher education programs must foster a sense of community among their students, among faculty members, between faculty members and students, and between the university and the schools.**
- 2. Critical Reflection**
 Effective teachers reflect critically on the moral, political, social, and economic dimensions of education. This requires an understanding of the multiple contexts in which schools function, an appreciation of diverse perspectives on educational issues, and a commitment to democratic forms of interaction. **Consequently, all our teacher education programs must encourage students to develop their own social and educational visions that are connected to critically reflective practice.**
- 3. Intellectual, Personal, and Professional Growth**
 Teachers are more than technicians or purveyors of information. Accordingly, they must be committed to lifelong intellectual, personal, and professional growth. Both faculty and students must continually develop these habits of mind, requiring that our programs stimulate the exploration and development of the full range of human capabilities.

Consequently, all our teacher education programs must foster intellectual curiosity and encourage an appreciation of learning through the sustained analysis of ideas, values, and practices; and through intuition, imagination, and aesthetic experience.

4. Meaningful Experience

Teachers must be effective in actual educational settings. Thus, our teacher education programs must maintain or create experiences in schools and on campus that will assist in the development of their expertise in those settings. Students should be expected to act as thoughtful, reflective, caring practitioners as part of those experiences; and instructors must be able to assist in the development and assessment of their abilities in such settings.

Consequently, all our teacher education programs must include early and continuous engagement—through direct immersion or simulation—with the multiple realities of children, teaching, and schools.

5. Knowledge and Multiple Forms of Understanding

Effective teachers possess a well-grounded knowledge of the content areas that are central to their teaching. They also have an in-depth comprehension of the forms of knowledge embodied in the traditional disciplines, of the interdisciplinary nature of inquiry, and of the multiple forms of understanding that individual students bring to the classroom.

Consequently, all our teacher education programs must help students acquire a “practical wisdom” that integrates forms of understanding, skilled action in and outside classrooms, and a particular sensitivity to the diversity of students.

6. Personalized Learning

Good teachers build on their students’ interests, orientation to learning, and hopes. Similarly, teacher education programs should offer their students opportunities to individualize and personalize their preparation as teachers. **Consequently, all our teacher education programs must give students a significant measure of control over how, when, and where their learning takes place, thus enabling their interests and values to shape major portions of their work.**

In addition to the adoption and incorporation of this set of principles, the teacher education community has made inquiry practices and an inquiry orientation to programs, courses, and activities (in university classes and in field experiences in the public schools) a fundamental, undergirding element of our current reform efforts. In a general way, this commitment means that undergraduate instructors will not so much “tell” students what it means to be an effective teacher, but provide guidance and intellectual and practical entry points into the range of literature and scholarly debates that educational studies encompass. Students, as a result of this inquiry orientation, will develop the understandings that are necessary to become effective teachers. “Inquiry” and “practice,” “research” and teaching,” “thinking” and “doing,” will then be integrated concepts and activities rather than oppositional ones.

The specific process of developing new teacher education programs based on these six principles and on the commitment to inquiry began in the spring of 1996. In the near future, all our programs will be either significantly modified versions of previous programs or, in many cases, new programs that include courses created as a result of our collective efforts to rethink teacher education. All programs must be approved by the Teacher Education Council, the School of Education Policy Council, and the regional campuses of the IU system.

The following programs are new programs or have been revised:

- Early Childhood Education
- Democracy, Diversity, and Social Justice—an elementary education program
- Praxis: A Program for Innovative Education—an elementary education program
- Theory Into Practice—an elementary education program
- Teaching All Learners: A Program in Special and Elementary Education

Groups of faculty members, students, and teachers are continuing to create additional new and revised programs. Information about these programs will be made available following their completion and approval. These initiatives will include two new programs in secondary education: Anchoring Secondary Teacher Education in Student Beliefs and Knowledge, and Teachers as Agents of Inquiry and Social Justice; a new English education offering; a new middle school program; and a revised program in art education.

Several important changes and innovations have already taken place in teacher education at Bloomington, and other innovations are forthcoming: a new spirit of collegiality and community is in evidence; there has been, and continues to be, hard, sustained, thoughtful work on the part of everyone involved in undergraduate education; and an effort to reconsider the level of intellectual engagement and academic quality expected of our students has been undertaken that dovetails with our efforts over the last five years to reconceptualize teacher education.

Faculty, associate instructors, and staff in the School of Education look forward to working with students as we begin implementing our new programs. Our individual and collective efforts continue to be focused on developing the best possible experiences for students, and on working to enhance the quality of educational activities completed by our students, and ultimately on improving the quality of education for P-12 pupils. We are eager to begin this new phase of what is a 150-year institutional commitment of Indiana University: to offer exemplary educational opportunities for prospective teachers and to enhance the quality of educational experiences in classrooms throughout Indiana, the nation, and the world.

Students already enrolled in programs should consult the 1998-2000 bulletin.

Project TEAM

Project TEAM is a research and development initiative designed to increase the number of students from underrepresented minority backgrounds who complete their baccalaureate degree and enter the teaching profession. Based on the theme of “strengthening social justice through education,” Project TEAM offers a supportive teaching-learning community for selected students and provides academic, social, and financial assistance as needed. An important part of Project TEAM is the honors seminar that students take each semester, which is limited to students in TEAM and may be taken for 1-3 credits. The honors seminars focus on issues of social justice, multicultural teaching, collaborative inquiry, professional development, and educational leadership. Criteria for acceptance include academic record (a minimum GPA of 2.5), academic goals (a genuine interest in intellectual development and lifelong learning), involvement in community service, and a commitment to a career in education. Students admitted into Project TEAM may participate in any of the teacher education programs offered on the Bloomington campus.

Early Childhood Education Program

The undergraduate program in early childhood education is a four-year sequence of courses that prepares individuals to teach in infant/toddler and preschool programs, kindergarten through grade 3 classrooms, and work in other settings that employ early childhood professionals. The course of study is premised on the belief that students should engage in an exploration of literacy and diversity through inquiry and reflection. Literacy involves mastering a variety of symbol systems in which meaning is created and shared with others: reading, writing, art, mathematics, music, science, and others. The program enables students to acquire competence in these areas and the pedagogical expertise necessary to nurture growth and development in all young children.

Students will be actively engaged in a variety of activities, assignments, projects, and field experiences in order to: 1) acquire the knowledge, skills, and dispositions of an effective teacher; 2) develop sensitivity to issues of diversity of all forms (e.g. race, class, culture, gender, disability); and 3) embrace ethical, social, and intellectual commitments to young children.

Students will be admitted in and progress through their course work in a cohort with others who have begun at the same time. The small size of the program is designed to enhance a sense of community among students, core faculty, and practicing professionals. Practitioners from a variety of early childhood settings will be involved in the teaching of courses and the design of field experiences, thereby fostering community among those inside and outside the university.

The **Early Childhood Education Program** is divided into three main components, as follows:

General Education	41 cr.
Electives	6 cr.
Professional Education	78 cr.
Total	125 cr.

General Education (41 credit hours)

Students who think they have the competence required in a course may contact the chairperson of the department offering the course. If the department chairperson agrees, the student will be permitted to take a credit examination.

Courses listed by number are either specifically required or are part of a group from which selections must be made to fill a specific requirement. See the appropriate school bulletins for course descriptions. The speech requirement may not be met by correspondence.

Some COAS TOPICS courses may be used toward completing this general education requirement. See an advisor for course eligibility.

Language Arts (15 credit hours)*Oral Expression (3 credit hours)*

Select one course (grade of C or better required):

- CMCL C121 Public Speaking (3 cr.)
- CMCL C122 Interpersonal Communication (3 cr.)
- CMCL C223 Business and Professional Communication (3 cr.)
- EDUC F203 Communication in the Classroom (3 cr.)

Written Expression (3 credit hours)

Select one course (grade of C or better required):

- ENG W131 Elementary Composition (3 cr.)
- ENG W170 Projects in Reading and Writing (3 cr.)

World or American Literature (3 credit hours)

Select one course:

- AFRO A141-A142¹ Introduction to Writing and the Study of Black Literature I-II (4-4 cr.)
- AFRO A379 Early Black American Writing (3 cr.)
- CMLT C145 Major Characters in Western Literature (3 cr.)
- CMLT C146 Major Themes in Western Literature (3 cr.)
- ENG L101-L102 Literature Masterpieces (3-3 cr.)
- ENG L115 Literature for Today (3 cr.)
- ENG L141-L142¹ Introduction to Writing & Study of Literature I-II (4-4 cr.)
- ENG L213-L214 Literary Masterpieces (3-3 cr.)
- ENG L357 Twentieth-Century American Poetry (3 cr.)
- ENG L358 Twentieth-Century American Fiction (3 cr.)
- ENG L369 Studies in British and American Authors (3 cr.)

Children's Literature Requirement (3 credit hours) (grade of C or better required):

- EDUC X460 Children's Literature: Books for Reading Instruction (3 cr.)

Literature and Writing Electives (3 credit hours)

Select one course:

- AFRO A371 Black Literature for Teachers (3 cr.)
- CMLT C340 Women in World Literature (3 cr.)
- ENG L202 Literary Interpretation (3 cr.)
- ENG L203 Introduction to Drama (3 cr.)
- ENG L204 Introduction to Fiction (3 cr.)
- ENG L205 Introduction to Poetry (3 cr.)
- ENG L364 Native American Literature (3 cr.)
- ENG W103 Introductory Creative Writing (3 cr.)
- ENG W203 Creative Writing (3 cr.)
- ENG W231 Professional Writing Skills (3 cr.)
- ENG W270 Argumentative Writing (3 cr.)
- ENG W301 Writing Fiction (3 cr.)
- ENG W303 Writing Poetry (3 cr.)
- ENG W350 Advanced Expository Writing (3 cr.)

¹ENG L141 and L142, as well as AFRO A141 and A142, are each 4 credit hour courses. Three credit hours of each course will count as literature, and 1 credit hour of each will count as composition.

Fine Arts (4-5 credit hours)*Required:*

- MUS E241 Introduction to Music Fundamentals (2 cr.)

Electives (2-3 credit hours)

- Any studio art class (3 cr.)
- Any music performance, instrument, band, ensemble, or dance class (3 cr.)

Mathematics (7-8 credit hours)*Required:*

- MATH T104 Mathematics for Elementary Teachers via Problem Solving (4 cr.)
- P: M118/A118 or both D116 and D117 or both M119 and K300 or M211

Select one of the following options:

- MATH M118/A118 Finite Mathematics (3 cr.) or
- MATH D116 Introduction to Finite Math I (2 cr.) and
- MATH D117 Introduction to Finite Math II (2 cr.) or
- MATH M119 Brief Survey of Calculus I (3 cr.) and
- MATH K300 Statistical Techniques (3 cr.) or
- MATH M211 Calculus I (4 cr.)

Science and Technology (9 credit hours)*Science and Technology Requirements (6 credit hours):*

- EDUC Q200 Introduction to Scientific Inquiry (3 cr.)
- EDUC W200 Using Computers in Education (3 cr.)

Science Elective (3 credit hours)*Select one course:*

- AST A100 The Solar System (3 cr.)
- AST A110 Introduction to Astronomy (3 cr.)
- BIOL L100 General Biology (5 cr.)
- BIOL L104 Introductory Biology Lectures (3 cr.)
- BIOL Q201 Biological Science for Elementary Teachers (3 cr.)
- GEOL G103 Earth Science: Materials and Processes (3 cr.)
- GEOL G104 Earth Science: Evolution of the Earth (3 cr.)
- GEOL G105 Earth, Our Habitable Planet (3 cr.)
- GEOL G107 Physical Systems of the Environment (3 cr.)
- GEOL G109 Weather and Climate (3 cr.)
- GEOL G114 Prehistoric Life (3 cr.)
- GEOL G300 Environmental and Urban Geology (3 cr.)
- PHYS Q101 Physics of the Modern World (3 cr.)
- PHYS Q202 Physical Science for Elementary Teachers (3 cr.)

Social Studies (6 credit hours)*Social Studies Requirement (3 credit hours)*

Select one course:

- HIST A301-A302 American Colonial History I-II (3-3 cr.)
- HIST A303-A304 United States, 1789-1865 I-II (3-3 cr.)
- HIST A314-A315 Recent US History I-II (3-3 cr.)
- HIST H101-H102 The World in the Twentieth Century I-II (3-3 cr.)
- HIST H105-H106 American History I-II (3-3 cr.)
- HIST H111-H112 Historical Background to Contemporary Problems I-II (3-3 cr.)

Social Studies Elective (3 credit hours)

Select an additional course from above or select a course from one of the following departments to complete the Social Studies requirement:

- | | |
|--------------------------|------------------|
| Anthropology | Criminal Justice |
| Economics | Gender Studies |
| Geography (non-physical) | History |
| Political Science | Psychology |
| Religious Studies | Sociology |
| SPEA | |

Electives (6 credit hours)

Six additional credit hours of course work is required to be selected from any department within the College of Arts and Sciences, School of Business, School of Music, or School of Health, Education, and Recreation.

Professional Education (78 credit hours)

The professional component begins early in the student's educational career. Laboratory/field experiences are initiated as soon as possible and continue throughout the student's program. This component includes full-time student teaching in preschool, kindergarten, and primary grade programs.

EDUC F205	The Study of Education and the Practice of Teaching (3 cr.)
EDUC E348	Foundations of Early Care and Education from Birth to Age 3 (6 cr.)
EDUC E349	Teaching & Learning for All Young Children I: Birth through Age 3 (7 cr.)
EDUC E351	Foundations of Early Care and Education in 3- to 5- Year-Olds (6 cr.)
EDUC E352	Teaching and Learning in Preschool/Kindergarten II (10 cr.)
EDUC E353	Foundations of Early Care and Education in 5- to 8- Year-Olds (6 cr.)
EDUC E354	Teaching and Learning in Kindergarten/Primary III (10 cr.)
EDUC E450	Senior Seminar and Student Teaching I (Fall - 15 cr.)
EDUC E451	Senior Seminar and Student Teaching II (Spring - 15 cr.)

Elementary Education Programs

Democracy, Diversity, and Social Justice Program

Democracy, Diversity, and Social Justice (DDSJ) is a new elementary education program that will offer its first education courses in the spring of 2000. Over the last four years, faculty and students have developed an innovative, exciting, collaborative program with several distinctive features:

- An emphasis on the value of diversity as it pertains to students and public schools
- A commitment to explore diverse issues, ideas, and perspectives that are important for prospective teachers and schools
- A dedication to recognizing and responding to the intellectual, cultural, social, and emotional needs of elementary school students
- An enhanced role for current and prospective classroom teachers who can help improve the quality of social life
- A desire to improve the quality, value, and meaning of classrooms and schools
- A commitment to creating courses in the DDSJ program that are cohesive and integrated across the program
- An emphasis on university courses that are intellectually stimulating and connected to ongoing integrated field experiences in local classrooms
- A program structure based largely on interdisciplinary, team-taught courses in which students share significant decision-making
- A belief that faculty and students can work together in classes, and in identifying and creating inquiry-based activities

The faculty and students who have created the DDSJ program invite you to join them and to share in the continued discussions that will be necessary as DDSJ is implemented. We welcome all students as colleagues in this exciting new educational venture, as we strive to enhance the quality of educational activities at all levels and the quality of the society that education helps to shape.

The **Democracy, Diversity, and Social Justice (DDSJ) Elementary Education Program** is divided into four main components, as follows:

General Education	46-47 cr.
Inquiry	15 cr.
Electives	2-3 cr.
Professional Education	64 cr.
Total	128 cr.

General Education (46 - 47 credit hours)

Students who think they have the competence required in a course may contact the chairperson of the department offering the course. If the department chairperson agrees, the student will be permitted to take a credit examination.

Courses listed by number are either specifically required or are part of a group from which selections must be made to fill a specific requirement. See the appropriate school bulletins for course descriptions.

Some COAS TOPICS courses may be used toward completing this general education requirement. See an advisor for course eligibility.

Language Arts (12 credit hours)

Required:

Writing course (3 cr.)

Literature course (3 cr.)

Select courses from the following to meet 6 additional credit hours:

Forms of expression in literature, writing, poetry, speech, and folklore.

Courses especially recommended:

EDUC F203 Communication in the Classroom (3 cr.)

EDUC X460 Books for Reading Instruction (3 cr.)

The Arts (6 credit hours)

Fine Arts

Required:

Fine Arts studio course (3 cr.)

Select 3 additional credit hours from:

Art History, Communication and Culture, Dance, Film Studies, Music, Telecommunications, Theatre and Drama, or other areas as approved by program faculty

Mathematics (7-8 credit hours)

Students have three options to fulfill their math requirements:

MATH M118/A118 Finite Mathematics (3 cr.) **and**

MATH T104 Mathematics for Elementary Teachers via Problem Solving (4 cr.)

P: M118/A118 **or**

A grade of C or above in:

MATH M211 Calculus I (4 cr.) **and**

MATH T104 Mathematics for Elementary Teachers via Problem Solving (4 cr.)

P: M118/A118 or M211 **or**

A grade of B or above in:

MATH M119 Brief Survey of Calculus 1 (3 cr.) **or**

MATH M120 Brief Survey of Calculus 2 (3 cr.) **and**

MATH T104 Mathematics for Elementary Teachers via Problem Solving (4 cr.)

P: M118/A118 or M211

Science (9 credit hours)

Nine credit hours in the natural sciences, including at least one laboratory course; at least one 3 credit hour course each in life science, physical science, and earth/space science.

Social Studies (12 credit hours)

Required:

All students must take at least two courses at the 200 level or above.

History course (3 cr.)

Philosophy course (3 cr.)

Remaining courses must be from two of the following areas to meet the total of 12 credit hours:

Anthropology	Economics
Gender Studies	Geography (non-physical)
Political Science	Social Psychology
Sociology	

Other courses may be selected with the approval of program faculty.

Courses especially recommended for students to consider:

ANTH E200 Social and Cultural Anthropology (3 cr.)

ENG L200 Language and Culture (3 cr.)

PHIL P103 Gender, Sexuality, and Race in Philosophical Perspectives (3 cr.)

PHIL P140 Introduction to Ethics (3 cr.)
 PHIL P145 Introduction to Social and Political Philosophy (3 cr.)
 SOC S217 Social Inequality (3 cr.)
 SOC S335 Race and Ethnic Relations (3 cr.)

DDSJ Inquiry Base (15 credit hours)

Students will identify a set of 15 credit hours of inquiry courses. These courses will be organized around a theme for concentration, in-depth study. Student-selected themes can include courses in any subject area (for example, science, literature, education, or sociology), but must reflect an inquiry related to democracy, diversity and social justice. Students should be able to articulate their inquiry question and demonstrate how various courses develop their knowledge and thinking; instructors who teach in this program will provide advice and counsel to students in completing this inquiry project. A final paper related to this inquiry will become part of the students' record of accomplishments. These courses are meant to strengthen critical and social justice perspectives as well as a critical understanding of the cultural constructions of knowledge. The composition of these courses may vary greatly, reflecting students' inquiry preferences.

Electives (2 - 3 credit hours)

Professional Education (64 credit hours)

The professional component begins early in the student's educational career. Laboratory/field experiences are initiated as soon as possible and continue throughout the student's program. This component includes a minimum of a full semester of full-time student teaching in either the first or second semester of the senior year.

DDSJ Grading Policy Regarding Education Courses

Each education course listed below must be passed with a grade of C or higher. If a student receives a grade of C- or lower in any of the education courses required in the DDSJ program, he or she will have to retake that course. In the case of integrated or "block courses" (those totaling 9 credit hours), instructors in the DDSJ program will determine which segments of those courses must be retaken or what additional courses could be taken to meet the requirements of that portion of the course. Whenever possible, DDSJ instructors will arrange opportunities for students to complete independent study courses in the areas that have not been passed at the C level or above.

EDUC F205 The Study of Education and the Practice of Teaching (3 cr.)
 EDUC W200 Using Computers in Education (3 cr.)

The following authorized courses require admission to DDSJ:

EDUC E210 Learning in Social Context (9 cr.)
 EDUC E215 Curriculum & Pedagogy (3 cr.)
 EDUC E305 The Infusion of Technology (A) (1.5 cr.)
 EDUC E320 Envisioning, Exploring, and Creating Our Social Worlds through Multiple Literacies in the Elementary School (9 cr.) P/C: 9 credit hours of social studies, 9 credit hours of language arts, 6 credit hours of science, and 7 - 8 credit hours of mathematics
 EDUC E322 Diversity and Social Justice I (3 cr.)
 EDUC E305 The Infusion of Technology (B) (1.5 cr.)
 EDUC E324 Teaching Mathematics and Science for All Students (9 cr.)
 EDUC E326 Diversity and Social Justice II (3 cr.)
 EDUC E350 Personal and Professional Growth Groups (1 cr.)
 EDUC E420 Senior Seminar in Teaching and Schooling (3 cr.)
 EDUC E425 Student Teaching/Weekly Seminar (15 cr.)

Praxis: A Program for Innovative Education

The term *praxis* is defined as the intimate relationship between theory and practice, which is something this program will strive to develop. In particular, praxis suggests that the best teachers are those who are thoughtful of what it means to educate children in a democratic and pluralistic society, who regularly reflect upon their actions in light of their values, and who then alter either their values or practice in light of their reflection.

The Praxis Program retains the positive features of the elementary education program in place in the 1990s: innovative curricula, an area of concentration as part of the general education requirements, a cluster system in which students take related classes at the same time, and field experiences for three semesters in addition to student teaching. Graduates of the Praxis Program will have extensive knowledge of how children think, how to instruct so that children understand and connect ideas, and how they can make schools better.

The Praxis and Theory into Practice Programs are very similar in terms of course requirements. Both have cohorts of students who know and work with each other for two or more semesters as they move through the programs. Note that there will be more than one section per semester of most courses, so students will have flexibility in scheduling. Praxis is different from other elementary education programs in that there are only two clusters of courses prior to student teaching. Students may take some of the other professional education courses at any time and will have a choice between several additional professional education courses. In all professional education courses, there will be a focus on writing, working with diverse populations, and helping students to think critically about what they are learning.

Students will typically apply to the Praxis program during their sophomore year. Admission criteria are similar to other elementary education programs: an overall GPA of at least 2.5, passing scores on the PPST/Praxis exams, and successful completion of EDUC P251/M101, EDUC Q200, EDUC W200, and MATH M118/A118 or MATH D116 and D117.

The **Praxis Elementary Education Program** is divided into three main components, as follows:

General Education

Distribution	47 cr.
Area of Concentration	15 cr.
Electives	6 cr.
Professional Education	60 cr.
Total	128 cr.

General Education: Distribution (47 credit hours)

Students who think they have the competence required in a course may contact the chairperson of the department offering the course. If the department chairperson agrees, the student will be permitted to take a credit examination.

Courses listed by number are either specifically required or are part of a group from which selections must be made to fill a specific requirement. See the appropriate school bulletins for course descriptions. The speech requirement may not be met by correspondence.

Some COAS TOPICS courses may be used toward completing this general education requirement. See an advisor for course eligibility.

Language Arts (12 credit hours)

Oral Expression (3 credit hours) (grade of C or better required):

CMCL C121 Public Speaking (3 cr.)
 CMCL C122 Interpersonal Communication (3 cr.)
 EDUC F203 Communication in the Classroom (3 cr.)

Written Expression (3 credit hours) (grade of C or better required):

AFRO A141-A142¹ Introduction to Writing and the Study of Black Literature I-II (4-4 cr.)
 ENG L141-L142² Introduction to Writing and the Study of Literature I-II (4-4 cr.)
 ENG L198 Freshman Literature (3 cr.)
 ENG W131 Elementary Composition (3 cr.)
 ENG W143² Interdisciplinary Study of Expository Writing (1 cr.)
 ENG W170 Projects in Reading and Writing (3 cr.)

Children's Literature (3 credit hours)

ENG L390 Children's Literature (3 cr.) or
 EDUC X460 Books for Reading Instruction (3 cr.)

World Literature (3 credit hours)

AFRO A141-A142¹ Introduction to Writing and the Study of Black Literature I-II (4-4 cr.)
 CMLT C145 Major Characters in Western Literature (3 cr.)
 CMLT C146 Major Themes in Western Literature (3 cr.)
 CMLT C340 Women in World Literature (3 cr.)
 ENG L141-L142² Introduction to Writing and the Study of Literature I-II (4-4 cr.)
 ENG L202 Literary Interpretation (3 cr.)
 ENG L203 Introduction to Drama (3 cr.)
 ENG L204 Introduction to Fiction (3 cr.)
 ENG L205 Introduction to Poetry (3 cr.)

¹ENG L141 and L142, as well as AFRO A141 and A142, are each 4 credit hour courses. Three credit hours of each course will count as literature and 1 credit hour of each will count as composition.

²ENG L143 is composition credit attached to specified literature courses. It may be repeated once for credit.

Fine Arts (7 credit hours)*Music (4 credit hours)*

MUS E241 Introduction to Music Fundamentals (2 cr.)

EDUC M323 The Teaching of Music in the Elementary Schools (2 cr.) P: MUS E241

Art (3 credit hours)

FINA N110 Introduction to Studio Art (3 cr.)

Mathematics (7 credit hours)MATH M118/A118 Finite Mathematics (3 cr.) **or**MATH D116 Introduction to Finite Math I (2 cr.) **and**MATH D117 Introduction to Finite Math II (2 cr.) **and**

MATH T104 Mathematics for Elementary Teachers via Problem Solving (4 cr.)

P: M118/A118 or D116 and D117

Science (12 credit hours)

EDUC Q200 Introduction to Scientific Inquiry (3 cr.)

BIOL Q201 Biological Science for Elementary Teachers (3 cr.)

GEOL G103 Earth Science: Materials and Processes (3 cr.) **or**GEOL G104 Earth Science: Evolution of the Earth (3 cr.) **or**

GEOL G105 Earth, Our Habitable Planet (3 cr.)

PHYS Q202 Physical Science for Elementary Teachers (3 cr.)

Social Studies (9 credit hours)*United States History (3 credit hours)*

HIST A301-A302 American Colonial History I-II (3-3 cr.)

HIST A303-A304 United States, 1789-1865 I-II (3-3 cr.)

HIST A314-A315 Recent U.S. History I-II (3-3 cr.)

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

World Civilization (3 credit hours)

GEOG G110 Introduction to Human Geography (3 cr.)

GEOG G120 World Regional Geography (3 cr.)

HIST H101-H102 The World in the Twentieth Century I-II (3-3 cr.)

HIST H103 Europe: Renaissance to Napoleon (3 cr.)

HIST H104 Europe: Napoleon to the Present (3 cr.)

HIST H111-H112 Historical Background to Contemporary Problems I-II (3-3 cr.)

Electives (3 credit hours)

Select one course from any of the following departments:

Anthropology	Economics
Gender Studies	Geography (non-physical)
History	Political Science
Psychology	Religious Studies
Sociology	

General Education: Area of Concentration (15 credit hours)

The Area of Concentration requirement is designed to provide the prospective elementary teacher with depth in one school-related curriculum. Students should choose 15 credit hours from one area listed below to complete with a minimum GPA of 2.5. The credit hours completed to fulfill this requirement must be in addition to those completed to fulfill the distribution requirement. In some instances, courses taken to satisfy the Area of Concentration requirement may be applied toward extended coverage of the elementary license to teach in a specific teaching area in junior high/middle school grades 5 - 9. Students should consult an academic advisor to plan an approved sequence to fulfill the Area of Concentration requirement.

Select one area:

Fine Arts: History of Art, Studio Art, or Music

Health

Language Arts/Humanities

Mathematics

Science

Social Studies

History of Art (FINA) Area of Concentration (15 credit hours)*Required (9 credit hours):*

A101 Ancient and Medieval Art (3 cr.)

A102 Renaissance through Modern Art (3 cr.)

H100 Art Appreciation (3 cr.)

Electives (6 credit hours)

Select from FINA art history courses at the 200 level or above.

Studio Art (FINA) Area of Concentration (15 credit hours)*Required (12 credit hours):*

F100 Fundamental Studio—Drawing (3 cr.)

F101 Fundamental Studio—3D (3 cr.)

F102 Fundamental Studio—2D (3 cr.)

H100 Art Appreciation (3 cr.)

(Other 200-level studio courses may also apply)

Electives (3 credit hours):

These 3 credit hours must be chosen from the following studio areas:

Ceramics	Drawing
Graphic Design	Jewelry Design/Silversmithing
Painting	Photography
Printed and Dyed Textile Design	Sculpture

Music (MUS) Area of Concentration (15 credit hours)

Students must take the theory proficiency examination that is given during orientation week each fall or on Monday evening of the first week each fall, spring, or second summer session. Students who score below a grade of C are required to enroll in T109 Rudiments of Music. T109 may be taken concurrently with T151.

Required Core Courses (7 credit hours):

T132 Musical Skills I (1 cr.)

T151 Music Theory and Literature I (3 cr.)

T152 Music Theory and Literature II (3 cr.)

Required Performance Courses (8 credit hours):

P110 Piano Class I (2 cr.)

P120 Piano Class II (2 cr.)

V100 Voice Class (2 + 2 cr.)

Health Area of Concentration (15 credit hours)*Required (12 credit hours):*

HPER H160 First Aid and Emergency Care (3 cr.)

HPER H263 Personal Health (3 cr.)

HPER H414 Health Education Grades K - 8 (3 cr.)

HPER H464 Coordination of School Health Promotion (3 cr.) (Sem. II only)

Elective (3 credit hours):

HPER F255 Human Sexuality (3 cr.)

HPER F258 Marriage and Family Interaction (3 cr.)

HPER H180 Stress Prevention and Management (3 cr.)

HPER H220 Death and Dying (3 cr.)

HPER N220 Nutrition for Health (3 cr.)

Language Arts/Humanities Area of Concentration (15 credit hours)These 15 credit hours must be chosen from *no more than two* of the following departments:

Afro-American Studies (literature/music)	Classical Studies
Communication and Culture	Comparative Literature
English	Folklore
Foreign Language	Journalism
Linguistics	Music
Philosophy	Religious Studies
Speech and Hearing Science	Theatre and Drama

Note: At least 6 of the 15 credit hours must be taken at the 300 level or above; no more than 6 credit hours may be from the 100 level.

Mathematics Area of Concentration (15 credit hours)*Required:*

EDUC N443 Teaching Elementary School Math Problem Solving (3 cr.)
 MATH M119 Brief Survey of Calculus I (3 cr.) **and**
 MATH M120 Brief Survey of Calculus II (3 cr.) **or**
 MATH M211 Calculus I (4 cr.) **and**
 MATH M212 Calculus II (4 cr.)

Remaining credit hours to be selected from:

MATH K300 Statistical Techniques (3 cr.)
 MATH M025 Pre-Calculus Mathematics (3 cr.)
 MATH M026 Trigonometric Functions (2 cr.)
 MATH T336 Topics in Euclidean Geometry (3 cr.)

Science Area of Concentration (15 credit hours)*Required Biology Course (3 credit hours)*

Select one course:

BIOL L330 Biology of the Cell (3 cr.)
 BIOL L350 Environmental Biology (3 cr.)
 BIOL L369 Heredity, Evolution, and Society (3 cr.)
 BIOL M310 Microbiology (3 cr.) P: CHEM 2 semesters
 BIOL M315 Microbiology Laboratory (2 cr.) P: CHEM 2 semesters

Required Earth Science Course (3 credit hours)

Select one course:

AST A100 The Solar System (3 cr.)
 AST A105 Stellar Astronomy (3 cr.)
 AST A110 Introduction to Astronomy (3 cr.)
 GEOL G105 Earth, our Habitable Planet (3 cr.) **or**
 GEOL G104 Earth Science: Evolution of the Earth (3 cr.)
 GEOG G109 Weather and Climate (3 cr.)
 GEOL G114 Prehistoric Life (3 cr.)
 GEOL G121 Meteorites and Geological Processes in Planets (3 cr.)
 GEOL G300 Environmental and Urban Geology (3 cr.)
 GEOG G315 Environmental Conservation (3 cr.)

Required Physical Science Course (5 credit hours)

Select from the following:

CHEM C101 Elementary Chemistry I (3 cr.)
 CHEM C121 Elementary Chemistry Laboratory I (2 cr.)
 CHEM C102 Elementary Chemistry II (3 cr.)
 CHEM C122 Elementary Chemistry Laboratory II (2 cr.)
 PHYS P110 Energy (2 cr.)
 PHYS P120 Energy and Technology (3 cr.)
 PHYS P151 Excursions into Physics (3 cr.)
 PHYS P201 General Physics I (5 cr.)
 PHYS P202 General Physics II (5 cr.)
 PHYS S406 Research in Physics (1-3 cr.)

Required Interdisciplinary Courses (4 credit hours):

COAS E405 Integrated Science for Elementary Education (3 cr.) **and**
 EDUC Q405 Integrated Laboratory Field Experience (1-3 cr.) P: E328

Social Studies Area of Concentration (15 credit hours)

These 15 credit hours must be chosen from no more than two of the following departments:

Afro-American Studies (history)	Anthropology
Economics	Geography (non-physical)
History	History and Philosophy of Science
Political Science	Psychology
Sociology	

Note: At least 6 of the 15 credit hours in the Social Studies Area of Concentration must be from the 200 level or above. No more than 6 credit hours may be from the 100 level. Courses may be taken from more than two of the departments listed above if the courses are thematically connected.

Electives (6 credit hours)**Professional Education (60 credit hours)**

In the Praxis program, the professional education courses begin early in the student's educational career. The professional education component includes a full semester of full-time student teaching in either the first or second semester of the senior year.

Prerequisite Courses

EDUC P251 Educational Psychology for Elementary Teachers (3 cr.) **and**
 EDUC M101 Laboratory/Field Experience (2 cr.)
 EDUC W200 Using Computers in Education (3 cr.)

Required Educational Foundation Courses (6 credit hours)

EDUC E310 Legal, Ethical, and Gender Issues in Education (3 cr.)
 EDUC K205 Introduction to Exceptional Children (3 cr.) **or**
 EDUC K305 Teaching the Exceptional Learner in the Elementary School (3 cr.)

Additional Foundation Courses (6 credit hours)

EDUC E300 Teaching in a Pluralistic Society (3 cr.)
 EDUC F205 The Study of Education and the Practice of Teaching (3 cr.)
 EDUC H340 Education in American Culture (3 cr.)

Admission to the Teacher Education Program, including satisfactory completion of the PPST exam, is required for the following cluster courses.

Cluster Courses - First Semester (14 credit hours)

EDUC E343 Mathematics in the Elementary Schools (3 cr.)
 EDUC E328 Science in the Elementary Schools (3 cr.) P/C: MATH T104, PHYS Q202
 EDUC E339 Methods of Teaching Language Arts in the Elementary School (3 cr.)
 EDUC E340 Methods of Teaching Reading I (3 cr.)
 EDUC M201 Laboratory/Field Experience (2 cr.)

Cluster Courses - Second Semester (11 credit hours)

EDUC E325 Social Studies in the Elementary Schools (3 cr.)
 EDUC E341 Methods of Teaching Reading II (3 cr.) P: E340
 EDUC M333 Art Experiences for Elementary Teachers (2 cr.)
 EDUC M401 Laboratory/Early Field Experience (3 cr.)

Cluster Courses - Third Semester (15 credit hours)

All of the above Professional Education courses must be completed before student teaching.
 EDUC M420 Student Teaching Seminar: Understanding Schools (2 cr.)
 EDUC M425 Student Teaching: Elementary (13 cr.)

Theory Into Practice: A Program for Elementary Education Majors

The Theory Into Practice Program (TIP) is a four year program for students who want to be elementary school teachers. The TIP program emphasizes the application of theory and research to the day-to-day world of elementary teachers in a wide range of schools. Courses and field experiences focus on helping students develop the entry-level skills and knowledge needed to employ the current and emerging diagnostic and instructional "tools" that are used in a majority of elementary schools and that will allow them to successfully teach students with a diverse set of abilities. Through their subject concentration area, students gain in-depth experience in the subject of their choice—such as math, science, language arts, social studies, or fine arts. Program experiences are designed to help students identify knowledge that is worthwhile for elementary students and to design and teach lessons constructed around such knowledge. As a whole, program experiences provide for a close "fit" between course work and field experiences, with the goal of providing students with many opportunities to apply and reflect upon what they are learning.

Approximately 60 students (two sections) per semester will be admitted to the program. By holding enrollments at this level, the program will be able to develop a sense of community among instructors and students, and foster a sense of cooperation and support among instructors and students that will continue well beyond graduation.

Students will typically apply to the TIP program toward the end of their freshman year or early during their sophomore year. Admission criteria include an overall GPA of at least 2.5, passing scores on the PPST/Praxis exams, successful completion of EDUC P251/M101, EDUC Q200, EDUC W200, and MATH M118/A118 or D116 and D117. During their program of studies, students will complete three basic sets of requirements. The General Education component

includes work in a cross-section of courses in numerous subject areas. The Area of Concentration enables students to gain a depth of knowledge in a subject of their choice. The Professional Component includes a series of subject-specific methods courses, work in the psychology of learning, applying technology in education settings, multicultural issues, the history of American education, an examination of the purpose of schooling in America, an ongoing set of increasingly demanding field experiences and related seminars, and culminates with a semester-long student teaching experience. Throughout their program, students will build a professional portfolio demonstrating their intellectual growth and ability to reflect.

In summary, TIP is an improved version of a program with a proven track record, a history of placing its graduates, and a group of faculty who are leaders in their respective fields. Students who prefer a very practical, hands-on approach to their studies and who wish to graduate with the knowledge and skills required by a wide range of employers should consider the TIP program.

The **Theory Into Practice Elementary Education Program** is divided into three main components, as follows:

General Education	
Distribution	50 cr.
Area of Concentration	15 cr.
Electives	3-4 cr.
Professional Education	59 cr.
Total	128 cr.

General Education: Distribution (50 credit hours)

Students who think they have the competence required in a course may contact the chairperson of the department offering the course. If the department chairperson agrees, the student will be permitted to take a credit examination.

Courses listed by number are either specifically required or are part of a group from which selections must be made to fill a specific requirement. See the appropriate school bulletins for course descriptions. The speech requirement may not be met by correspondence.

Some COAS TOPICS courses may be used toward completing this general education requirement. See an advisor for course eligibility.

Language Arts (15 credit hours)

Oral Expression (3 credit hours) (grade of C or better required):

- CMCL C121 Public Speaking (3 cr.)
- CMCL C122 Interpersonal Communication (3 cr.)

Written Expression (3 credit hours) (grade of C or better required):

- AFRO A141-A142¹ Introduction to Writing and the Study of Black Literature I-II (4-4 cr.)
- ENG L141-L142¹ Introduction to Writing and the Study of Literature I-II (4-4 cr.)
- ENG L198 Freshman Literature (3 cr.)
- ENG W131 Elementary Composition (3 cr.)
- ENG W143² Interdisciplinary Study of Expository Writing (1 cr.)
- ENG W170 Projects in Reading and Writing (3 cr.)

Literature and Writing Electives (3 credit hours)

Select one course:

- CMCL C223 Business and Professional Communication (3 cr.)
- CMCL C324 Persuasion (3 cr.)
- COAS W333 Intensive Writing/Corequisite (0-3 cr.)
- EDUC F203 Communication in the Classroom (3 cr.)
- ENG W103 Introductory Creative Writing (3 cr.)
- ENG W203 Creative Writing (3 cr.)
- ENG W231 Professional Writing Skills (3 cr.)
- ENG W270 Argumentative Writing (3 cr.)
- ENG W301 Writing Fiction (3 cr.)
- ENG W303 Writing Poetry (3 cr.)
- ENG W350 Advanced Expository Writing (3 cr.)

¹ENG L141 and L142 as well as AFRO A141 and A142 are each 4 credit hour courses. Three credit hours of each course will count as literature and 1 credit hour of each will count as composition.

²ENG L143 is composition credit attached to specified literature courses. It may be repeated once for credit.

Children's Literature (3 credit hours)

- EDUC X460 Books for Reading Instruction (3 cr.) **or**
- ENG L390 Children's Literature (3 cr.)

World Literature (3 credit hours)

- AFRO A141-A142¹ Introduction to Writing and the Study of Black Literature I-II (4-4 cr.)
- CMLT C145 Major Characters in Western Literature (3 cr.)
- CMLT C146 Major Themes in Western Literature (3 cr.)
- CMLT C340 Women in World Literature (3 cr.)
- ENG L141-L142¹ Introduction to Writing and the Study of Literature I-II (4-4 cr.)
- ENG L202 Literary Interpretation (3 cr.)
- ENG L203 Introduction to Drama (3 cr.)
- ENG L204 Introduction to Fiction (3 cr.)
- ENG L205 Introduction to Poetry (3 cr.)

Fine Arts (7 credit hours)

Music (4 credit hours)

- MUS E241 Introduction to Music Fundamentals (2 cr.)
- EDUC M323 The Teaching of Music in the Elementary Schools (2 cr.) P: MUS E241

Art (3 credit hours)

- FINA N110 Introduction to Studio Art (3 cr.)

Mathematics (7 credit hours)

- MATH M118/A118 Finite Mathematics (3 cr.) **or**
- MATH D116 Introduction to Finite Math I (2 cr.) **and**
- MATH D117 Introduction to Finite Math II (2 cr.) **and**
- MATH T104 Mathematics for Elementary Teachers via Problem Solving (4 cr.)
- P: M118/A118 or D116 and D117

Science (12 credit hours)

- EDUC Q200 Introduction to Scientific Inquiry (3 cr.)
- BIOL Q201 Biological Science for Elementary Teachers (3 cr.)
- GEOL G103 Earth Science: Materials and Processes (3 cr.) **or**
- GEOL G104 Earth Science: Evolution of the Earth (3 cr.) **or**
- GEOL G105 Earth, Our Habitable Planet (3 cr.)
- PHYS Q202 Physical Science for Elementary Teachers (3 cr.)

Social Studies (9 credit hours)

United States History (3 credit hours)

- HIST A301-A302 American Colonial History I-II (3-3 cr.)
- HIST A303-A304 United States, 1789-1865 I-II (3-3 cr.)
- HIST A314-A315 Recent U.S. History I-II (3-3 cr.)
- HIST H105-H106 American History I-II (3-3 cr.)

World Civilization (3 credit hours)

- GEOG G110 Introduction to Human Geography (3 cr.)
- GEOG G120 World Regional Geography (3 cr.)
- HIST H101-H102 The World in the Twentieth Century I-II (3-3 cr.)
- HIST H103 Europe: Renaissance to Napoleon (3 cr.)
- HIST H104 Europe: Napoleon to the Present (3 cr.)
- HIST H111-H112 Historical Background to Contemporary Problems I-II (3-3 cr.)

Electives (3 credit hours)

Select one course from any of the following departments:

- | | |
|----------------|--------------------------|
| Anthropology | Economics |
| Gender Studies | Geography (non-physical) |
| History | Political Science |
| Psychology | Religious Studies |
| Sociology | |

¹ENG L141 and L142 as well as AFRO A141 and A142 are each 4 credit hour courses. Three credit hours of each course will count as literature and 1 credit hour of each will count as composition.

General Education: Area of Concentration (15 credit hours)

The Area of Concentration requirement is designed to provide the prospective elementary teacher with depth in one school-related curriculum. Students should choose 15 credit hours from one area to complete with a minimum GPA of 2.5. The credit hours completed to fulfill this requirement must be in addition to those completed to fulfill the distribution requirement. In some instances, courses taken to satisfy the Area of Concentration requirement may be applied toward extended coverage of the elementary license to teach in a specific teaching area in junior high/middle school grades 5 - 9. Students should consult an academic advisor to plan an approved sequence to fulfill the Area of Concentration requirement.

The Area of Concentration requirement for the Theory Into Practice Program is the same as that for the Praxis Program; please see the Praxis Program for the list of requirements.

Electives (3 - 4 credit hours)**Professional Education (59 credit hours)**

The professional component begins early in the student's educational career. Laboratory/field experiences are initiated as soon as possible and continue throughout the student's program. This component includes a minimum of a full semester of full-time student teaching in either the first or second semester of the senior year.

EDUC F205 The Study of Education and the Practice of Teaching (3 cr.)
 EDUC H340 Education and American Culture (3 cr.)
 EDUC P251 Educational Psychology for Elementary Teachers (3 cr.) **and**
 EDUC M101 Laboratory/Field Experiences (2 cr.)
 EDUC W200 Using Computers in Education (3 cr.)

Admission to the Teacher Education Program, including satisfactory completion of the PPST exam, is required for the remaining professional education courses (grouped by semester):

EDUC E310 Legal, Ethical, and Gender Issues in Education (3 cr.)
 EDUC E328 Science in the Elementary Schools (3 cr.) P/C: MATH T104, PHYS Q202
 EDUC E343 Mathematics in the Elementary School (3 cr.) **and**
 EDUC M201 Laboratory/Field Experience (2 cr.)
 EDUC E339 Methods of Teaching Language Arts in the Elementary School (3 cr.)
 EDUC E340 Methods of Teaching Reading I (3 cr.)
 EDUC E325 Social Studies in the Elementary Schools (3 cr.) **and**
 EDUC M401 Laboratory/Field Experience (2 cr.)
 EDUC E341 Methods of Teaching Reading II (3 cr.) P: E340
 EDUC K305 Teaching the Exceptional Learner in the Elementary School (3 cr.)
 EDUC M333 Art Experiences for Elementary Teachers (2 cr.)

All of the above Professional Education courses must be completed before student teaching.

EDUC M420 The Student Teaching Seminar: Understanding Schools (2 cr.)
 EDUC M425 Student Teaching: Elementary (13 cr.)

Teaching All Learners: A Program in Special and Elementary Teacher Education

The goal of the Teaching All Learners Program is to prepare undergraduate students with knowledge of effective strategies and curriculum associated with teaching in classrooms with students having a wide range of developmental levels and abilities. Graduates of this program will be prepared to work as consultant teachers, co-teachers in inclusive settings, teachers in self-contained classrooms for students with mild disabilities, and general elementary education teachers. Successful completion of this program will result in a recommendation for both elementary: grades K - 6, and special education: mild intervention, K - 6 licenses.

In Teaching All Learners, we emphasize the following:

- Developing a strong understanding of general education curriculum and techniques
- Developing mastery in working with students with exceptional behavioral and educational needs
- The integration of theories, philosophies, and techniques more typically associated separately with either general or special education traditions
- Research and inquiry
- Collaborative teaching and learning
- Intensive field-experience

The **Teaching All Learners Program** prepares individuals to teach general elementary: K - 6, and special education: mild intervention, K - 6.

The Teaching All Learners Program is divided into two main components as follows:

General Education	48-49 cr.
Professional Education	79 cr.
Total	128-129 cr.

General Education: Distribution (48-49 credit hours)

Students who think they have the competence required in a course may contact the chairperson of the department offering the course. If the department chairperson agrees, the student will be permitted to take a credit examination.

Courses listed by number are either specifically required or are part of a group from which selections must be made to fill a specific requirement. See the appropriate school bulletins for course descriptions. The speech requirement may not be met by correspondence.

Some COAS TOPICS courses may be used toward completing this general education requirement. See an advisor for course eligibility.

Language Arts (15 credit hours)

Oral Expression (3 credit hours) (grade of C or better required):

CMCL C121 Public Speaking (3 cr.)
 CMCL C122 Interpersonal Communication (3 cr.)

Written Expression (3 credit hours) (grade of C or better required):

ENG L198 Freshman Literature (1-3 cr.)
 ENG W131 Elementary Composition (3 cr.)
 ENG W143¹ Interdisciplinary Study of Expository Writing (1-2 cr.)
 ENG W170 Projects in Reading and Writing (3 cr.)

Literature and Writing Electives

Select any course from above or the following, to total 9 credit hours in oral and written expression:

CMCL C223 Business and Professional Communication (3 cr.)
 CMCL C324 Persuasion (3 cr.)
 EDUC F203 Communications in the Classroom (3 cr.)
 ENG W103 Introductory Creative Writing (3 cr.)
 ENG W203 Creative Writing (3 cr.)
 ENG W231 Professional Writing Skills (3 cr.)
 ENG W270 Argumentative Writing (3 cr.)
 ENG W301 Writing Fiction (3 cr.)
 ENG W303 Writing Poetry (3 cr.)
 ENG W350 Advanced Expository Writing (3 cr.)
 SPHS S221/A100 American Sign Language I (4 cr.)

Children's Literature (3 credit hours)

ENG L390 Children's Literature (3 cr.) **or**
 EDUC X460 Books for Reading Instruction (3 cr.)

World Literature (3 credit hours)

AFRO A141-A142² Introduction to Writing and the Study of Black Literature I-II (4-4 cr.)
 CMLT C145 Major Characters in Western Literature (3 cr.)
 CMLT C146 Major Themes in Western Literature (3 cr.)
 ENG L141-L142² Introduction to Writing and the Study of Literature I-II (4-4 cr.)
 ENG L202 Literary Interpretation (3 cr.)
 ENG L203 Introduction to Drama (3 cr.)
 ENG L204 Introduction to Fiction (3 cr.)
 ENG L205 Introduction to Poetry (3 cr.)

Fine Arts (5 credit hours)

Music (2 credit hours)

MUS E241 Introduction to Music Fundamentals (2 cr.)

Art (3 credit hours)

FINA N110 Introduction to Studio Art (3 cr.)

¹ENG L143 is composition credit attached to specified literature courses. It may be repeated once for credit.

²ENG L141 and L142, as well as AFRO A141 and A142, are each 4 credit hour courses. Three credit hours of each course will count as literature and 1 credit hour of each will count as composition.

Mathematics (7-8 credit hours)*Required:*

MATH T104 Mathematics for Elementary Teachers via Problem Solving (4 cr.)
 P: M118/A118 or D116 and D117

Also Required:

MATH M118/A118 Finite Mathematics (3 cr.) **or**
 MATH D116 Introduction to Finite Math I (2 cr.) **and**
 MATH D117 Introduction to Finite Math II (2 cr.)

Science (12 credit hours)*Required:*

EDUC Q200 Introduction to Scientific Inquiry (3 cr.)

Select one course:

BIOL Q201 Biological Science for Elementary Teachers (3 cr.)
 BIOL L100 Humans and the Biological World (5 cr.)
 BIOL L104 Introductory Biology Lectures (3 cr.)

Select one course:

GEOL G103 Earth Science: Materials and Processes (3 cr.)
 GEOL G104 Earth Science: Evolution of the Earth (3 cr.)
 GEOL G105 Earth, Our Habitable Planet (3 cr.)
 GEOL G131 Oceans and Our Global Environment (3 cr.)

Select one course:

PHYS Q202 Physical Science for Elementary Teachers (3 cr.)
 PHYS P101 Physics in the Modern World (4 cr.)

Social Studies (9 credit hours)*United States History (3 credit hours)*

HIST A301-A302 American Colonial History I-II (3-3 cr.)
 HIST A303-A304 United States, 1789-1865 I-II (3-3 cr.)
 HIST A314-A315 Recent United States History I-II (3-3 cr.)
 HIST H105-H106 American History I-II (3-3 cr.)

World Civilization (3 credit hours)

GEOG G110 Introduction to Human Geography (3 cr.)
 GEOG G120 World Regional Geography (3 cr.)
 HIST H101-H102 The World in the Twentieth Century I-II (3-3 cr.)
 HIST H103 Europe: Renaissance to Napoleon (3 cr.)
 HIST H104 Europe: Napoleon to the Present (3 cr.)

Electives (3 credit hours)

Select one course from any of the following departments:

Anthropology	Economics
Gender Studies	Geography (non-physical)
History	Political Science
Psychology	Religious Studies
Sociology	

Professional Education (79 credit hours)

In the Teaching All Learners Program, the professional education courses begin early in the student's educational career. The courses in the major area begin in the spring of the sophomore year. Although there is some program flexibility, by the junior year, most general education requirements should be completed.

Computing Course (3 credit hours)

EDUC W200 Using Computers in Education (3 cr.)

Educational Foundation Courses (10 credit hours)

EDUC P251 Educational Psychology for Elementary Teachers (3 cr.) **and**
 EDUC M101 Laboratory/Field Experience (2 cr.)
 EDUC K205 Introduction to Exceptional Children (3 cr.)
 EDUC E300 Teaching in a Pluralistic Society (3 cr.)

Admission to the Teacher Education Program, including satisfactory completion of the PPST exam, is required for the following courses.

Learner and Learning Environments

Sophomore II - spring semester only (7 credit hours)
 EDUC K343 Survey of Social, Emotional, and Behavioral Disorders (3 cr.)
 EDUC K370 Introduction to Learning Disorders (3 cr.)
 EDUC K490 Special Topics (1 cr.)

Instructional Content and Context I: Curriculum Development and Lesson Presentation

Junior I - fall semester only (14 credit hours)
 EDUC E328 Science in Elementary Schools (3 cr.)
 EDUC E342 Survey of Reading and Language Arts Methods (3 cr.)
 EDUC E343 Mathematics in the Elementary Schools (3 cr.)
 EDUC K352 Education of Children with Learning Problems (3 cr.)
 EDUC K495A Practicum (2 cr.)

Instructional Content and Context II: Organizing and Adapting Instruction Environments

Junior II - spring semester only (14 credit hours)
 EDUC E325 Social Studies in Elementary Schools (3 cr.)
 EDUC E341 Methods of Teaching Reading II: Diagnosis and Corrective Instruction in Elementary Reading (3 cr.)
 EDUC K352 Education of Children with Learning Problems (1 cr.)
 EDUC K371 Assessment and Individualized Instruction (3 cr.)
 EDUC K495B Practicum (2 cr.)
 EDUC M333 Art Experiences for Elementary Teachers (2 cr.)

Becoming a Teacher: Defining and Expanding Roles

Senior I - fall semester only (14 credit hours)
 EDUC H340 Education and American Culture (3 cr.)
 EDUC K344 Teaching Students with Emotional/Behavioral Disorders (3 cr.)
 EDUC K361 Assistive Technology for Elementary Students with Disabilities (2 cr.)
 EDUC K362 Team Approaches to the Education of Students with Disabilities (3 cr.)
 EDUC K495C Practicum (2 cr.)
 EDUC Y420 Educational Research: Approaches and Issues (1 cr.)

Student Teaching

Senior II - spring semester only (16 credit hours)
 EDUC M482 Student Teaching (16 cr.)

Secondary Education Programs

The Secondary Education Programs are currently under revision and new programs are in the process of being created and approved. Please see your advisor in the Office of Teacher Education for information on these programs.

Leads to certification in Senior High/Junior High/Middle School Education.

The Bloomington campus offers two ways to achieve this license:

1. Standard Program
2. Community of Teachers

The Secondary Education License has three basic areas of requirements:

1. Professional Education Requirements
2. General Education Requirements
3. Teaching Major Requirements

The Standard Program is divided into four components. Course work must total 124 credit hours, as follows:

General Education	40 cr.
Professional Education ¹	32 cr.
Subject Matter Specialty Studies	36-52 cr. ¹
Electives (credit hours to reach 124)	0-16 cr. ²
Total required for graduation	124 cr.

¹Credits vary—see subject areas for the specific number of credit hours required for each subject.

²Approximate because subject matter concentration credit hours may be used to satisfy general-education requirements, leaving the need for more electives to reach 124 credit hours for graduation.

Courses used to satisfy general-education requirements also may be applied to fulfill requirements for a subject matter specialty study. In such cases, the course may be used to meet all requirements to which it will apply, but the credit hours may be counted **only once** toward the total of 124 credit hours needed for a degree. With the exception of MATH M025, MATH M026, and MUS X040, no course below the 100 level and no course with a “J” prefix in the College of Arts and Sciences may be used to meet the subject matter specialty study requirement.

General Education–Standard Program and A Community of Teachers (40 credit hours)

To attain the minimum 40 credit hours, the student will have to take more than the minimum number of credit hours in at least one of the three stated categories. The number of credit hours in each category is also limited by a maximum number. The speech requirement may not be met by correspondence. Credit examinations are available to students who believe they have the competence required in a course, if the department chairperson agrees. See appropriate school bulletins for course descriptions. Also, some COAS TOPICS courses may be used toward completing the general-education requirement. See an advisor for course eligibility.

HUMANITIES (18-24 credit hours)

Oral and Written Expression (9 credit hours)

Oral Expression (3 credit hours) (grade of C or better required)

CMCL C121 Public Speaking (3 cr.)

CMCL C122 Interpersonal Communication (3 cr.)

Written Expression (2 credit hours) (grade of C or better required)

AFRO A141-A142¹ Introduction to Writing and the Study of Black Literature I-II (1-1 cr.)

ENG L141-L142¹ Introduction to Writing and the Study of Literature I-II (1-1 cr.)

ENG L198 Freshman Literature (3 cr.)

ENG W131 Elementary Composition (3 cr.)

ENG W143² Interdisciplinary Study of Expository Writing (1 cr.)

ENG W170 Projects in Reading and Writing (3 cr.)

Select courses from the following to meet a total of 9 credit hours in Oral and Written Expression:

ENG W103 Introductory Creative Writing (3 cr.)

ENG W203 Creative Writing (3 cr.)

ENG W231 Professional Writing Skills (3 cr.)

ENG W270 Argumentative Writing (3 cr.)

ENG W301 Writing Fiction (3 cr.)

ENG W303 Writing Poetry (3 cr.)

ENG W350 Advanced Expository Writing (3 cr.)

CMCL C223 Business and Professional Communication (3 cr.)

CMCL C324 Persuasion (3 cr.)

Remaining Humanities

Distribution courses are to be selected from at least two departments. Speech or English may be used as one of the departments, but some course work must be taken outside of either one of these two departments to fulfill the distribution requirement. Students should refer to the Bulletin of the College of Arts and Sciences for descriptions and listings of courses. Students may take higher-level courses when prerequisites are met.

Departments

Afro-American Studies (Literature and Music)	Jewish Studies
Central Eurasian Studies	Journalism
Classical Studies	Linguistics
Communication and Culture (Speech Communication)	Music
Comparative Literature	Near Eastern Languages and Cultures
East Asian Languages and Cultures	Philosophy
English	Religious Studies
Fine Arts	Slavic Languages and Literatures
Folklore	Spanish and Portuguese
French and Italian	Telecommunications
Germanic Studies	Theatre and Drama
Health, Physical Education, and Recreation: HPER R160 only	

¹ENG L141 and L142 as well as AFRO A141 and A142 are each 4 credit hour courses. Three credit hours of each course will count as literature and 1 credit hour of each will count as composition.

²ENG W143 is composition credit attached to specified literature courses. It may be repeated once for credit.

LIFE AND PHYSICAL SCIENCES (9-15 credit hours)

Life Sciences

A minimum of 3 credit hours from courses offered in either anatomy and physiology or biology. Students should refer to the Bulletin of the College of Arts and Sciences for descriptions and listings of courses. Students may take higher-level courses when prerequisites are met.

Departments

Anatomy and Physiology

Biology

Physical Sciences and Mathematics

A minimum of 3 credit hours from courses offered in the following departments. Students should refer to the Bulletin of the College of Arts and Sciences for descriptions and listings of courses. Students may take higher-level courses when prerequisites are met.

Departments

Astronomy

Chemistry

Computer Science

Geography (physical)

Geology

Mathematics

Physics

Electives

Sufficient electives to complete the 9 credit hour minimum in life and physical sciences. The following are the only HPER courses that will satisfy this science requirement:

H318 Drug Use in American Society (3 cr.)

H263 Personal Health (3 cr.)

P397 Kinesiology (3 cr.)

P409 Basic Physiology of Exercise (3 cr.)

SOCIAL AND BEHAVIORAL SCIENCES (9-15 credit hours)

Distribution of 9 credit hours to be selected from at least three of the following departments. Students should refer to the Bulletin of the College of Arts and Sciences for descriptions and listings of courses. Students may take higher-level courses when prerequisites are met.

Departments

Afro-American Studies

(History, Culture, and Social Issues)

Anthropology

Economics

Geography

History

Political Science

Psychology

Sociology

Professional Education–Standard Program (35 credit hours)

These courses must be taken before admission to the Teacher Education program:

EDUC W200 Using Computers in Education (3 cr.)

EDUC P255 Educational Psychology for Secondary Teachers (3 cr.) **and**

EDUC M201 Laboratory/Field Experience (2 cr.)

EDUC M300 Teaching in a Pluralistic Society (3 cr.)

This course may be taken before admission to the Teacher Education program:

EDUC H340 Education and American Culture (3 cr.)

Admission to the Teacher Education Program, including satisfactory completion of the PPST exam, is required for the remaining professional education courses:

EDUC M314 General Methods for Senior High/Junior High/Middle School Teachers (3 cr.) **and**

EDUC M303 Laboratory/Field Experience: Junior High/Middle School (1 cr.)

EDUC M464 Methods of Teaching Reading (3 cr.)

EDUC M403 Laboratory/Field Experience (0-1 cr.) (To be taken concurrently with the special methods course—see below)

Special Methods Course (3-4 credit hours)

(To be completed in the major area)

EDUC M441 Methods of Teaching Social Studies (3 cr.)

EDUC M445 Methods of Teaching Foreign Languages (4 cr.)

EDUC M446 Methods of Teaching Senior High/Junior High/Middle School Science (4 cr.)

EDUC M450 Methods of Teaching High School Journalism (3 cr.)

EDUC M452 Methods of Teaching Senior High/Junior High/Middle School English (3 cr.)

EDUC M456 Methods of Teaching Physical Education (3 cr.)

EDUC M457 Methods of Teaching Senior High/Junior High/Middle School Mathematics (3 cr.)

EDUC M458 Methods of Teaching Health and Safety (3 cr.)
 EDUC M463 Methods in Speech and Hearing Therapy (3 cr.)
 EDUC M478 Methods of Teaching High School Speech and Theatre (4 cr.)

Student Teaching (10-16 credit hours)

EDUC M480 Student Teaching: Secondary School (10-16 cr.)

An application for student teaching must be filed in the office of the director of student teaching in the School of Education by December 15 of the year prior to the academic year in which student teaching is desired. Student teaching may require a full 10 to 16 weeks away from the Bloomington campus.

Electives to reach 124 credit hours

Professional Education — A Community of Teachers

A highly individualized way to earn a secondary teaching license, A Community of Teachers (CoT) centers on an ongoing seminar that features intensive, hands-on work in one school. Students complete the program not by earning course credits, but by completing a portfolio of evidence of their ability as teachers.

The Seminar The central requirement of the program is an ongoing seminar (EDUC S400) that is led from one semester to the next by the same faculty member. Each seminar group contains students from different majors and includes both beginning students and student teachers. Each semester, the seminar's focus is determined by the students and their professor; and under the umbrella of the seminar, each student organizes and carries out an individualized program of preparation. The seminar replaces five of the professional education courses of the standard program: EDUC W200, EDUC P255, EDUC H340, EDUC M300, and EDUC M314, as well as all fieldwork courses associated with them (EDUC M201, EDUC M301, EDUC M401, and EDUC M403). However, completion of any of these courses still counts as progress toward the completion of the CoT program.

The Apprenticeship CoT students spend one day a week in a school of their choice, working with a teacher of their choice who has consented to be their mentor. The relationship continues throughout students' professional preparations, including student teaching.

The Portfolio The activities of the apprenticeship are guided by a list of 30 Program Expectations that students satisfy by building evidence of their teaching capabilities. The evidence is organized in a portfolio that supports the case students must make to the faculty of their readiness to enter the profession.

Requirements (24-44 credit hours)

EDUC S400 Field-Based Seminar in Teacher Education (4 cr., repeatable)

Students take S400 each semester that they are in the program. The minimum tenure in S400 is two semesters (8 cr.), but five semesters (20 cr.) is more typical. The CoT requirements for admission to teacher education are identical to those of the standard program, except that students need to complete only one semester of S400 to apply.

Special Methods Course (3-4 credit hours)

(To be completed in the major area)

EDUC M441 Methods of Teaching Social Studies (3 cr.)
 EDUC M445 Methods of Teaching Foreign Languages (4 cr.)
 EDUC M446 Methods of Teaching Senior High/Junior High/Middle School Science (4 cr.)
 EDUC M450 Methods of Teaching High School Journalism (3 cr.)
 EDUC M452 Methods of Teaching Senior High/Junior High/Middle School English (3 cr.)
 EDUC M456 Methods of Teaching Physical Education (3 cr.)
 EDUC M457 Methods of Teaching Senior High/Junior High/Middle School Mathematics (3 cr.)
 EDUC M458 Methods of Teaching Health and Safety (3 cr.)
 EDUC M463 Methods in Speech and Hearing Therapy (3 cr.)
 EDUC M478 Methods of Teaching High School Speech and Theatre (4 cr.)

EDUC M464 Methods of Teaching Reading (3 cr.)

EDUC M480 Student Teaching: Secondary School (10-16 cr.)

Electives and other area requirements to reach 124 credit hours.

Students must satisfy the portfolio requirement to earn their teaching licenses. Students who already hold bachelors' degrees may also complete their license requirements through CoT.

Admittance to CoT is by application and interview. For more information, contact **Tom Gregory**, Education 3206, 856-8144; Internet: GREGORY@Indiana.edu; or visit the CoT web site: <http://education.indiana.edu/~comteach/>.

Subject Matter Specialty Studies — Standard Program and A Community of Teachers (majors)

Credit hour requirements for majors are listed below. To be licensed, a student must have at least one major area.

The specific requirements in the various subject matter majors are given in detail below. A student may be exempted from a part of the required subject matter courses if such courses have been successfully completed on the high school level or its educational equivalent. In this case the student should substitute electives or an equivalent number of credit hours in the subject matter area.

Credit earned in general education may be used where applicable to meet the course requirements in any subject matter area.

ENGLISH Major (36 credit hours)

Changes are pending in the English program. See an advisor for details.

Required:

ENG L202 Literary Interpretation (3 cr.)
 ENG L371 Introduction to Criticism (3 cr.)
 EDUC L512 (undergraduate course number to be assigned) Teaching Writing in Middle and Secondary Schools (3 cr.)
 ENG W350 Advanced Expository Writing (3 cr.)

Writing (3 credit hours)

Select one course:

ENG W203 Creative Writing (3 cr.)
 ENG W231 Professional Writing Skills (3 cr.)
 ENG W240 Community Service Writing (3 cr.)
 ENG W270 Argumentative Writing (3 cr.)

Language (3 credit hours)

Select one course:

ENG G205 Introduction to English Language (3 cr.)
 ENG G302 Structure of Modern English (3 cr.)
 ENG G405 Studies in English Language (3 cr.)
 LING L103 Introduction to the Study of Language (3 cr.)
 EDUC L500 (undergraduate course number to be assigned) (English section)
 Instructional Issues in Language Learning (3 cr.)

Literature

Select one course (3 credit hours):

ENG E301 Literatures in English to 1600 (3 cr.)
 ENG L305 Chaucer (3 cr.)

Select one course (3 credit hours):

ENG E302 Literatures in English 1600 - 1800 (3 cr.)
 ENG L202 Shakespeare (3 cr.)
 ENG L313 Early Plays of Shakespeare (3 cr.)
 ENG L314 Later Plays of Shakespeare (3 cr.)

Select one course (3 credit hours):

ENG E303 Literatures in English 1800 - 1900 (3 cr.)
 ENG E351 American Literature to 1865 (3 cr.)
 ENG L348 19th Century British Fiction (3 cr.)
 ENG L352 American Literature 1865 - 1914 (3 cr.)
 ENG L355 19th Century American Fiction (3 cr.)

Select one course (3 credit hours):

ENG E304 Literatures in English 1900 - Present (3 cr.)
 ENG L383 Studies in British or Commonwealth Culture (3 cr.)

Select one course (3 credit hours):

ENG L392 Literature for Young Adults (3 cr.)
 EDUC L535 (undergraduate course number to be assigned)
 Teaching Young Adult Literature (3 cr.)

Select one course (3 credit hours):

AFRO A249 African-American Biography (3 cr.)
 AFRO A277/A278 Images of Blacks in Film 1903 - 1950s; Contemporary Black Film (3-3 cr.)
 AFRO A363/A364 Blacks in American Drama and Theatre 1767 - 1914; 1945 - Present (3-3 cr.)
 AFRO A379 Early Black American Writing (3 cr.)
 AFRO A380 Contemporary Black American Writing (3 cr.)
 AFRO A471 Contemporary Black Poetry (3 cr.)
 AFRO A480 The Black Novel (3 cr.)
 ENG L207 Women and Literature (3 cr.)
 ENG L241 American Jewish Writers (3 cr.)
 ENG L249 Representations of Gender and Sexuality (3 cr.)
 ENG L364 Native American Literatures (3 cr.)
 ENG L374 Ethnic American Literatures (3 cr.)
 ENG L376 Studies in Jewish Literature (3 cr.)
 ENG L378 Studies in Women and Literature (3 cr.)
 CMLT C257 Asian Literature and the Other Arts (3 cr.)
 CMLT C261 Introduction to African Literature (3 cr.)
 CMLT C266 Introduction to East Asian Fiction (3 cr.)
 CMLT C300 Modernity and Tradition in Yiddish Literature and Culture (3 cr.)
 CMLT C340 Women in World Literature (3 cr.)
 CMLT C361 Literature and Cultures of Africa (3 cr.)
 GER Y350 Yiddish Culture in America (3 cr.)
 HISP S220 Chicano and Puerto Rican Literature (3 cr.)
 GNDR G101 Women, Gender, and Culture (3 cr.)
 GNDR G225 Gender, Sexuality, and Popular Culture (3 cr.)
 FOLK F131 Introduction to Folklore in the U.S. (3 cr.)
 FOLK F352 Native American Folklore/Folklife/Folk Music (3 cr.)
 FOLK F356 Chicano Folklore/Folklife/Folk Music (3 cr.)
 FOLK F363 Women's Folklore/Folklife/Folk Music (3 cr.)

FOREIGN LANGUAGES

Majors All foreign language teaching majors require the completion of a minimum of 36 credit hours, including 30 credit hours (Chinese, 24; Japanese, 24; Russian, 31) in 300- and 400-level courses. No course below the 200 level will count toward completion of the major.

Students may place out of some 200-level language requirements by examination. See an advisor for details.

During EDUC M445 Methods of Teaching Foreign Language, majors must take a departmental proficiency examination that tests oral or written (for Latin) proficiency. The examination may be taken more than once, but it must be passed before the student can be admitted to student teaching.

CHINESE (EALC) Major (36 credit hours)

The Chinese teaching major at IU Bloomington requires the completion of a minimum of 36 credit hours*, including 24 hours at the 300 and 400 levels. The candidate may **not** count any Chinese course below the 200 level toward licensing.

Language (14 credit hours)

† EALC C201-C202 Second-Year Chinese I-II (4-4 cr.) **or**
 EALC C223 Intensive Second-Year Chinese (10 cr.)**
 †† EALC C301-C302 Third-Year Chinese I-II (3-3 cr.) **or**
 EALC C323 Intensive Third-Year Chinese (10 cr.)***

* Please note: specific courses listed under each requirement are subject to change (i.e., there may be deletions or additions as the curriculum is revised). Students must consult the EALC advisor to determine the appropriate courses for the teaching major.

** Only 8 credits count toward the language requirement.

*** Only 6 credits count toward the language requirement.

† Candidates whose performance in the placement examination exempts them from taking the second-year language courses shall be required to take 6 credit hours (2 courses) in East Asian culture courses in addition to the requirements in the Literature, Culture, and Electives categories.

†† Candidates whose performance in the placement examination exempts them from taking the second-year and third-year language courses shall be required to take 12 credit hours (4 courses) from other EALC course offerings in addition to the requirements in the Literature, Culture, and Electives categories.

Literature (6 credit hours)*Select one course:*

CMLT C375 Chinese-Western Literary Relations (3 cr.)
 EALC C361-C362 Introduction to Classical Chinese (3-3 cr.)
 EALC C451-C452 Advanced Classical Chinese (3-3 cr.)
 EALC E351 Studies in East Asian Culture (3 cr., subject to approval of advisor)
 EALC E374 Early Chinese Philosophy (3 cr.)

Select one course:

EALC C431 Readings in Modern Chinese Literature I (3 cr.)
 EALC E331-E332 Chinese Literature I-II (3-3 cr.)
 EALC E333 Chinese Cinema (3 cr.)
 EALC E351 Studies in East Asian Culture (3 cr., subject to approval of advisor)
 EALC E471 Twentieth-Century Chinese Literature (3 cr.)

Culture and Civilization (6 credit hours)

EALC E251 Traditional East Asian Civilization (3 cr.) **or**
 HIST H237 Traditional East Asian Civilization (3 cr.)

Select one course:

EALC E232 China: The Enduring Heritage (3 cr.)
 EALC E252 Modern East Asian Civilization (3 cr.) **or**
 HIST H207 Modern East Asian Civilization (3 cr.)
 EALC E300 Studies in East Asian Civilization (3 cr.)
 EALC E301 Chinese Language and Culture (3 cr.)
 EALC E302 Geographic Patterns in China (3 cr.)
 EALC E350 Studies in East Asian Society (3 cr.)
 EALC E351 Studies in East Asian Culture (3 cr.)
 EALC E384 East Asian Nationalism and Cultural Identity (3 cr.)
 FINA A464 Early Chinese Art and Archaeology (4 cr.)
 HIST G380 Early China (3 cr.)
 HIST G382 China: The Age of Glory (3 cr.)
 HIST G383 China: The Later Empires (3 cr.)
 HIST G385 Modern China (3 cr.)
 HIST G387 Contemporary China (3 cr.)
 POLS Y333 Chinese Politics (3 cr.)

Electives (10 credit hours)

CMLT C257 Asian Literature and Other Arts (3 cr.)
 CMLT C265 Introduction to East Asian Poetry (3 cr.)
 CMLT C266 Introduction to East Asian Fiction (3 cr.)
 CMLT C291 Studies in Non-Western Film (3 cr.)
 EALC C411-C412 Cantonese I-II (4-4 cr.)
 EALC C421 Introduction to Chinese Linguistics (3 cr.)
 EALC C423 Intensive Fourth-Year Chinese (10 cr.)
 EALC E256 Land and Society in East Asia (3 cr.)
 EALC E495 Individual Readings (1- 6 cr.)
 EALC H499 Honors Thesis (3 cr.)
 FINA A360 Topics in East Asian Art (3 cr.)
 FINA A466 Early Chinese Painting (4 cr.)
 FINA A467 Late Chinese Painting (4 cr.)
 FOLK F305 Asian Folklore (3 cr.)
 HIST H208 American-East Asian Relations (3 cr.)
 PHIL P271 Issues in Oriental Philosophy (3 cr.)
 REL R350 East Asian Buddhism (3 cr.)
 REL R469 Topics in Taoism and Chinese Religion (3 cr.)

FRENCH (FRIT) Major (36 credit hours)**Intermediate-Level Course Work (6 credit hours)**

F200 or F205 Second-Year French I (3 cr.)
 F250 or F255 Second-Year French II (3 cr.)

Language (12 credit hours)

This category must include at least one course from each of the following three areas. (Courses marked with an asterisk [*] are recommended by the department.)

- Language structure
 F300* Lecture et analyses littéraires (3 cr.)
 F401* Structure and Development of French (3 cr.)
 F402 Introduction to French Linguistics (3 cr.)
 F472 Contrastive Study of French and English (2 cr.)

2. Grammar and composition
 - F313*-F314* Advanced Grammar and Composition I-II (3-3 cr.)
 - F473 Writing of Expository French Prose (2 cr.)
 - F474 Thème et version (3 cr.)
3. Oral practice and conversation
 - F315* Phonetics and Pronunciation (3 cr.)
 - F316 Conversational Practice (3 cr.)
 - F475 Le Français oral: cours avancé (2 cr.)

Literature (6 credit hours)

Select at least one course:

- F305 Théâtre et essai (3 cr.)
- F306 Roman et poésie (3 cr.)

Literature Electives

At least one course selected from any literature course at the 300 or 400 level, including courses not taken above.

Culture and Civilization (6 credit hours)

Select at least one course:

- F363 Introduction à la France moderne (3 cr.)
- F461 La France contemporaine (3 cr.)

Select at least one course:

- F361-F362 Introduction historique à la civilisation française I-II (3-3 cr.)
- F463-F464 Civilisation française I-II (3-3 cr.)

Electives (6 credit hours)

Any 6 credit hours of course work at the 300 or 400 level.

GERMAN (GER) Major (36 credit hours)

Consult department advisor concerning information about placement, special credit, and course sequencing.

200-Level Course Work (6 credit hours)

- GER G200 Oral Practice, Writing and Reading I (3 cr.)
- GER G250 Oral Practice, Writing and Reading II (3 cr.)

Language (14-15 credit hours)

- GER G300 Deutsch: Mittelstufe I (3 cr.)
- GER G330 Deutsch: Mittelstufe II (3 cr.)

Select two courses:

- GER G400 Deutsch: Oberstufe (3 cr.)
- GER G448 The Sounds of Modern German (3 cr.)
- GER G451 Introduction to the Structure of Modern German (3 cr.)

Literature (6 credit hours)

Select one course:

- GER G305 Introduction to German Literature: Types (3 cr.)
- GER G306 Introduction to German Literature: Themes (3 cr.)

Select one course:

- GER G403 Deutsche Literatur: Mittelalter bis Romantik (3 cr.)
- GER G404 Deutsche Literatur seit der Romantik (3 cr.)
- GER G415 Perspectives on German Literature (3 cr.)
- GER G416 Studies in German Authors (3 cr.)

Culture and Civilization (6 credit hours)

- GER G363 Deutsche Kulturgeschichte (3 cr.)

Select one course:

- FOLK F470 German Folklore (3 cr.)
- GER G464 Kultur und Gesellschaft (3 cr.)
- GER V400 Contemporary Germany since 1945 (3 cr.)
- HIST B377-B378 History of Germany since 1648 I-II (3-3 cr.)

Note: Some of these courses are taught in English (B377-B378, F470, V400, V405). Teacher certification candidates are required to do a substantial part of the reading in German.

Electives (3 credit hours)

Credit hours to be selected from any of the above 300- or 400-level courses not already taken in fulfillment of the above.

JAPANESE (EALC) Major (36 credit hours)

The Japanese teaching major at IU Bloomington requires the completion of a minimum of 36 credit hours*, including 24 hours at the 300 and 400 levels. The candidate may **not** count any Japanese course below the 200 level toward licensing.

Language (14 credit hours)

- †EALC J201-J202 Second-Year Japanese I-II (4-4 cr.) **or**
- EALC J223 Intensive Second-Year Japanese (10 cr.)**
- ††EALC J301-J302 Third-Year Japanese I-II (3-3 cr.) **or**
- EALC J323 Intensive Third-Year Japanese (10 cr.)***

* Please note: specific courses listed under each requirement are subject to change (i.e., there may be deletions or additions as the curriculum is revised). Students must consult the EALC advisor to determine the appropriate courses for the teaching major.

** Only 8 credits count toward the language requirement.

*** Only 6 credits count toward the language requirement.

† Candidates whose performance in the placement examination exempts them from taking the second-year language courses shall be required to take 6 credit hours (2 courses) in East Asian culture courses in addition to the requirements in the Literature, Culture, and Electives categories.

†† Candidates whose performance in the placement examination exempts them from taking the second-year and third-year language courses shall be required to take 12 credit hours (4 courses) from other EALC course offerings in addition to the requirements in the Literature, Culture, and Electives categories.

Literature (6 credit hours)

Select one course:

- EALC E351 Studies in East Asian Culture (3 cr., subject to approval of advisor)
- EALC J431 Readings in Modern Japanese Literature (3 cr.)
- EALC J441 Readings in Japanese Scholarly Materials (3 cr.)
- EALC J461-J462 Literary Japanese I-II (3-3 cr.)

Select one course:

- CMLT C365 Japanese-Western Literary Relations (3 cr.)
- EALC E321-E322 Japanese Literature I-II (3-3 cr.)
- EALC E351 Studies in East Asian Culture (3 cr., subject to approval of advisor)
- EALC E472 Modern Japanese Fiction (3 cr.)
- EALC E473 History of Japanese Theatre and Drama (3 cr.)

Culture and Civilization (6 credit hours)

- EALC E251 Traditional East Asian Civilization (3 cr.) **or**
- HIST H237 Traditional East Asian Civilization (3 cr.)

Select one course:

- EALC E231 Japan: The Living Tradition (3 cr.)
- EALC E252 Modern East Asian Civilization (3 cr.) **or**
- HIST H207 Modern East Asian Civilization (3 cr.)
- EALC E271 Twentieth-Century Japanese Culture (3 cr.)
- EALC E300 Studies in East Asian Civilization (3 cr.)
- EALC E350 Studies in East Asian Society (3 cr.)
- EALC E351 Studies in East Asian Culture (3 cr.)
- EALC E354 Society and Education in Japan (3 cr.)
- EALC E384 East Asian Nationalism and Cultural Identity (3 cr.)
- EALC E394 Business and Public Policy in Japan (3 cr.)
- FINA A262 Introduction to Japanese Art and Culture (3 cr.)
- HIST G357 Premodern Japan (3 cr.)
- HIST G358 Early Modern Japan (3 cr.)
- HIST G369 Modern Japan (3 cr.)
- POLS Y334 Japanese Politics (3 cr.)
- REL R357 Religions in Japan (3 cr.)

Electives (10 credit hours)

- CMLT C257 Asian Literature and the Other Arts (3 cr.)
- CMLT C265 Introduction to East Asian Poetry (3 cr.)
- CMLT C266 Introduction to East Asian Fiction (3 cr.)

CMLT C291 Studies in Non-Western Film (3 cr.)
 EALC E256 Land and Society in East Asia (3 cr.)
 EALC E495 Individual Readings (1-6 cr.)
 EALC J421 Introduction to Japanese Linguistics (3 cr.)
 EALC J423 Intensive Fourth-Year Japanese (10 cr.)
 FOLK F305 Asian Folklore (3 cr.)
 HIST G372 Modern Korea (3 cr.)
 HIST H208 American-East Asian Relations (3 cr.)
 PHIL P271 Issues in Oriental Philosophy (3 cr.)
 REL R350 East Asian Buddhism (3 cr.)
 REL R359 The Taoist Tradition (3 cr.)
 REL R450 Topics in the Buddhist Tradition (3 cr.)
 REL R452 Topics in East Asian Religions (3 cr.)

LATIN (CLAS) Major (36 credit hours)

200-Level Course Work (6 credit hours)

L200 Second-Year Latin I (3 cr.)
 L250 Second-Year Latin II (3 cr.)

Language (3 credit hours)

L310 Latin Prose Composition (3 cr.)

Literature (12 credit hours)

Select two courses:

L305 Ovid (3 cr.)
 L307 Cicero (3 cr.)
 L308 Caesar, Civil War (3 cr.)
 L309 Introduction to Vergil's *Aeneid* (3 cr.)

Select two courses:

L407 Roman Lyric (3 cr.)
 L408 Roman Comedy (3 cr.)
 L409 Readings in Medieval Latin (3 cr.)

Culture and Civilization (9 credit hours)

C102 Roman Culture (3 cr.)

Select one course:

C206 Classical Art and Archaeology (3 cr.)
 C414 The Art and Archaeology of Rome (3 cr.)

Select one course:

C205 Classical Mythology (3 cr.)
 C405 Comparative Mythology (3 cr.)

Electives (6 credit hours)

Courses to be selected from any of the above 300- or 400-level Latin courses not already taken or from the following electives:

L400 Intensive Study of Literary Latin (5 cr.)
 L423 Roman Satire (3 cr.)
 L424 Silver Age Historians (3 cr.)
 L425 Roman Elegy (3 cr.)
 L426 Rhetoric and Oratory (3 cr.)
 L427 Vergil's *Eclogues* and *Georgics* (3 cr.)
 L428 Advanced Study of Vergil's *Aeneid* (3 cr.)
 L429 Roman Letters (3 cr.)
 L430 Lucretius (3 cr.)
 L432 Livy (3 cr.)

RUSSIAN (SLAV) Major (37-39 credit hours)

Required—completion or equivalent placement in the following:

R201-R202 Intermediate Russian I-II (3-3 cr.)
 R221-R222 Intermediate Oral Russian I-II (2-2 cr.)

Also required:

R301-R302 Advanced Intermediate Russian I-II (3-3 cr.)
 R307 Readings in Russian Expository Prose (2 cr.)
 R325 Advanced Oral Russian (2 cr.)

R401-R402 Advanced Russian I-II (3-3 cr.)
 R403 Russian Phonetics (3 cr.)
 R404 Structure of Russian (3 cr.)
 R405-R406 Readings in Russian Literature I-II (3-3 cr.)
 R407 Readings in Russian Culture I (3 cr.) **or**
 R408 Readings in Russian Culture II (3 cr.)

SPANISH (HISP) Major (Minimum of 36 credit hours)

Minimum of 36 credit hours must include 30 credit hours in 300- and 400-level courses. No course below S250 will count toward the major or minor.

200-Level Course Work (6 credit hours)

Select one of the following options:

- A. S250 Second-Year Spanish II (3 cr.) **or**
 S275 Hispanic Culture and Conversation (3 cr.)
 B. Placing by examination in S275 and completing the course with a grade of B- or better will earn special credit in S250.
 C. Placing by examination in S310 and completing the course with a grade of B- or better will earn special credit in S250; the 3 credits of S275 must be replaced with one additional course at the 300- or 400-level.

Language (12 credit hours)

S310 Spanish Grammar and Composition (3 cr.) P:S275 or equivalent
 S312 Written Composition in Spanish (3 cr.) P:S310, S311, or equivalent
 S317¹ Spanish Conversation and Diction (3 cr.) P: S310, S311, or equivalent **or**
 S425 Spanish Phonetics (3 cr.) P: S310, S311, or equivalent
 S426 Introduction to Spanish Linguistics (3 cr.) P: S310, S311, or equivalent; R: S425, P425, or general phonetics **or**
 S428 Applied Spanish Linguistics (3 cr.) P: S310, S311, or equivalent

Literature (9 credit hours)

S331 Hispanic World I (3 cr.) P: S310, S311, or equivalent
 S332 Hispanic World II (3 cr.) P: S331
 At least one 400-level literature course

Culture and Civilization (3 credit hours)

Select at least one course:

S411 Spanish Culture and Civilization (3 cr.) P:S275 or equivalent
 S412 Latin American Culture and Civilization (3 cr.) P:S275 or equivalent
 S413 Hispanic Culture in the United States (3 cr.) P:S275 or equivalent

Electives (6 credit hours)

Six credit hours to be selected from any 300- or 400-level courses not taken to fulfill language, literature, or culture and civilization requirements.

HEALTH EDUCATION (HPER) Major (43 credit hours)

Students wishing to be certified in health and safety should do so through the Bachelor of Science degree program offered by the School of Health, Physical Education, and Recreation.

Required general-education courses:

ANAT A215 Basic Human Anatomy (5 cr.)
 CHEM C101 Elementary Chemistry (3 cr.) **or**
 CHEM C105 Principles of Chemistry (3 cr.)
 PHSL P215 Basic Human Physiology (5 cr.)

Required major courses:

HPER C366 Health Problems in the Community (3 cr.) (Sem. I only)
 HPER F255 Human Sexuality (3 cr.)
 HPER F347 Human Development II: Middle Childhood through Adolescence (3 cr.)
 P: HPER F150 and F258 or equivalent (Sem. I only)
 HPER H160 First Aid and Emergency Care (3 cr.)
 HPER H205 Introduction to Public and School Health (1 cr.)
 HPER H263 Personal Health (3 cr.)

¹S317 is not open to native speakers of Spanish; they should enroll in S425.

HPER H311 Human Diseases and Epidemiology (3 cr.) (Sem. II only)
 HPER H318 Drug Use in American Society (3 cr.)
 HPER H464 Coordination of School Health Promotion (3 cr.) (Sem. II only)
 HPER H494 Research and Evaluation Methods in Health and Safety (3 cr.)
 HPER N220 Nutrition for Health (3 cr.) **or**
 HPER N231 Human Nutrition (3 cr.) P: CHEM C101 and BIOL L100

Electives—Select a minimum of 12 credit hours from the following:

EDUC R503 Application of Instructional Media and Technology (3 cr.) (Sem. I only)
 HPER F258 Marriage and Family Interaction (3 cr.)
 HPER F317 Topical Seminar in Human Development (3 cr.)
 HPER H163 Current Health Topics (3 cr.)
 HPER H172 International Health and Social Issues (3 cr.)
 HPER H174 Prevention of Violence in American Society (3 cr.)
 HPER H180 Stress Prevention and Management (3 cr.)
 HPER H220 Death and Dying (3 cr.) (Sem. II only)
 HPER H305 Women's Health (3 cr.) (Sem. I only)
 HPER H310 Health Care in Minority Communities (3 cr.)
 HPER H315 Consumer Health (3 cr.)
 HPER H317 Topical Seminar in Health Education (3 cr.)
 HPER H320 The Nature of Cancer (3 cr.)
 HPER H324 Gerontology: Multidisciplinary Perspectives (3 cr.)
 HPER H326 AIDS and Other Sexually Transmitted Diseases (3 cr.)
 HPER H327 Practicum in College Death Education (3 cr.) (Sem. II only)
 HPER H333 Prevention of Cardiovascular Disease (3 cr.)
 HPER H340 Practicum in College Sex Education (3 cr.)
 HPER H418 The Nature of Addictive Disorders (3 cr.) (seniors)
 HPER H445 Travel Study (3 cr.)
 HPER H460 Practicum in First Aid Instruction (3 cr.)
 HPER S350 School and Community Safety (3 cr.)

JOURNALISM (JOUR) Major (36 credit hours)

Journalism majors are encouraged to complete an English certification minor, which should increase their chances for employment. *See electives below.*

For access to 12 credit hours of authorized journalism courses prior to admission to the Teacher Education Program, the student should:

1. Meet with and obtain the signature of an advisor in University Division, the School of Journalism, or the School of Education.
2. Maintain a minimum cumulative GPA of 2.3 (**Note:** a minimum cumulative GPA of 2.5 is required for admission to the Teacher Education Program).
3. Complete listed prerequisites.

Required (15 credit hours):

JOUR J110 Foundations of Journalism and Mass Communication (3 cr.)
 JOUR J200 Reporting, Writing, and Editing I (3 cr.) P: ENG W131 and P/C: SLIS L155
 JOUR J201 Reporting, Writing, and Editing II (3 cr.) P: JOUR J200
 JOUR J210 Visual Communications (3 cr.)
 JOUR J425 Supervision of School Publications (3 cr.) P: 12 cr. of journalism, fall

Select one course:

JOUR J300 Communications Law (3 cr.)
 JOUR J410 The Media as Social Institutions (3 cr.)

Select one course:

JOUR J351 Newspaper Editing (3 cr.) P: J201 and J210
 JOUR J352 Magazine Editing (3 cr.) P: J201 and J210
 JOUR J353 Broadcast News Editing (3 cr.) P: J201, J210, and J343

Select one course:

JOUR J320 Principles of Creative Advertising (3 cr.)
 JOUR J321 Principles of Integrated Marketing (3 cr.)
 JOUR J337 Economics of Mass Media (3 cr.)
 JOUR J409 Media Management (3 cr.)
 JOUR J420 Advertising as Communication (3 cr.) P: J320

Select one course:

JOUR J344 Photojournalism Reporting (3 cr.) P: J201 and J210
 JOUR J354 Photojournalism Editing (3 cr.) P: JOUR J344 or permission of instructor
 JOUR J463 Computerized Publication Design I (3 cr.) P: J210
 JOUR J465 Computerized Publication Design II (3 cr.) P: J210 and J463

Electives (3-9 credit hours)

Select from the following courses to complete the requirement:

ENG G205 Introduction to the English Language (3 cr.)
 ENG G302 Structure of Modern English (3 cr.) P: G205
 ENG G405 Studies in English Grammar (3 cr.) P: G205
 ENG L220 Introduction to Shakespeare (3 cr.)
 ENG L313 Early Plays of Shakespeare (3 cr.)
 ENG L351 American Literature 1800-1865 (3 cr.)
 ENG L352 American Literature 1865-1914 (3 cr.)
 ENG L354 American Literature since 1914 (3 cr.)
 ENG L355 American Fiction to 1900 (3 cr.)
 JOUR J341 Newspaper Reporting (3 cr.) P: J201 and J210
 JOUR J342 Magazine Reporting (3 cr.) P: J201 and J210
 JOUR J343 Broadcast News (3 cr.) P: J201 and J210

MATHEMATICS (MATH) Major (36-40 credit hours)

The student must have already achieved a knowledge of mathematics with the competence to enter a first-semester calculus course. College course work may be taken to acquire competence, but such course work will not count as hours of credit toward the major or minor in mathematics.

Analysis (12 credit hours)

MATH M211-M212 Calculus I-II (4-4 cr.)
 MATH M311 Calculus III (4 cr.)

Algebra (9 credit hours)

MATH M301 Applied Linear Algebra (3 cr.) **or**
 MATH M303 Linear Algebra for Undergraduates (3 cr.)
 MATH M391 Foundations of the Number Systems (3 cr.)
 MATH T403 Modern Algebra for Secondary Teachers (3 cr.)

Probability and Statistics (3 credit hours)

MATH M365 Introduction to Probability and Statistics (3 cr.)

Geometry (6 credit hours)

MATH T321 Intuitive Topology (3 cr.) (Sem. II only)
 MATH T336 Topics in Euclidean Geometry (3 cr.)

Applied Mathematics (3 credit hours)

MATH M447 Mathematical Models and Applications I (3 cr.)

Computer Programming (3 credit hours)

MATH M371 Elementary Computational Methods (3 cr.)

Elective (3 credit hours)

MATH M371 Elementary Computational Methods (3 cr.)
 MATH M380 History of Mathematics (3 cr.)
 MATH M405 Number Theory (3 cr.)
 MATH M413 Introduction to Analysis I (3 cr.)
 MATH M436 Introduction to Geometries (3 cr.)
 MATH M448 Mathematical Models and Applications II (3 cr.)
 MATH M467 Advanced Statistical Techniques I (3 cr.)

SCIENCE Major (51 credit hours)

Because requirements in the secondary science program total 130 hours, IU cannot guarantee that students will be able to complete the program within four years. As a result, although most students do complete the program within four years, the secondary science program is not included in the GradPact initiative.

Science majors must complete:

HPER H363 Personal Health (3 cr.) **or**
 MSCI M131 Disease and the Human Body (3 cr.)
 Primary Area (24-25 cr.)

Supporting Area (15 cr.)

Sufficient additional credit hours taken from science other than subject-specific primary or supporting areas to total 51 credit hours.

Science Primary Areas/Subject Minors (24-28 credit hours)

Subject minors are identical to primary areas in course requirements.

Biology Primary Area (26 cr.)

Prerequisite course work: BIOL L111, L112, and L113 or their equivalents.

Required:

BIOL L211 Molecular Biology (3 cr.)
 BIOL L311 Genetics and Development (3 cr.) **or**
 BIOL L369 Heredity, Evolution and Society (3 cr.)
 BIOL L312 Cell Biology (3 cr.) **or**
 BIOL L330 Biology of the Cell (3 cr.)
 BIOL L318 Evolution (3 cr.)
 BIOL L473 Ecology (3 cr.)
 BIOL M310 Microbiology (3 cr.) P: two semesters of college chemistry
 BIOL M315 Microbiology Laboratory (2 cr.)

Select one advanced animal course and one advanced plant course:

BIOL B300 Vascular Plants (3 cr.)
 BIOL B351 Fungi (3 cr.)
 BIOL B352 Fungi Laboratory (2 cr.)
 BIOL B364 Summer Flowering Plants (5 cr.)
 BIOL B423 Paleobotany (3 cr.)
 BIOL B431 Plant Anatomy (3 cr.)
 BIOL Z373 Entomology (3 cr.)
 BIOL Z383 Lab in Entomology (2 cr.)
 BIOL Z374 Invertebrate Zoology (5 cr.)
 BIOL Z376 Biology of Birds (3 cr.)
 BIOL Z406 Vertebrate Zoology (5 cr.)

Chemistry Primary Area (24 cr.)

Prerequisite course work: CHEM C105 and C125

Required:

CHEM C106 Principles of Chemistry II (3 cr.)
 CHEM C126 Experimental Chemistry II (2 cr.)
 CHEM C341 Organic Chemistry I Lectures (3 cr.)
 CHEM C342 Organic Chemistry II Lectures (3 cr.)
 CHEM C343 Organic Chemistry Lab (2 cr.)
 CHEM C360 Elementary Physical Chemistry (3 cr.) **or**
 CHEM C361 Physical Chemistry I (3 cr.)
 CHEM C430 Inorganic Chemistry (3 cr.)
 CHEM C483 Biological Chemistry (3 cr.)

Sufficient additional 300-level or above courses to total 24 credit hours.

Earth-Space Science Primary Area (27 credit hours)

Prerequisite course work any two (6 cr.) of the following: GEOL G103, G104, G105, G111, G112, G121, G131, G141

Required:

AST A201-A202 General Astronomy I-II (3-3 cr.)
 GEOG G109 Weather and Climate (3 cr.)
 GEOL G114 Prehistoric Life (3 cr.)
 GEOL G225 Earth Materials (4 cr.)
 GEOL G302 Development of Global Environments (3 cr.)
 GEOL G329 Introductory Field Experiences in Environmental Science (5 cr.)
 GEOL G334 Principles of Sedimentology and Stratigraphy (3 cr.)

General Science Primary Area (28 credit hours)

Prerequisite course work: CHEM C105, C125, and PHYS P201

Required:

AST A201-A202 General Astronomy I-II (3-3 cr.)
 BIOL L111 Introduction to Biology: Evolution and Diversity (3 cr.)

BIOL L112 Introduction to Biology: Biological Mechanisms (3 cr.)

BIOL L113 Biological Laboratory (3 cr.)

CHEM C106 Principles of Chemistry II (3 cr.)

CHEM C126 Experimental Chemistry II (2 cr.)

PHYS P202 General Physics II (5 cr.)

Select one course:

GEOL G103 Earth Science: Materials and Processes (3 cr.)

GEOL G104 Earth Science: Evolution of the Earth (3 cr.)

Physical Science Primary Area (26 credit hours)

Prerequisite course work: CHEM C105, C125, and PHYS 201

Required:

AST A201-A202 General Astronomy I-II (3-3 cr.)
 CHEM C106 Principles of Chemistry II (3 cr.)
 CHEM C126 Experimental Chemistry II (2 cr.)
 GEOL G111 Physical Geology (3 cr.)
 GEOL G112 Historical Geology (3 cr.)
 GEOL G114 Prehistoric Life (3 cr.)
 PHYS P202 General Physics II (5 cr.)

Physics Primary Area (24 credit hours)

Prerequisite course work: PHYS P201

Required:

PHYS P202 General Physics II (5 cr.)
 PHYS P300 General Physics III (3 cr.)
 PHYS P302 Elementary Electronics (2 cr.)

Select additional courses to total 24 credit hours:

PHYS P309 Modern Physics Lab (2 cr.)
 PHYS P310 Environmental Physics (3 cr.)
 PHYS P320 Introduction to Biophysics (3 cr.)
 PHYS P331-P332 Theory of Electricity and Magnetism I-II (3-3 cr.)
 PHYS P340 Thermodynamics and Statistical Mechanics (3 cr.)
 PHYS P360 Physical Optics (3 cr.)
 PHYS P408 Current Research in Physics (1 cr.)
 PHYS S405 Readings in Physics (1-3 cr.)
 PHYS S406 Research in Physics (1-3 cr.)

Math is the recommended supporting area for the physics primary area.

Science Supporting Areas

15-21 credit hours—Select a supporting area to be added to a science primary area.

Biology Supporting Area

Prerequisite course work: BIOL L111, L112, L113 or their equivalents

Required:

BIOL B300 Vascular Plants (3 cr.)
 BIOL L211 Molecular Biology (3 cr.)
 BIOL M310 Microbiology (3 cr.) P: two semesters of college chemistry
 BIOL M315 Microbiology Laboratory (2 cr.)
 BIOL Z373 Entomology (3 cr.) **or**
 BIOL Z374 Invertebrate Zoology (5 cr.)

Select biology electives (200 level and above) to total 15 credit hours.

Chemistry Supporting Area

Prerequisite course work: CHEM C105, C125

Required:

CHEM C106 Principles of Chemistry II (3 cr.)
 CHEM C126 Experimental Chemistry II (2 cr.)
 CHEM C341 Organic Chemistry I Lectures (3 cr.)
 CHEM C342 Organic Chemistry II Lectures (3 cr.)
 CHEM C343 Organic Chemistry I Laboratory (2 cr.)
 CHEM C360 Elementary Physical Chemistry (3 cr.) **or**
 CHEM C361 Physical Chemistry II (3 cr.)

Earth-Space Science Supporting Area

Prerequisite course work: GEOL G103, G104

Required:

AST A201-A202 General Astronomy I-II (3-3 cr.)
 GEOG G109 Weather and Climate (3 cr.)
 GEOL G225 Earth Materials (4 cr.)
 GEOL G302 Development of the Global Environment (3 cr.)

General Science Supporting Area

To be added to biology, chemistry, or earth-space science primary area.

Prerequisite course work: PHYS P201

Required:

CHEM C105 Principles of Chemistry I (3 cr.)
 CHEM C125 Experimental Chemistry I (2 cr.)
 GEOG G109 Weather and Climate (3 cr.)
 GEOL G103 Earth Science: Materials and Processes (3 cr.) **or**
 GEOL G104 Earth Science: Evolution of the Earth (3 cr.)
 PHYS P202 General Physics II (5 cr.)

General Science Supporting Area

To be added to the physics or physical science primary area.

Prerequisite course work: PHYS P201

Required:

BIOL L111 Introduction to Biology: Evolution and Diversity (3 cr.)
 BIOL L112 Introduction to Biology: Biological Mechanisms (3 cr.)
 BIOL L113 Biology Laboratory (3 cr.)
 CHEM C105-C106 Principles of Chemistry I-II (3-3 cr.)
 GEOG G109 Weather and Climate (3 cr.)
 GEOL G103 Earth Science: Materials and Processes (3 cr.) **or**
 GEOL G104 Earth Science: Evolution of the Earth (3 cr.)

Mathematics Supporting Area

Prerequisite course work: MATH M211

Required:

MATH M212 Calculus II (4 cr.)
 MATH M301 Applied Linear Algebra (3 cr.) **or**
 MATH M303 Linear Algebra—Undergraduates (3 cr.)
 MATH M311 Calculus III (4 cr.)
 MATH M321 Intuitive Topology (3 cr.) **or**
 MATH M336 Topics in Euclidean Geometry (3 cr.)
 MATH M365 Introduction to Probability and Statistics (3 cr.)

Physical Science Supporting Area

Prerequisite course work: PHYS P201

Required:

CHEM C105 Principles of Chemistry I (3 cr.)
 CHEM C106 Principles of Chemistry II (3 cr.)
 CHEM C125 Experimental Chemistry I (2 cr.)
 CHEM C126 Experimental Chemistry II (2 cr.)
 PHYS P202 General Physics 2 (5 cr.)

Physics Supporting Area

Prerequisite course work: PHYS P201

Required:

PHYS P202 General Physics II (5 cr.)
 PHYS P300 General Physics III (3 cr.)
 PHYS P310 Environmental Physics (3 cr.)

Select additional 300-level and above courses to total 15 credit hours.

SOCIAL STUDIES Major (51 credit hours)

This major consists of an overall minimum of 51 credit hours in the areas listed below. At least 24 of these must be in courses numbered 200 or above. In no single area can more than 6 credit hours of course work at the 100 level be counted toward the major requirements. Advanced course work may be substituted for those courses specifically listed.

1. Choose one **primary area** (18 cr.) and two **supporting areas** (12 cr. each) from below. For each primary and supporting area chosen, the specific courses listed must be completed. Additional course work should then be selected to meet area requirements. Primary areas in anthropology, psychology, and sociology are not available.
2. Select one course from three areas other than the primary and supporting areas.
3. Select electives to total 51 credit hours.

Anthropology

ANTH A105 Human Origins and Prehistory (3 cr.)
 ANTH E105 Culture and Society (3 cr.)

Economics

ECON E201 Introduction to Microeconomics (3 cr.)
 ECON E202 Introduction to Macroeconomics (3 cr.)

Geography

GEOG G107 Physical Systems of the Environment (3 cr.)
 GEOG G110 Introduction to Human Geography (3 cr.)
 GEOG G120 World Regional Geography (3 cr.)

Government

POLS Y103 Introduction to American Politics (3 cr.)

Select one course:

POLS Y105 Introduction to Political Theory (3 cr.)
 POLS Y107 Introduction to Comparative Politics (3 cr.)
 POLS Y109 Introduction to World Politics (3 cr.)

Psychology

PSY P101-P102 Introductory Psychology I-II (3-3 cr.) **or**
 PSY P106 General Psychology, honors (4 cr.)

Sociology

SOC S100 Introduction to Sociology (3 cr.)
 SOC S101 Social Problems and Policies (3 cr.)

U.S. History

HIST H105-H106 American History I-II (3-3 cr.) **or**
 HIST A314-A315 Recent U.S. History I-II (3-3 cr.) **or**
 HIST A361-A362 Studies in American History for Teachers I-II (3-3 cr.)

World Civilization

HIST H101-H102 The World in the 20th Century I-II (3-3 cr.) **or**
 HIST H103 Europe: Renaissance to Napoleon (3 cr.) **and**
 HIST H104 Europe: Napoleon to the Present (3 cr.)

Additional course work should be completed in non-U.S. history, including courses from at least three culture areas.

SPEECH COMMUNICATION AND THEATRE (CMCL, THTR) Major (36 credit hours)

The major in Speech Communication and Theatre currently is under revision; see an advisor for details. The Department of Speech Communication has changed its name to Communication and Culture (CMCL), but the major is still referred to as Speech Communication.

Speech Communication and Theatre majors are encouraged to complete an English minor, which should increase their chances for employment.

Speech Communication and Theatre majors must register their major with the departments of Communication and Culture and Theatre and Drama in addition to the School of Education.

Required:

CMCL C121 Public Speaking (3 cr.) **or**
 CMCL C130 Public Speaking, Honors (3 cr.)
 CMCL C324 Persuasion (3 cr.) P: S121 and one of the following: C223, C225, or C228.
 THTR T340 Directing I (3 cr.) P: T120. R: T225, T230, T335, or permission of instructor.

THTR T120 Acting I (3 cr.)
THTR T115 Oral Interpretation I (3 cr.)

Select one course:

CMCL C225 Discussion and Decision Making (3 cr.)
CMCL C228 Argumentation and Advocacy (3 cr.)

Select one course:

CMCL C321 Rhetoric and Modern Discourse (3 cr.)
CMCL C323 Speech Composition (3 cr.) P: C121 and one of the following: C223, C225, or C228.

Select one course:

CMCL C305 Rhetorical Criticism (3 cr.) P: C321 or permission of instructor.
CMCL C427 Cross-Cultural Communication (3 cr.)

Select one course:

THTR T100 Introduction to Theatre (4 cr.)
THTR T210 Appreciation of Theatre (3 cr.)
THTR T370 History of the Theatre and Drama I (3 cr.)
THTR T371 History of the Theatre and Drama II (3 cr.)

Select one course:

THTR T225* Stagecraft I (3 cr.)
THTR T230 Stage Costuming I (3 cr.)
THTR T335 Stage Lighting I (3 cr.)

* T225 is suggested.

Select additional 300-level and above courses in CMCL or THTR to total 6 credit hours.

All-Grade Education Program

Music education, physical education, and visual arts are the only majors that lead to certification in teaching grades K-12.

The all-grade education program is divided into three main components. With the addition of electives, course work must total 124 credit hours, as follows:

General Education	40 cr.
Professional Education	28-53 cr.
Subject Matter Specialty Studies	36-62 cr. ¹
Electives	0-22 cr. ²
Total	124 cr.

Courses used to satisfy general education requirements also may be applied to fulfill requirements for a subject matter specialty study. In such cases, the course may be used to meet all requirements to which it will apply, but the credit hours may be counted **only once** toward the total of 124 credit hours needed for a degree. With the exception of MATH M025 and M026, no course below the 100 level and no course with a "J" prefix in the College of Arts and Sciences may be used to meet the subject matter specialty study requirement.

General Education

To attain the minimum 40 credit hours, the student will have to take more than the minimum number of credit hours in at least one of the three stated categories. The number of credit hours in each category is also limited by a maximum number. The speech requirement may not be met by correspondence. Credit examinations are available to students who believe they have the competence required in a course, if the department chairperson agrees. See appropriate school bulletins for course descriptions.

Some COAS TOPICS courses may be used toward completing this general-education requirement. See an advisor for course eligibility.

¹Credits vary—see subject areas for the specific number of credit hours required for each subject.

²Approximate because subject matter concentration credit hours may be used to satisfy general-education requirements, leaving the need for more electives to reach 124 credit hours for graduation.

HUMANITIES (18-24 credit hours)

Oral and Written Expression (9 credit hours)

- Oral Expression (3 credit hours) (grade of C or better required)
 - CMCL C121 Public Speaking (3 cr.)
 - CMCL C122 Interpersonal Communication (3 cr.)
- Written Expression (2 credit hours) (grade of C or better required)
 - AFRO A141-A142¹ Introduction to Writing and the Study of Black Literature I-II (1-1 cr.)
 - ENG L141-L142¹ Introduction to Writing and the Study of Literature I-II (1-1 cr.)
 - ENG L198 Freshman Literature (3 cr.)
 - ENG W131 Elementary Composition (3 cr.)
 - ENG W143² Interdisciplinary Study of Expository Writing (1 cr.)
 - ENG W170 Projects in Reading and Writing (3 cr.)
- Select courses from the following to meet a total of 9 credit hours in oral and written expression:
 - COAS W333 Intensive Writing/Coreq. (0-3 cr.)
 - ENG W103 Introductory Creative Writing (3 cr.)
 - ENG W203 Creative Writing (3 cr.)
 - ENG W231 Professional Writing Skills (3 cr.)
 - ENG W270 Argumentative Writing (3 cr.)
 - ENG W301 Writing Fiction (3 cr.)
 - ENG W303 Writing Poetry (3 cr.)
 - ENG W350 Advanced Expository Writing (3 cr.)
 - CMCL C223 Business and Professional Communication (3 cr.)
 - CMCL C324 Persuasion (3 cr.)

Remaining Humanities

Distribution to be selected from at least two departments. Speech or English may be used as one of the departments, but some course work must be taken outside of either one of these two departments to fulfill the distribution requirement. Students should refer to the Bulletin of the College of Arts and Sciences for descriptions and listings of courses.

Students may take higher-level courses when departmental prerequisites are met. A detailed list of recommended courses is available from an advisor in the Office of Teacher Education, Bloomington.

Departments

Afro-American Studies	Jewish Studies
Central Eurasian Studies	Journalism
Classical Studies	Linguistics
Communication and Culture	Music
Comparative Literature	Near Eastern Languages and Cultures
East Asian Languages and Cultures	Philosophy
English	Religious Studies
Fine Arts	Slavic Languages and Literatures
Folklore	Spanish and Portuguese
French and Italian	Telecommunications
Germanic Studies	Theatre and Drama
Health, Physical Education, and Recreation	
HPER R160 only	

LIFE AND PHYSICAL SCIENCES (9-15 credit hours)

Life Sciences

A minimum of 3 credit hours from courses offered in either anatomy and physiology or biology. Students should refer to the Bulletin of the College of Arts and Sciences for descriptions and listings of courses. Students may take higher-level courses when prerequisites are met. A detailed list of recommended courses is available from an advisor in the Office of Teacher Education, Bloomington.

Departments

Anatomy and Physiology
Biology

Physical Sciences and Mathematics

A minimum of 3 credit hours from courses offered in the following departments. Students should refer to the Bulletin of the College of Arts and Sciences for descriptions and listings of courses.

¹ENG L141 and L142 as well as AFRO A141 are 4 credit hour courses. Three credit hours of each course will count as literature, and one credit hour of each will count as composition.

²ENG W143 is composition credit attached to specified literature courses. It may be repeated once for credit.

Students may take higher-level courses when prerequisites are met. A detailed list of recommended courses is available from an advisor in the Office of Teacher Education, Bloomington.

Departments

Astronomy	Geology
Chemistry	Mathematics
Computer Science	Physics
Geography (physical)	

Electives

Sufficient electives to complete the 9 credit hour minimum in life and physical sciences. The following are the only HPER courses that will satisfy this science requirement:

- H263 Personal Health (3 cr.)
- H318 Drug Use in American Society (3 cr.)
- P409 Basic Physiology of Exercise (3 cr.)

SOCIAL AND BEHAVIORAL SCIENCES (9-15 credit hours)

Distribution of 9 credit hours to be selected from at least three of the following departments. Students should refer to the Bulletin of the College of Arts and Sciences for descriptions and listings of courses. Students may take higher-level courses when prerequisites are met. A detailed list of recommended courses is available from an advisor in the Office of Teacher Education, Bloomington.

Departments

Anthropology	Political Science
Economics	Psychology
Geography	Sociology
History	

All-Grade Education Professional Education Courses

These required courses may be taken before admission to the Teacher Education Program:

- EDUC W200 Using Computers in Education (3 cr.) (not required of music education majors; physical education majors may substitute HPER P200)
- EDUC P254 Educational Psychology for Teachers of All Grades (3 cr.) **and**
- EDUC M201 Laboratory/Field Experience (1 cr.)
- EDUC H340 Education and American Culture (3 cr.)
- EDUC M300 Teaching in a Pluralistic Society (3 cr.)

Admission to the Teacher Education Program (TEP), including satisfactory completion of the PPST exam, is mandatory for this required professional education course, as well as for the methods courses required for specific majors (whose listings follow) and for student teaching.

METHODS COURSES REQUIRED FOR SPECIFIC MAJORS

Required:

- EDUC M464 Methods of Teaching Reading (3 cr.)

Music

Required for all areas:

- MUS E131 Introduction to Music Education (2 cr.)
- MUS E231 General Music Methods (2 cr.) **and**
- EDUC M201 Field Experience (0 cr.)

Teaching Area

- EDUC M342 Methods and Materials for Teaching General Music (3 cr.) **and**
- EDUC M401 Field Experience (0 cr.)
- EDUC M343 Methods and Materials for Teaching Choral Music (2 cr.) **and**
- EDUC M401 Field Experience (0 cr.)
- EDUC M344 Methods and Materials for Teaching Instrumental Music (3 cr.) **and**
- EDUC M301 Field Experience (0 cr.)
- EDUC M434 Administration of School Bands (2 cr.) **or**
- EDUC M436 Administration of School Orchestras (2 cr.)
- EDUC M471 Seminar in Student Teaching (1 cr.)

Choral-General Teaching

- EDUC M342 Methods and Materials for Teaching General Music (3 cr.) **and**
- EDUC M401 Field Experience (0 cr.)
- EDUC M343 Methods and Materials for Teaching Choral Music (2 cr.) **and**
- EDUC M401 Field Experience (0 cr.)
- EDUC M471 Seminar in Student Teaching (1 cr.)

Instrumental Teaching

- EDUC M344 Methods and Materials for Teaching Instrumental Music (3 cr.) **and**
- EDUC M401 Field Experience (0 cr.)
- EDUC M434 Administration of School Bands (2 cr.) **or**
- EDUC M436 Administration of School Orchestras (2 cr.)
- EDUC M471 Seminar in Student Teaching (1 cr.)

Physical Education

- EDUC M314 General Methods for Senior High/Junior High/Middle School Teachers (3 cr.) **and**
- EDUC M303 Laboratory/Field Experience (0-1 cr.)
- EDUC M456 Methods of Teaching Physical Education (3 cr.) **and**
- EDUC M403 Laboratory/Field Experience (0 cr.)

Visual Arts

- EDUC M330 Foundations of Art Education and Methods I (3 cr.) **and**
- EDUC M301 Laboratory/Field Experiences in Education (1 cr.) (Fall only)
- EDUC M430 Foundations of Art Education and Methods II (3 cr.) **and**
- EDUC M401 Laboratory/Field Experiences in Education (1 cr.) (Spring only)

STUDENT TEACHING (10-16 credit hours)

- EDUC M482 Student Teaching: All-Grade (10-16 cr.)

An application for student teaching must be filed in the office of the director of student teaching in the School of Education by December 15 of the year prior to the academic year in which student teaching is desired. Student teaching may require a full semester away from the Bloomington campus.

All-Grade Subject Matter Specialty Studies (Majors)

Credit hour requirements are listed below. To be certified, a student must have at least one major area, and it is strongly recommended that every graduate also have at least one minor area of certification. Minors are listed in the "Extended Coverage, Endorsements, and Minors" section of this bulletin.

The specific requirements in the various subject matter areas are given in detail in this bulletin. A student may be exempted from a part of the required subject matter courses if such courses have been successfully completed on the high school level or its educational equivalent. In this case, the student should substitute electives or an equivalent number of credit hours in the subject matter area.

Credit earned in general education may be used where applicable to meet the course requirements in any subject matter area.

MUSIC EDUCATION (MUS)

Students wishing to be certified in music education must do so through the Bachelor of Music Education degree programs offered by the School of Music. Interested students should contact the chairperson of the Department of Music Education.

Teaching Area Major (47 credit hours)

Ensemble required each semester. Performance study (400 level) required each semester until recital requirement is met. Voice or piano required each semester until proficiency requirement is met.

- MUS E312 Arranging for Instrumental and Vocal Groups (2 cr.)
- MUS F261 String Class Techniques (2 cr.)
- MUS F281 Brass Instrument Techniques (2 cr.)
- MUS F337 Woodwind Techniques (2 cr.)
- MUS F338 Percussion Techniques (2 cr.)
- MUS F416 Show and Jazz Choir Techniques (2 cr.) **or**
- MUS L100 Guitar (2 cr.) **or**
- MUS R241 Techniques of Musical Theatre (2 cr.) **or**
- MUS Y110 Recorder (2 cr.)
- MUS F466 Marching Band Techniques (2 cr.) **or**
- MUS F468 Jazz Band Techniques (2 cr.)
- MUS G370 Techniques for Conducting (2 cr.)
- MUS G371 Choral Conducting I (2 cr.)
- MUS G373 Instrumental Conducting (2 cr.)
- MUS M401-M402 History and Literature of Music I-II (4-4 cr.)

MUS T132 Musical Skills I (1 cr.)
 MUS T151-T152 Literature and Structure I-II (3-3 cr.)
 MUS T231-T232 Musical Skills II-III (1-1 cr.)
 MUS T251-T252 Literature and Structure III-IV (3-3 cr.)
 MUS T331 Musical Skills IV (1 cr.)
 MUS T351 Literature and Structure V (3 cr.)

Choral-General Teaching Major (37 credit hours)

Ensemble required each semester. Performance study (400 level) required each semester until recital requirement is met. Voice or piano required each semester until proficiency requirement is met.

MUS E312 Arranging for Instrumental and Vocal Groups (2 cr.)
 MUS F205 Introduction to Instrumental Techniques (2 cr.)
 MUS F416 Show and Jazz Choir Techniques (2 cr.) **or**
 MUS L100 Guitar (2 cr.) **or**
 MUS R241 Techniques of Musical Theatre (2 cr.) **or**
 MUS Y110 Recorder (2 cr.)
 MUS G370 Techniques for Conducting (2 cr.)
 MUS G371 Choral Conducting (2 cr.)
 MUS M401-M402 History and Literature of Music I-II (4-4 cr.)
 MUS T132 Musical Skills I (1 cr.)
 MUS T151-T152 Literature and Structure I-II (3-3 cr.)
 MUS T231-T232 Musical Skills II-III (1-1 cr.)
 MUS T251-T252 Literature and Structure III-IV (3-3 cr.)
 MUS T331 Musical Skills IV (1 cr.)
 MUS T351 Literature and Structure V (3 cr.)

Instrumental Teaching Major (43 credit hours)

Ensemble required each semester. Performance study (400 level) required each semester until recital requirement is met. Voice or piano required each semester until proficiency requirement is met.

MUS F261 String Class Techniques (2 cr.)
 MUS F281 Brass Instrument Techniques (2 cr.)
 MUS F337 Woodwind Techniques (2 cr.)
 MUS F338 Percussion Techniques (2 cr.)
 MUS F466 Marching Band Techniques (2 cr.) **or**
 MUS F468 Jazz Band Techniques (2 cr.) **or**
 MUS E304 Violin Pedagogy (2 cr.)
 MUS G370 Techniques for Conducting (2 cr.)
 MUS G373 Instrumental Conducting (2 cr.)
 MUS T151-T152 Literature and Structure I-II (3-3 cr.)
 MUS T251-T252 Literature and Structure III-IV (3-3 cr.)
 MUS T351 Literature and Structure V (3 cr.)
 MUS E312 Arranging for Instrumental and Vocal Groups (2 cr.)
 MUS M401-M402 History and Literature of Music I-II (4-4 cr.)
 MUS T132 Musical Skills I (1 cr.)
 MUS T231-T232 Musical Skills II-III (1-1 cr.)
 MUS T331 Musical Skills IV (1 cr.)

PHYSICAL EDUCATION Major (49 credit hours)

Required:

HPER P140 Foundations of Physical Education (3 cr.) C: P141
 HPER P141 Foundations of Human Movement (2 cr.) C: P140
 HPER P200 Microcomputers in Physical Education (3 cr.)
 HPER P205 Structural Kinesiology (3 cr.)
 HPER P216 Concepts of Physical Fitness (3 cr.)
 HPER P222 Teaching Developmental Gymnastics (2 cr.) **or**
 HPER P223 Teaching Stunts, Tumbling, and Apparatus
 HPER P224 Teaching Dance Activities (2 cr.)
 HPER P280 Athletic Training Emergency Care (2 cr.)
 HPER P316 Theories of Advanced Conditioning (2 cr.) P: P216
 HPER P391 Biomechanics (3 cr.) P: A215 or P205
 HPER P398 Adapted Physical Education (3 cr.) P: P391
 HPER P490 Motor Development and Learning (3 cr.)

Electives: Select 7 credit hours with HPER prefixes A, P, D, or K.

PETE Program admission required to take the following:

HPER P203 Teaching Practicum in Physical Education (1 cr.)
 HPER P214 Basic Methods of Teaching Physical Education (3 cr.)
 HPER P313 Tools of Learning (1 cr.) P: P214
 HPER P323 Teaching Individual and Dual Activities (2 cr.) P: P214
 HPER P325 Teaching Team Activities (2 cr.) P: P214
 HPER P414 Professional Seminar in Physical Education (2 cr.) C: EDUC M456

VISUAL ARTS (FINA) Major (52 credit hours)

Introductory courses (19 credit hours)

Fundamental Studios

FINA F100 Fundamental Studio — Drawing (3 cr.)
 FINA F101 Fundamental Studio — 3-D (3 cr.)
 FINA F102 Fundamental Studio — 2-D (3 cr.)

Art History

A101 Ancient & Medieval Art (3 cr.)
 A102 Renaissance Through Modern Art (3 cr.)

Art Content

EDUC M130 Introduction to Art Teaching (3 cr.)
 EDUC M101 Field Experiences in Education (1 cr.)

Required:

EDUC K306 Teaching Students with Special Needs in Secondary Classrooms (3 cr.)

Breadth (21 cr.): A variety of 100- and 200-level courses in the following areas: art studio, art history/theory, other areas selected with an art education advisor's approval.

Depth (12 cr.): 300- and 400-level courses.

Advanced study in the visual arts including art studio, art history/theory, electronic media, etc.

Extended Coverage, Endorsements, and Minors— Additions to the Bloomington Education Programs

The following extended coverage, endorsements, and minors may be added to academic specialities to extend or enhance qualifications. Both endorsements and minors lead to certification for teaching the additional subject area and differ only in the number of credit hours required for completion. Endorsements normally require 12-21 credit hours, whereas minors require 24-30 credit hours to complete (majors normally require 36-52 credit hours). Each endorsement or minor may be added to, but cannot replace, a teaching major. Students should consult with an advisor in determining which addition would be most advantageous.

Junior High/Middle School Extended Coverage for Elementary Education

This extension of the standard elementary license qualifies the holder to teach a specific subject in junior high/middle school grades 5-9 in addition to elementary school. In order to extend the elementary license, the following requirements must be met:

1. Meet elementary area of concentration requirements.
2. Approved courses in one of the following junior high/middle school endorsement areas to total 18-22 credit hours:
 - Foreign Language
 - Language Arts
 - Mathematics
 - Science
 - Social Studies
3. Complete one of the following:
 - a. a full semester of student teaching in a fifth or sixth grade classroom in which the content area is departmentalized [M425 Student Teaching in the Elementary School (13 cr.), M470 Practicum (3 cr.), M420 The Student Teaching Seminar: Understanding Schools (2 cr.)]; **or**
 - b. 10 weeks of student teaching in grades 1-6 **and** six weeks practicum in a junior high/middle school (M425, 10 cr.; M470, 6 cr.; M420, 2 cr.); **or**
 - c. for students adding the science endorsement, EDUC Q405 Integrated Science Lab/Field Experience (3 cr.) may be substituted for M470 with student teaching completed in grades 1-6 if Q405 was completed in grades 5-9.

Foreign Languages

Students may place out of some 200-level requirements; see advisor.

French (FRIT) endorsement (21 credit hours)

- Intermediate-Level Course Work (6 credit hours)
 - F200 Second-Year French I: Language and Culture (3 cr.) **or**
 - F205 Second-Year French I: Communicative Skills (3 cr.)
 - F250 Second-Year French II: Language and Culture (3 cr.) **or**
 - F255 Second-Year French II: Communicative Skills (3 cr.)
- Language (12 credit hours)
 - F300 Lectures et analyses littéraires (3 cr.)
 - F313 Advanced Grammar and Composition I (3 cr.)
 - F315 Phonetics and Pronunciation (3 cr.)
 - F316 Conversational Practice (3 cr.)
- Culture (3 credit hours)
 - Select one course:
 - F363 Introduction à la France moderne (3 cr.)
 - F461 La France contemporaine (3 cr.)

German (GER) endorsement (18 credit hours)

- Intermediate-Level Course Work (6 credit hours)
 - G200 Oral Practice, Writing, and Reading I (3 cr.)
 - G250 Oral Practice, Writing, and Reading II (3 cr.)
- Language (9 credit hours)
 - G300 Deutsch: Mittelstufe I (3 cr.)
 - G330 Deutsch: Mittelstufe II (3 cr.)
 - G451 Introduction to the Structure of Modern German (3 cr.)
- Culture and Civilization (3 credit hours)
 - G363 Deutsche Kulturgeschichte (3 cr.)

Latin (CLAS) endorsement (18 credit hours)

- Intermediate-Level Course Work (6 credit hours)
 - L200 Second-Year Latin I (3 cr.)
 - L250 Second-Year Latin II (3 cr.)
- Language (3 credit hours)
 - L310 Latin Prose Composition (3 cr.)
- Literature (6 credit hours)
 - Select two courses:
 - L305 Ovid (3 cr.)
 - L307 Cicero (3 cr.)
 - L308 Caesar, Civil War (3 cr.)
 - L309 Introduction to Vergil's *Aeneid* (3 cr.)
- Culture (3 credit hours)
 - C102 Roman Culture (3 cr.)

Russian (SLAV) endorsement (23 credit hours)

Required—completion or equivalent placement in the following:

- R201-R202 Intermediate Russian I-II (3-3 cr.)
- R221-R222 Intermediate Oral Russian I-II (2-2 cr.)

Also required:

- R301-R302 Advanced Intermediate Russian I-II (3-3 cr.)
- R307 Readings in Russian Expository Prose (2 cr.)
- R325 Advanced Oral Russian (2 cr.)
- R401 Advanced Russian I (3 cr.)

Spanish (HISP) endorsement (19-22 credit hours)

- Intermediate-Level Course Work (6-9 credit hours)
 - S200 Second-Year Spanish I (3 cr.)
 - S250 Second-Year Spanish II (3 cr.)
 - S275 Hispanic Culture and Conversation (3 cr.)
- Language (10 credit hours)
 - S311¹ Spanish Grammar (3 cr.)
 - S317² Spanish Conversation and Diction (3 cr.)
 - S488 Spanish for Teachers (4 cr.) P: S428 or with consent of instructor

¹Students who are bilingual in Spanish and English are advised to substitute S321-S322 U.S. Latino Spanish III and IV (3-3 cr.).

²S317 is not open to native speakers of Spanish; they should enroll in S425.

- Culture (3 credit hours)

Select one course:

- S406 Spanish and Spanish-American Folklore (3 cr.)
- S411 Spanish Culture and Civilization (3 cr.)
- S412 Latin American Culture and Civilization (3 cr.)
- S413 Hispanic Culture in the United States (3 cr.)

Language Arts endorsement (18 credit hours)

Required:

- EDUC X401 Critical Reading in Content Areas (3 cr.)
- ENG G205 Introduction to the English Language (3 cr.) **or**
- LING L103 Introduction to the Study of Language (3 cr.)
- ENG W350 Advanced Expository Writing (3 cr.)

Select one course (3 credit hours):

- ENG L391 Literature for Young Adults (3 cr.)
- EDUC L535 Teaching Adolescent Literature (3 cr.)
- SLIS L533 Library Materials for Children and Young Adults (3 cr.)

Select one course (3 credit hours):

- ENG L202 Literary Interpretation (3 cr.)
- ENG L208 Topics in English and American Literature and Culture (3 cr.)
- ENG L367-L368 Literature of the Bible I-II (3-3 cr.)
- ENG L381 Recent Writing (3 cr.)
- ENG L480 Seminar: Literature and History (3 cr.)

Select one course (3 credit hours):

- ENG L295 American Film Culture (3 cr.)
- ENG L395 British and American Film Studies (3 cr.)
- JOUR J110 Foundations of Journalism and Mass Communication (3 cr.)
- JOUR J200 Writing for Mass Media (3 cr.)
- JOUR J210 Visual Communication (3 cr.)
- THTR T115 Oral Interpretation I (3 cr.)
- THTR T315 Oral Interpretation II (3 cr.)

Mathematics (MATH) endorsement (18 credit hours)

- M211 Calculus I (4 cr.)
- M212 Calculus II (4 cr.)
- K300 Statistical Techniques (3 cr.)
- M301 Applied Linear Algebra (3 cr.) **or**
- M303 Linear Algebra (3 cr.)
- T336 Topics in Euclidean Geometry (3 cr.)

Electives to total a minimum of 18 hours

General Science endorsement (18 credit hours)

Select at least one course (3-5 credit hours):

- BIOL L100 Humans and the Biological World (5 cr.)
- BIOL L302 Topics in Human Biology (3 cr.)
- BIOL L350 Environmental Biology (3 cr.)
- BIOL L360 The Strategy of Life (3 cr.)
- BIOL L369 Heredity, Evolution, and Society (3 cr.)
- BIOL L370 Plants, Animals, and Civilization (3 cr.)
- BIOL Q201 Biological Science for Elementary Teachers (3 cr.)

Select at least one course (3-5 credit hours):

- CHEM C100 The World as Chemistry (3 cr.)
- CHEM C101-C102 Elementary Chemistry I-II (3-3 cr.)
- CHEM C105 Principles of Chemistry I (3 cr.)
- CHEM C121-C122 Elementary Chemistry Laboratory I-II (2-2 cr.)

Select at least one course (3 credit hours):

- AST A100 The Solar System (3 cr.)
- AST A105 Stellar Astronomy (3 cr.)
- AST A110 Introduction to Astronomy (3 cr.)
- GEOG G107 Physical Systems of the Environment (3 cr.)
- GEOG G208 Man's Impact on Environment (3 cr.)
- GEOG G315 Environmental Conservation (3 cr.)

GEOL G103 Earth Science: Materials and Processes (3 cr.)
 GEOL G104 Earth Science: Evolution of the Earth (3 cr.)
 GEOL G300 Environmental and Urban Geology (3 cr.)

Select at least one course (3-4 credit hours):

PHYS P101 Physics in the Modern World (4 cr.)
 PHYS Q202 Physical Science: Elementary Teachers (3 cr.)

Sufficient additional courses chosen from any area above to make a total of 18 credit hours.

Social Studies endorsement (18 credit hours)

Basic core requirements are listed below. Additional approved courses should be taken to complete required hours. Advanced courses to fill basic requirements may be substituted with an advisor's approval.

Select one area and complete the two introductory courses listed, plus one 300-level course in that area:

Economics (ECON)

E201 Introduction to Microeconomics (3 cr.)
 E202 Introduction to Macroeconomics (3 cr.)

Geography (GEOG)

G107 Physical Systems of the Environment (3 cr.)
 G110 Introduction to Human Geography (3 cr.)

Government (POLS)

Y103 Introduction to American Politics (3 cr.)

Select one course:

Y105 Introduction to Political Theory (3 cr.)
 Y107 Introduction to Comparative Politics (3 cr.)
 Y109 Introduction to World Politics (3 cr.)

United States History (HIST)

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

World Civilization (HIST)

H101-H102 The World in the Twentieth Century I-II (3-3 cr.)

Select two areas and complete at least one course in each (6 credit hours):

Anthropology (ANTH)

Psychology (PSY)

Sociology (SOC)

Additional credit hours chosen from any of the areas above to make a total of 18.

Endorsements

ARTISTICALLY GIFTED AND TALENTED Endorsement (15 credit hours)

Required:

EDUC Z510 Arts for Exceptional Children: Gifted (3 cr.)
 EDUC Z530 Curriculum for Artistically Talented Students (3 cr.)
 EDUC Z531 Advanced Methods and Materials for Artistically Talented Students (3 cr.)
 EDUC Z701 Gifted and Talented Art Practicum (3 cr.)

One additional course in education and psychology of the gifted (3 cr.)

BILINGUAL AND BICULTURAL EDUCATION Endorsement

Prerequisites (15 cr.)

Language proficiency (12 cr.) 2.5 GPA required:

HISP S200-S250 Second Year Spanish I-II (3-3 cr.)
 HISP S311 Spanish Grammar (3 cr.) P: S275
 HISP S312 Written Composition in Spanish (3 cr.) **or**
 HISP S317 Spanish Conversation and Diction (3 cr.)

Culture Proficiency (3 cr.)

Select one course:

HISP S275 Introduction to Hispanic Culture (3 cr.)
 HISP S301-S302-S303 The Hispanic World I-II-III (3-3-3 cr.)
 HISP S412 Latin American Culture and Civilization (3 cr.)

LTAM L400 Contemporary Mexico (3 cr.)

LTAM L401 Seminar: Contemporary Latin America (3 cr.)

Professional Preparation (16 cr.)

EDUC L441 Bilingual Education: An Introduction (3 cr.) **or**
 EDUC L524 Language Issues in Bilingual/Multicultural Education (3 cr.)
 EDUC L442 Methods for Bilingual Teaching (4 cr.) (Includes M403 field experience) **or**
 EDUC L520 Advanced Methods of Teaching Second/Foreign Languages (4 cr.) (Includes M403 field experience)
 EDUC T550 Cultural/Community Forces and the Schools (3 cr.)
 EDUC M470 **or** M550 Practicum: Bilingual/Bicultural Education (6-6 cr.)
Student teaching in a bilingual classroom will fulfill the M470/M550 requirement. Students also have the opportunity to do their regular student teaching in Texas.

COACHING Endorsement (HPER) (17 credit hours)

Required HPER courses:

P205 Structural Kinesiology (3 cr.)
 P216 Concepts of Physical Fitness (3 cr.)
 P280 Athletic Training Emergency Care (2 cr.)
 P316 Advanced Theories of Conditioning (2 cr.)
 P405 Introduction to Sports Psychology (3 cr.) **or**
 P490 Motor Development and Learning (3 cr.)

Select 4 credit hours from the following HPER courses:

A361 Coaching of Football (2 cr.)
 A362 Coaching of Basketball (2 cr.)
 A363 Coaching of Baseball (2 cr.)
 A364 Coaching of Track and Field (2 cr.)
 A366 Coaching of Gymnastics (2 cr.)
 A367 Coaching of Swimming and Diving (2 cr.)
 A370 Coaching of Soccer (2 cr.)
 A371 Coaching of Volleyball (2 cr.)
 A484 Interscholastic Athletic Programs (2 cr.)
 P498 Practicum in Physical Education (2 cr.)

COMPUTER Endorsement (18 credit hours)

EDUC W210 Survey of Computer-Based Education (3 cr.) P: EDUC W200 or permission of instructor
 EDUC W220 Technical Issues in Computer-Based Education (3 cr.) P: EDUC W210 or permission of instructor
 EDUC W310 Computer-Based Teaching Methods (3 cr.) P: EDUC W210
 EDUC W410 Practicum in Computer-Based Education (6 cr.) P: EDUC 310
 Plus one three-credit-hour elective approved by an advisor in instructional computing.

GIFTED AND TALENTED Endorsement (may be taken by undergraduates with consent of instructor) (15 credit hours) (This endorsement is currently under review)

EDUC W551 Education and Psychology of the Gifted and Talented (3 cr.)
 EDUC W552 Curriculum for the Gifted and Talented (3 cr.)
 EDUC W553 Methods and Materials for the Gifted and Talented (3 cr.)
 EDUC W595 Practicum: Gifted and Talented (6 cr.)

KINDERGARTEN Endorsement (20 credit hours)

The addition of the kindergarten endorsement to the license in elementary education qualifies the holder to teach all subjects in kindergarten.

Required:

EDUC E335 Introduction to Early Childhood Education (3 cr.) **and**
 EDUC M101 Laboratory/Field Experiences (1 cr.)
 EDUC E337 Classroom Learning Environments (3 cr.) P: E335 **and**
 EDUC M101 Laboratory/Field Experiences (1 cr.)
 EDUC E338 The Early Childhood Educator (3 cr.) P: E337 **or**
 HPER F453 Family Life Education (3 cr.)
 EDUC M470 Practicum: Kindergarten (6 cr.) 6 credit hours of student teaching
 HPER N220 Basic Nutrition (3 cr.) **or**
 HPER H363 Personal Health (3 cr.)

Minors**ENGLISH Minor (30 credit hours)***Required:*

ENG G205 Introduction to the English Language (3 cr.)
 ENG W350 Advanced Expository Writing (3 cr.)

Select one course (3 credit hours):

ENG W103 Introductory Creative Writing (3 cr.)
 ENG W203 Creative Writing (3 cr.)
 ENG W270 Argumentative Writing (3 cr.)
 ENG W301 Writing Fiction (3 cr.)
 ENG W303 Writing Poetry (3 cr.)
 ENG W401 Advanced Fiction Writing (3 cr.)
 ENG W403 Advanced Poetry Writing (3 cr.)

Select one course (3 credit hours):

ENG G302 Structure of Modern English (3 cr.) P: ENG G205
 ENG G405 Studies in English Language (3 cr.) P: ENG G205

Select one course (3 credit hours):

ENG L351 American Literature 1800-1865 (3 cr.)
 ENG L352 American Literature 1865-1914 (3 cr.)
 ENG L354 American Literature since 1914 (3 cr.)
 ENG L355 American Fiction to 1900 (3 cr.)
 ENG L356 American Poetry to 1900 (3 cr.)
 ENG L357 Twentieth-Century American Poetry (3 cr.)
 ENG L358 Twentieth-Century American Fiction (3 cr.)
 ENG L360 American Prose (excluding fiction) (3 cr.)
 ENG L363 American Drama (3 cr.)

Select one course (3 credit hours):

ENG L220 Introduction to Shakespeare (3 cr.)
 ENG L297 English Literature to 1600 (3 cr.)
 ENG L298 English Literature from 1600 to 1800 (3 cr.)
 ENG L299 English Literature since 1800 (3 cr.)
 ENG L313 Early Plays of Shakespeare (3 cr.)
 ENG L314 Late Plays of Shakespeare (3 cr.)

Select one course (3 credit hours):

CLAS C205 Classical Mythology (3 cr.)
 ENG L203 Introduction to Drama (3 cr.)
 ENG L204 Introduction to Fiction (3 cr.)
 ENG L205 Introduction to Poetry (3 cr.)
 ENG L213-L214 Literary Masterpieces I-II (3-3 cr.)
 ENG L367 Literature of the Bible I (3 cr.)

Select one course (3 credit hours):

AFRO A371 Black Literature for Teachers (3 cr.)
 AFRO A379 Early Black American Writing (3 cr.)
 AFRO A380 Contemporary Black American Writing (3 cr.)
 ENG L207 Women and Literature (3 cr.)
 ENG L241 American Jewish Writers (3 cr.)
 ENG L364 Native American Literature (3 cr.)
 ENG L375 Studies in Jewish Literature (3 cr.)
 ENG L378 Studies in Women and Literature (3 cr.)
 ENG L381 Recent Writing (3 cr.)
 HISP S220 Chicano and Puerto Rican Literature (3 cr.)

Select one course (3 credit hours):

EDUC L535 Adolescent Literature (3 cr.)
 EDUC X401 Critical Reading in the Content Area (3 cr.)
 ENG L202 Literary Interpretation (3 cr.)
 ENG L371 Introduction to Criticism (3 cr.)
 ENG L391 Literature for Young Adults (3 cr.)

Select one course (3 credit hours):

ENG L295 American Film Culture (3 cr.)
 ENG L395 British and American Film Studies (3 cr.)
 JOUR J110¹ Foundations of Journalism and Mass Communication (3 cr.)
 CMCL C228 Argumentation and Debate (3 cr.)
 THTR T115 Oral Interpretation I (3 cr.)

TEACHING ENGLISH AS A SECOND LANGUAGE (ESL) Minor (24 credit hours)

Candidates who are native speakers of English must present competence in a foreign language equivalent to two semesters (one year) of university foreign language work or two years of high school foreign language. If they did not have such course work, passing an examination at an equivalent level to the above in a foreign language is required. Credit earned by examination and recorded on the college transcript may be used toward fulfillment of these requirements. Parallel courses may also be taken at the graduate level. Contact the Language Education Department for more information.

General Linguistics (3 credit hours)*Select at least one course:*

ENG G205 Introduction to the English Language (3 cr.)
 ENG G206 Introduction to Grammar (3 cr.) (IUPUI course)
 ENG G301 History of the English Language (3 cr.) (IUPUI course)
 ENG G302 Structure of Modern English (3 cr.)
 LING L103 Introduction to the Study of Language (3 cr.)
 LING L303 Introduction to Linguistics (3 cr.)

Psycholinguistics and Sociolinguistics (3 credit hours)*Select at least one course:*

EDUC X470 Psycholinguistics for the Teachers of Reading (3 cr.)
 ENG G310 Social Speech Patterns (3 cr.) (IUPUI course)
 PSY P438 Language and Cognition (3 cr.)
 SPHS S433 Language Acquisition (3 cr.)
 SPHS S434 Language Development in School-Aged Children (3 cr.)

Culture and Society (3 credit hours)*Select at least one course:*

ANTH L200 Language and Culture (3 cr.)
 EDUC E300 Elementary Education for a Pluralistic Society (3 cr.)
 EDUC M300 Teaching in a Pluralistic Society (3 cr.)
 EDUC H340 Education and American Culture (3 cr.)
 SOC S312 Sociology of Education (3 cr.)

Literature (3 credit hours)*Select at least one course:*

EDUC E340/E341 Methods of Teaching Reading (3 cr.)
 EDUC L535 Teaching Adolescent Literature (seniors only) (3 cr.)
 EDUC X460 Books for Reading Instruction (3 cr.)
 ENG L390 Children's Literature (3 cr.)
 ENG L391 Literature for Young Adults (3 cr.)

Required Courses (7-10 credit hours):

EDUC M445 Methods of Teaching Foreign Languages (4 cr.)
 EDUC M470 Practicum: ESL (6 weeks) (3-6 cr.)

Electives may be selected from above or the following:

LING L205 Language and Style (3 cr.)
 LING L367 Languages of the World (3 cr.)

Overall total for ESL minor should come to 24 credit hours.

¹Journalism majors or minors can substitute JOUR J200 or J210 for J110.

FOREIGN LANGUAGES

Minors All foreign language teaching minors require the completion of a minimum of 24 credit hours (Russian, 26), including 18 credit hours (Chinese, 12; Japanese, 12; Korean, 12; Russian, 16) in 300- and 400-level courses. No course below the 200 level will count toward completion of the minor. Students may place out of some 200-level language requirement examinations. See advisor for details.

CHINESE (EALC) Minor (27 credit hours)

The Chinese teaching minor at IU Bloomington requires the completion of a minimum of 27 credit hours*, including 12 hours at the 300 and 400 levels. The candidate may **not** count any Chinese course below the 200 level toward licensing.

Language (18 credit hours)

† EALC C201-C202 Second-Year Chinese I-II (4-4 cr.) **or**
EALC C223 Intensive Second-Year Chinese (10 cr.)**
†† EALC C301-C302 Third-Year Chinese I-II (3-3 cr.) **or**
EALC C323 Intensive Third-Year Chinese (10 cr.)***
EDUC M445 Methods of Teaching Foreign Language (4 cr.)

* Please note: specific courses listed under each requirement are subject to change (i.e., there may be deletions or additions as the curriculum is revised). Students must consult the EALC advisor to determine the appropriate courses for the teaching minor.

** Only 8 credits count toward the language requirement.

*** Only 6 credits count toward the language requirement.

† Candidates whose performance in the placement examination exempts them from taking the second-year language courses shall be required to take 6 credit hours (2 courses) in East Asian culture courses in addition to the requirements in the Literature and Culture categories.

†† Candidates whose performance in the placement examination exempts them from taking the second-year and third-year language courses shall be required to take 12 credit hours (4 courses) from other EALC course offerings in addition to the requirements in the Literature and Culture categories.

Literature (6 credit hours)

Select one course:

CMLT C375 Chinese-Western Literary Relations (3 cr.)
EALC C361-C362 Introduction to Classical Chinese (3-3 cr.)
EALC C451-C452 Advanced Classical Chinese (3-3 cr.)
EALC E351 Studies in East Asian Culture (3 cr., subject to approval of advisor)
EALC E374 Early Chinese Philosophy (3 cr.)

Select one course:

EALC C431 Readings in Modern Chinese Literature I (3 cr.)
EALC E331-E332 Chinese Literature I-II (3-3 cr.)
EALC E333 Chinese Cinema (3 cr.)
EALC E351 Studies in East Asian Culture (3 cr., subject to approval of advisor)
EALC E471 Twentieth-Century Chinese Literature (3 cr.)

Culture and Civilization (3 credit hours)

Select one course:

EALC E232 China: The Enduring Heritage (3 cr.)
EALC E251 Traditional East Asian Civilization (3 cr.) **or**
HIST H237 Traditional East Asian Civilization (3 cr.)
EALC E301 Chinese Language and Culture (3 cr.)
EALC E302 Geographic Patterns in China (3 cr.)
EALC E350 Studies in East Asian Society (3 cr.)
EALC E351 Studies in East Asian Culture (3 cr.)
EALC E384 East Asian Nationalism and Cultural Identity (3 cr.)
EALC E495 Individual Readings (1-6 cr.)
FINA A360 Topics in East Asian Art (3 cr.)
FINA A464 Early Chinese Art and Archaeology (4 cr.)
FINA A466 Early Chinese Painting (4 cr.)
FINA A467 Late Chinese Painting (4 cr.)
HIST G380 Early China (3 cr.)
HIST G382 China: The Age of Glory (3 cr.)
HIST G383 China: The Later Empires (3 cr.)
HIST G385 Modern China (3 cr.)
HIST G387 Contemporary China (3 cr.)

POLS Y333 Chinese Politics (3 cr.)
REL R469 Topics in Taoism and Chinese Religion (3 cr.)

FRENCH (FRIT) Minor (27 credit hours)**Intermediate-Level Course Work (6 credit hours)**

F200 or F205 Second-Year French I (3 cr.)
F250 or F255 Second-Year French II (3 cr.)
F300 Lecture et analyses littéraires (3 cr.)

Language (15 credit hours)

F300 Lecture et analyses littéraires (3 cr.)
F313-F314 Advanced Grammar and Composition I-II (3-3 cr.)
F315 Phonetics and Pronunciation (3 cr.)
F401 Structure and Development of French (3 cr.)

Literature (3 credit hours)

Select one course:

F305 Théâtre et essai (3 cr.)
F306 Roman et poésie (3 cr.)

Culture and Civilization (3 credit hours)

Select one course:

F363 Introduction à la France moderne (3 cr.)
F461 La France contemporaine (3 cr.)

GERMAN (GER) Minor (26 credit hours)**200-Level Course Work (6 credit hours)**

G200 Oral Practice, Writing and Reading I (3 cr.)
G250 Oral Practice, Writing and Reading II (3 cr.)

Language (14 credit hours)

G300 Deutsch: Mittelstufe I (3 cr.)
G330 Deutsch: Mittelstufe II (3 cr.)
G448 The Sounds of Modern German (3 cr.)
G451 Introduction to the Structure of Modern German (3 cr.)

Literature (3 credit hours)

Select one course:

G305 Introduction to German Literature: Types (3 cr.)
G306 Introduction to German Literature: Themes (3 cr.)

Culture and Civilization (3 credit hours)

G363 Deutsche Kulturgeschichte (3 cr.)

JAPANESE (EALC) Minor (27 credit hours)

The Japanese teaching minor at IU Bloomington requires the completion of a minimum of 27 credit hours*, including 12 hours at the 300 and 400 levels. The candidate may **not** count any Japanese course below the 200 level toward licensing.

Language (18 credit hours)

† EALC J201-J202 Second-Year Japanese I-II (4-4 cr.) **or**
EALC J223 Intensive Second-Year Japanese (10 cr.)**
†† EALC J301-J302 Third-Year Japanese I-II (3-3 cr.) **or**
EALC J323 Intensive Third-Year Japanese (10 cr.)***
EDUC M445 Methods of Teaching Foreign Language (4 cr.)

* Please note: specific courses listed under each requirement are subject to change (i.e., there may be deletions or additions as the curriculum is revised). Students must consult the EALC advisor to determine the appropriate courses for the teaching minor.

** Only 8 credits count toward the language requirement.

*** Only 6 credits count toward the language requirement.

† Candidates whose performance in the placement examination exempts them from taking the second-year language courses shall be required to take 6 credit hours (2 courses) in East Asian culture courses in addition to the requirements in the Literature and Culture categories.

†† Candidates whose performance in the placement examination exempts them from taking the second-year and third-year language courses shall be required to take 12 credit hours (4 courses) from other EALC course offerings in addition to the requirements in the Literature and Culture categories.

Literature (6 credit hours)*Select one course:*

EALC E351 Studies in East Asian Culture (3 cr., subject to approval of advisor)
 EALC E473 History of Japanese Theatre and Drama (3 cr.)
 EALC J441 Readings in Japanese Scholarly Materials (3 cr.)
 EALC J461-J462 Literary Japanese I-II (3-3 cr.)

Select one course:

CMLT C365 Japanese-Western Literary Relations (3 cr.)
 EALC E321-E322 Japanese Literature I-II (3-3 cr.)
 EALC E351 Studies in East Asian Culture (3 cr., subject to approval of advisor)
 EALC E472 Modern Japanese Fiction (3 cr.)
 EALC J431 Readings in Modern Japanese Literature (3 cr.)

Culture and Civilization (6 credit hours)*Select two courses:*

EALC E231 Japan: The Living Tradition (3 cr.)
 EALC E251 Traditional East Asian Civilization (3 cr.) **or**
 HIST H237 Traditional East Asian Civilization (3 cr.)
 EALC E271 Twentieth-Century Japanese Culture (3 cr.)
 EALC E350 Studies in East Asian Society (3 cr.)
 EALC E351 Studies in East Asian Culture (3 cr.)
 EALC E354 Society and Education in Japan (3 cr.)
 EALC E384 East Asian Nationalism and Cultural Identity (3 cr.)
 EALC E394 Business and Public Policy in Japan (3 cr.)
 EALC E495 Individual Readings (1-6 cr.)
 FINA A262 Introduction to Japanese Art and Culture (3 cr.)
 HIST G357 Premodern Japan (3 cr.)
 HIST G358 Early Modern Japan (3 cr.)
 HIST G369 Modern Japan (3 cr.)
 POLS Y334 Japanese Politics (3 cr.)
 REL R357 Religions in Japan (3 cr.)

KOREAN (EALC) Minor (27 credit hours)

The Korean teaching minor at IU Bloomington requires the completion of a minimum of 27 credit hours*, including 12 hours at the 300 and 400 levels. The candidate may **not** count any Korean course below the 200 level toward licensing.

Language (18 credit hours)

† EALC K201-K202 Second-Year Korean I-II (4-4 cr.) **or**
 EALC K223 Intensive Second-Year Korean (10 cr.)**
 †† EALC K301-K302 Third-Year Korean I-II (3-3 cr.) **or**
 EALC K323 Intensive Third-Year Korean (10 cr.)***
 EDUC M445 Methods of Teaching Foreign Language (4 cr.)

* Please note: specific courses listed under each requirement are subject to change (i.e., there may be deletions or additions as the curriculum is revised). Students must consult the EALC advisor to determine the appropriate courses for the teaching minor.

** Only 8 credits count toward the language requirement.

*** Only 6 credits count toward the language requirement.

† Candidates whose performance in the placement examination exempts them from taking the second-year language courses shall be required to take 6 credit hours (2 courses) in East Asian culture courses in addition to the requirements in the Literature, Culture, and Electives categories.

†† Candidates whose performance in the placement examination exempts them from taking the second-year and third-year language courses shall be required to take 12 credit hours (4 courses) from other EALC course offerings in addition to the requirements in the Literature, Culture, and Electives categories.

Literature (3 credit hours)*Select one course:*

EALC K431 Readings in Modern Korean Literature I (3 cr.) **or**
 EALC K432 Readings in Modern Korean Literature II (3 cr.)

Culture and Civilization (3 credit hours)*Select one course:*

EALC E233 Survey of Korean Civilization (3 cr.)
 EALC E303 Korean Folk and Elite Cultures (3 cr.)
 EALC E305 Korean Language and Culture (3 cr.)

Electives (3 credit hours)*Select one course:*

CMLT C265 Introduction to East Asian Poetry (3 cr.)
 CMLT C266 Introduction to East Asian Fiction (3 cr.)
 EALC E251 Traditional East Asian Civilization (3 cr.) **or**
 HIST H237 (credit not given for both)
 EALC E252 Modern East Asian Civilization (3 cr.) **or**
 HIST H207 (credit not given for both)
 EALC E256 Land and Society in East Asia (3 cr.)
 EALC E350 Studies in East Asian Society (3 cr.)
 EALC E351 Studies in East Asian Culture (3 cr.)
 EALC E384 East Asian Nationalism and Cultural Identity (3 cr.)
 FINA A360 Topics in East Asian Art (3 cr.)
 FOLK F305 Asian Folklore (3 cr.)
 HIST H208 American-East Asian Relations (3 cr.)
 PHIL P271 Issues in Oriental Philosophies (3 cr.)
 REL R350 East Asian Buddhism (3 cr.)
 REL R369 The Taoist Tradition (3 cr.)

LATIN (CLAS) Minor (24 credit hours)**200-Level Course Work (6 credit hours)**

These credits may be completed through one of the following options:

- Completing
 - L200 Second-Year Latin I (3 cr.)
 - L250 Second-Year Latin II (3 cr.)
- Placing by examination at the 300 level and receiving 6 credit hours of special credit in L200 and L250 upon successful completion of the course in which one was placed.

Language (3 credit hours)

L310 Latin Prose Composition (3 cr.)

Literature (9 credit hours)*Select two courses:*

L305 Ovid (3 cr.)
 L307 Cicero (3 cr.)
 L308 Caesar, Civil War (3 cr.)
 L309 Introduction to Vergil's *Aeneid* (3 cr.)

Select one course:

L407 Roman Lyric (3 cr.)
 L408 Roman Comedy (3 cr.)
 L409 Readings in Medieval Latin (3 cr.)

Culture and Civilization (6 credit hours)

C102 Roman Culture (3 cr.)

Select one course:

C206 Classical Art and Archaeology (3 cr.)
 C414 The Art and Archaeology of Rome (3 cr.)

RUSSIAN (SLAV) Minor (26 credit hours)

R201-R202 Intermediate Russian I-II (3-3 cr.)
 R221-R222 Intermediate Oral Russian I-II (2-2 cr.)
 R301-R302 Advanced Intermediate Russian I-II (3-3 cr.)
 R307 Readings in Russian Expository Prose I (2 cr.)
 R325 Advanced Oral Russian (2 cr.)
 R401 Advanced Russian I (3 cr.)
 R405 Readings in Russian Literature I (3 cr.) **or**
 R406 Readings in Russian Literature II (3 cr.)

SPANISH (HISP) Minor (Minimum of 27 credit hours)

Minimum of 27 credit hours must include 21 credit hours in 300- and 400-level courses. No course below S250 will count toward the minor.

200-Level Course Work (6 credit hours)*Select one of the following options:*

- S250 Second-Year Spanish II (3 cr.) **or**
 S275 Hispanic Culture and Conversation (3 cr.)

- B. Placing by examination in S275 and completing the course with a grade of B– or better will earn special credit in S250.
- C. Placing by examination in S310 and completing the course with a grade of B– or better will earn special credit in S250; the 3 credits of S275 must be replaced with one additional course at the 300- or 400-level.

Language (12 credit hours)

S310 Spanish Grammar and Composition (3 cr.) P:S275 or equivalent
 S312 Written Composition in Spanish (3 cr.) P:S310, S311, or equivalent
 S317¹ Spanish Conversation and Diction (3 cr.) P: S310, S311, or equivalent **or**
 S425 Spanish Phonetics (3 cr.) P: S310, S311, or equivalent
 S426 Introduction to Spanish Linguistics (3 cr.) P: S310, S311, or equivalent; R: S425, P425, or general phonetics **or**
 S428 Applied Spanish Linguistics (3 cr.) P: S310, S311, or equivalent

Literature and Culture (6 credit hours)

S331 Hispanic World I (3 cr.) P: S310, S311, or equivalent
 S332 Hispanic World II (3 cr.) P: S331 **or**
 S411 Spanish Culture and Civilization (3 cr.) P:S275 or equivalent **or**
 S412 Latin American Culture and Civilization (3 cr.) P:S275 or equivalent **or**
 S413 Hispanic Culture in the United States (3 cr.) P:S275 or equivalent

Electives (3 credit hours)

Select three credit hours from any 300- or 400-level courses not taken to fulfill language or literature and culture requirements.

HEALTH AND SAFETY—TEACHING (HPER) Minor (24 credit hours)*Required (18 cr.):*

HPER F255 Human Sexuality (3 cr.)
 HPER H160 First Aid and Emergency Care (3 cr.)
 HPER H205 Introduction to Public and School Health (1 cr.) (Sem. II only)
 HPER H263 Personal Health (3 cr.)
 HPER H318 Drug Use in American Society (3 cr.)
 HPER H464 Coordination of School Health Promotion (3 cr.) (Sem. II only) (must be taken spring semester before student teaching)
 EDUC M458 Methods of Teaching Health and Safety (3 cr.) **and**
 M403 Laboratory/Field Experience: High School (0 cr.) (must be taken the fall semester before student teaching)

Select two courses (6 cr.):

HPER F258 Marriage and Family Interaction (3 cr.)
 HPER F317 Topical Seminar (3 cr.)
 (repeatable with a different topic; see advisor)
 HPER F345 Parent-Child Relations (3 cr.) (Sem. I only)
 HPER F347 Human Development II: Middle Childhood through Adolescence (3 cr.) (Sem. I only)
 P: HPER F150 and F258 or equivalent
 HPER H163 Topics in Health (3 cr.)
 HPER H172 International Health and Social Issues (3 cr.)
 HPER H174 Prevention of Violence in American Society (3 cr.)
 HPER H180 Stress Prevention and Management (3 cr.)
 HPER H220 Death and Dying (3 cr.) (Sem. II only)
 HPER H310 Health Care in Minority Communities (3 cr.)
 HPER H317 Topical Seminar (3 cr.) (repeatable with a different topic; see advisor)
 HPER H320 The Nature of Cancer (3 cr.)
 HPER H324 Gerontology: Multidisciplinary Perspectives (3 cr.) (Sem. I only)
 HPER H326 AIDS and Other Sexually Transmitted Diseases (3 cr.)
 HPER H327 Practicum in College Death Education (3 cr.) (Sem. II only) P: Permission of instructor
 HPER H333 Prevention of Cardiovascular Disease (3 cr.)
 HPER H340 Practicum in College Sex Education (3 cr.) P: Permission of instructor
 HPER N220 Nutrition for Health (3 cr.) **or**
 HPER N231 Human Nutrition (3 cr.) P: CHEM C101
 HPER S350 School and Community Safety (3 cr.)

¹S317 is not open to native speakers of Spanish; they should enroll in S425.

JOURNALISM (JOUR) Minor (24 credit hours)

For access to 12 credit hours of authorized journalism courses prior to admission to the Teacher Education Program, the student should:

1. Meet with and obtain the signature of an advisor in the University Division, the School of Journalism, or the School of Education;
2. Maintain a minimum cumulative GPA of 2.3 (**Note:** A minimum cumulative GPA of 2.5 is required for admission to the Teacher Education Program);
3. Complete listed prerequisites.

Required (15 credit hours):

JOUR J110 Foundations of Journalism and Mass Communication (3 cr.)
 JOUR J200 Reporting, Writing, and Editing I (3 cr.) P: ENG W131 and P/C: SLIS L155
 JOUR J201 Reporting, Writing, and Editing II (3 cr.) P: JOUR J200
 JOUR J210 Visual Communications (3 cr.)
 JOUR J425 Supervision of School Publications (3 cr.) P: 12 cr. of journalism, fall

Select one course:

JOUR J351 Newspaper Editing (3 cr.) P: J201 and J210
 JOUR J352 Magazine Editing (3 cr.) P: J201 and J210
 JOUR J353 Broadcast News Editing (3 cr.) P: J201, J210, and J343

Select one course:

JOUR J320 Principles of Creative Advertising (3 cr.)
 JOUR J321 Principles of Integrated Marketing (3 cr.)
 JOUR J337 Economics of Mass Media (3 cr.)
 JOUR J409 Media Management (3 cr.)
 JOUR J420 Advertising as Communication (3 cr.) P: J320

Select one course:

JOUR J344 Photojournalism Reporting (3 cr.) P: J201 and J210
 JOUR J354 Photojournalism Editing (3 cr.) P: JOUR J344 or permission of instructor
 JOUR J463 Computerized Publication Design I (3 cr.) P: J210
 JOUR J465 Computerized Publication Design II (3 cr.) P: J210 and J463

MATHEMATICS (MATH) Minor (24 credit hours)**Analysis (8 credit hours)**

MATH M211-M212 Calculus I-II (4-4 cr.)

Algebra (3 credit hours)

MATH M301 Applied Linear Algebra (3 cr.) **or**
 MATH M303 Linear Algebra for Undergraduates (3 cr.)

Probability (3 credit hours)

MATH M365 Introduction to Probability and Statistics (3 cr.)

Geometry (3 credit hours)

MATH T336 Topics in Euclidean Geometry (3 cr.) (Sem. I only)

Applied Mathematics (3 credit hours)*Select one course:*

MATH M371 Elementary Computational Methods (3 cr.)
 MATH M447 Mathematical Models and Applications I (3 cr.)

Electives (to total at least 24 credit hours)

MATH M380 History of Mathematics (3 cr.)
 MATH M391 Foundations of the Number Systems (3 cr.)
 MATH M436 Introduction to Geometries (3 cr.)
 MATH T321 Intuitive Topology (3 cr.) (Sem. II only)
 MATH T403 Modern Algebra for Secondary Teachers (3 cr.)

PHYSICAL EDUCATION Minor (28 credit hours)

HPER P140¹ Foundations of Physical Education (3 cr.) C: P141
 HPER P141¹ Foundations of Human Movement (2 cr.) C: P140
 HPER P280 Athletic Training and Emergency Care (2 cr.)
 HPER P216 Concepts of Physical Fitness (3 cr.)
 HPER P222 Teaching of Developmental Gymnastics (2 cr.)
 HPER P214 Basic Methods of Teaching Physical Education (3 cr.) P: P140 and P141

¹Must complete P140 and P141 with a C or higher in each course.

HPER P203 Teaching Practicum in Physical Education (1 cr.)
 HPER P205 Structural Kinesiology (3 cr.)
 HPER P290 Movement Experiences for Preschool and Elementary Children (2 cr.) **or**
 HPER P316 Theories of Advanced Conditioning (2 cr.)
 HPER P325 Teaching Team Activities (2 cr.) P: P214
 HPER P323 Teaching Individual and Dual Activities (2 cr.) P: P214
 HPER P398 Adapted Physical Education (3 cr.)

READING Minor (24 credit hours):

Application for admission through the Language Education Department and a minimum GPA of 3.0 are required. The holder of the reading minor is eligible to be a reading teacher at the level of the license to which it is attached. The minor is valid for the duration of the certificate to which it is attached.

Elementary and Kindergarten/Primary—Early Childhood option and Secondary option**Reading (12 credit hours)**

EDUC E340 Methods of Teaching Reading I (3 cr.)
 EDUC M464 Methods of Teaching HS Reading (3 cr.)
 EDUC E341 Methods of Teaching Reading II (3 cr.) **or**
 EDUC X400 Diagnosis in Language Difficulties (3 cr.)
 EDUC X401 Critical Reading in the Content Areas (3 cr.)
 EDUC X425 Practicum in Reading (3-6 cr.)

Literature (3 credit hours)

EDUC X460 Books for Reading Instruction (3 cr.) **or**
 ENG L390 Children's Literature (3 cr.) **or**
 ENG L391 Literature for Young Adults (3 cr.) **or**
 EDUC L535 Adolescent Literature (Jr. & Sr. level)

Linguistics (3 credit hours)

EDUC X470 Psycholinguistics for Teachers of Reading (3 cr.) **or**
 EDUC L303 Introduction to Linguistics (3 cr.) **or**
 EDUC G205 Introduction to the English Language (3 cr.) **and***
 EDUC G302 Structure of Modern English (3 cr.)

*(G205 and G302 counting as a single course may be used by English majors only)

Electives (6 credit hours)

Courses (300 level or above) selected with advisor's approval from reading, special education, language education, curriculum, advanced educational psychology. (Elementary Education undergraduate majors may use E339 as an elective.)

SCIENCE Minors (24 credit hours)

Science minors are available in the following subjects:

Biology
 Chemistry
 Earth-Space science
 General science
 Physical science
 Physics

See the respective science major primary areas listed in the "Secondary Education Program" section of this bulletin for a complete listing of required courses for a science minor. A science major primary area and a science minor are identical.

SOCIAL STUDIES Minor (30 credit hours)

This minor consists of an overall minimum of 30 credit hours in the areas listed below. At least 12 of these must be in courses numbered 200 or above.

One of the following areas must be chosen as a primary area with at least 18 credit hours of course work completed. The courses listed under the area must be completed. No more than 6 credit hours at the 100 level in the primary area can be counted toward the minor requirements. Advanced courses may be substituted with permission of an advisor.

A minimum of one course each in at least three additional areas other than the primary area must be completed. Additional course work to complete the 30 credit hour requirement should be electives to contribute to a diversified and coherent view of social studies.

Anthropology

ANTH A105 Human Origins and Prehistory (3 cr.) **and**
 ANTH E105 Culture and Society (3 cr.)

Economics

ECON E201 Introduction to Microeconomics (3 cr.) **and**
 ECON E202 Introduction to Macroeconomics (3 cr.)

Geography

Select two courses:

GEOG G107 Physical Systems of the Environment (3 cr.)
 GEOG G110 Introduction to Human Geography (3 cr.)
 GEOG G120 World Regional Geography (3 cr.)

Government

POLS Y103 Introduction to American Politics (3 cr.)

Select one course:

POLS Y105 Introduction to Political Theory (3 cr.)
 POLS Y107 Introduction to Comparative Politics (3 cr.)
 POLS Y109 Introduction to World Politics (3 cr.)

Psychology

PSY P101-P102 Introductory Psychology I-II (3-3 cr.) **or**
 PSY P106 General Psychology, Honors (4 cr.)

Sociology

SOC S100 Introduction to Sociology (3 cr.) **and**
 SOC S101 Social Problems and Policies (3 cr.)

U.S. History

HIST H105-H106 American History I-II (3-3 cr.) **or**
 HIST A314-A315 Recent U.S. History I-II (3-3 cr.) **or**
 HIST A361-A362 Studies in American History for Teachers I-II (3-3 cr.)

World Civilization

HIST H101-H102 The World in the Twentieth Century I-II (3-3 cr.)

SPEECH COMMUNICATION AND THEATRE (CMCL, THTR)**Minor (24 credit hours)**

The program in Speech Communication and Theatre currently is under revision, see an advisor for details. The Department of Speech Communication has changed its name to Communication and Culture (CMCL), but the minor is still referred to as Speech Communication.

Speech Communication and Theatre minors must register their minor with the departments of Communication and Culture and Theatre and Drama in addition to the School of Education.

Required:

CMCL C121 Public Speaking (3 cr.) **or**
 CMCL C130 Public Speaking, Honors (3 cr.)
 CMCL C324 Persuasion (3 cr.) P: C121 and one of the following: C223, C225, or C228.
 THTR T120 Acting I (3 cr.)

Select one course:

CMCL C225 Discussion and Decision Making (3 cr.)
 CMCL C228 Argumentation and Advocacy (3 cr.)
 CMCL C321 Rhetoric and Modern Discourse (3 cr.)
 CMCL C323 Speech Composition (3 cr.) P: C121 and one of the following: C223, C225, or C228.

Select one course:

CMCL C305 Rhetorical Criticism (3 cr.) P: C321 or permission of instructor.
 CMCL C427 Cross-Cultural Communication (3 cr.)
 CMCL C440 Organizational Communication (3 cr.)
 CMCL C444 Political Communication (3 cr.)

Select one course:

THTR T100 Introduction to Theatre (4 cr.)
 THTR T210 Appreciation of Theatre (3 cr.)
 THTR T370 History of the Theatre and Drama I (3 cr.)
 THTR T371 History of the Theatre and Drama II (3 cr.)

Select two courses:

THTR T225* Stagecraft I (3 cr.)

THTR T230 Stage Costuming I (3 cr.)

THTR T335 Stage Lighting I (3 cr.)

THTR T340* Directing I (3 cr.) P: T120. R: T225, T230, T335, or permission of instructor.

* T225 or T340 is suggested.

VISUAL ARTS (FINA) Minor (24 credit hours)**Introductory courses (15 credit hours)**

FINA F100-F101-F102 Fundamental Studio (3-3-3 cr.)

FINA A101-A102 Art History (3-3 cr.)

Breadth (9 cr.)

Sufficient additional credit hours in studio or history of art to complete a minimum of 24 credit hours of fine arts. One course must be taken at the 300 or 400 level.

The following education courses are also required but **do not** count toward the 24 credit hours for a minor:EDUC M330 Foundation of Art Education and Methods I (3 cr.) **and**

EDUC M301 Laboratory/Field Experience (1 cr.)

EDUC M430 Foundation of Art Education and Methods II (3 cr.) **and**

EDUC M401 Laboratory/Field Experience (1 cr.)



Indiana University–Purdue University Indianapolis Programs

In this section, courses from different schools and departments of Indiana University are listed and coded with three- and four-letter codes that indicate the originating department. Full descriptions of courses not offered in the School of Education can be found in the bulletins for the schools and departments listed. A guide to the codes is as follows:

EDUC (School of Education)
HER (Herron School of Art)
HPER (School of Physical Education)
JOUR (School of Journalism)
MUS (School of Music)
SLIS (School of Library and Information Science)
SPEA (School of Public and Environmental Affairs)

School of Liberal Arts

AFRO (Afro-American Studies)
ANTH (Anthropology)
COMM (Communication and Theatre)
ECON (Economics)
ENG (English)
FREN (French)
GEOG (Geography)

GER (German)
HIST (History)
PHIL (Philosophy)
POLS (Political Science)
REL (Religious Studies)
SOC (Sociology)
SPAN (Spanish)

School of Science

AST (Astronomy)
BIOL (Biology)
CHEM (Chemistry)
CSCI (Computer and Information Science)
GEOL (Geology)
MATH (Mathematical Sciences)
PHYS (Physics)
PSY (Psychology)
STAT (Statistics)

Program Options

This bulletin states only the undergraduate requirements for initial teacher certification and for the Bachelor of Science in Education degree. Students interested in graduate work in education should consult the Bulletin of the School of Education Graduate Program. The School of Education offers the following undergraduate programs under current guidelines of the Indiana Professional Standards Board:

Undergraduate Education Programs

Associate of Science in Early Childhood Education

Bachelor of Science in Education

Elementary Education

Secondary Education

English
Foreign Language: French, German, Spanish
Mathematics (Purdue School of Science)
Science (Purdue School of Science)
Social Studies
Speech Communication and Theatre

All-Grade Education

Art (Herron School of Art)

Physical Education (School of Physical Education)

Dual-Certification in Special Education and Elementary Education

Students must meet requirements for graduation and certification, as stated in the Bulletin of the School of Education Undergraduate Program current at the time of initial enrollment or as set forth in any subsequent bulletin. Students may not choose to meet requirements as stated in the bulletin for any year prior to enrollment. Neither may students elect to meet requirements from a combination of bulletins or a combination of programs from other IU campuses. Requirements from a single bulletin must be met for each of the program components.

Postbaccalaureate Certification Options It is also possible for students who hold baccalaureate or graduate degrees to pursue undergraduate teacher certification through the School of Education. Contact Education Student Services for further information.

Format Options

The teacher education program at IUPUI is titled “Learning to Teach/Teaching to Learn” (LT/TL). The professional education courses that are part of LT/TL are tied closely to specific Professional Development Schools (PDS) in Marion County. These are schools that have entered into a special partnership with the School of Education. Some of the formal coursework as well as all of the field experiences that accompany this coursework are conducted at the PDS sites. Students also have the option to student teach at these PDS sites.

Individuals interested in majoring in *elementary education* have two choices, the cohort option or the blocked option. Students interested in being certified to teach at the secondary level must enroll in the blocked option of this program.

The *cohort option* is designed for elementary education majors who can enroll full time and can complete the program in four consecutive semesters, beginning in a fall semester. In this option, a cohort of 25 students remain together throughout their professional education courses, and are based in a single professional development school for three semesters prior to student teaching. The *blocked option* requires students to take their professional education courses in the same sequence, but it provides experience in a different partner school for each block. The blocked option provides flexibility for students who can enroll only on a part-time basis or must “stop out” of the program for any reason. Blocked-option courses can be started in either the fall or spring semesters, although for secondary education, students are encouraged to begin Block I in the fall.

Because LT/TL is a field-based program in which formal class sessions are integrated with field experiences, all professional education courses need to be offered at a time when teacher education candidates are able to work with students in the K-12 classroom. Most professional education courses will be scheduled during the day, and students will need to make arrangements to devote one day each week for each block, or 2-3 days for the cohort option, to complete the class and field experience work each semester.

Endorsements to the elementary or secondary programs are currently offered in coaching, driver and traffic safety education, English as a second language, kindergarten, special education, reading, and computer education. Additionally, junior high/middle school extensions to the elementary license are available in the areas of English, Social Studies, Math, Science, and Foreign Language (French, German, and Spanish). Due to upcoming changes in teacher licensing, please check with an advisor about the availability of endorsements and new Indiana Professional Standards Board guidelines.

Information about the current state licensing standards and programs is available on the Indiana Professional Standards Board web site: <http://www.state.in.us/psb>.

Associate of Science—Early Childhood Education (62 credit hours)

The Associate of Science (A.S.) degree curriculum in early childhood education is a 62 credit hour program that offers preparation for individuals who are working or will work as instructional assistants or teachers in child care centers, family day care homes, nursery schools, head start centers, special education centers, recreation centers, programs for children of migrant workers, or similar early childhood programs. Individuals completing this program and possessing teaching experience (a minimum of three years) could qualify to become directors of Early Childhood programs in nonpublic settings. Special attention is given to integrating theoretical knowledge with practical experience.

Candidates for the Associate of Science degree must complete 62 credit hours and earn a minimum overall GPA of 2.5, as well as maintain a GPA of 2.5 in the subject matter concentration. The last 15 credit hours must be earned on one of the core campuses, either Indianapolis or Bloomington. The course work for the Associate of Science degree may be applied to the Bachelor of Science degree in elementary education with a kindergarten endorsement.

GENERAL EDUCATION

Language Arts (12 credit hours)

COMM R110 Fundamentals of Speech Communication (3 cr.)
ENG L105 Appreciation of Literature (3 cr.)
ENG L390 Children’s Literature (3 cr.) **or**
EDUC E449 Trade Books in the Classroom (3 cr.)
ENG W131 Elementary Composition (3 cr.)

Science and Mathematics (6 credit hours)

EDUC Q200 Basic Science Skills (3 cr.)
 MATH 130 Mathematics for Elementary Teachers I (3 cr.)

Social Studies (15 credit hours)

HIST H105 American History I (3 cr.) **or**
 HIST H106 American History II (3 cr.)
 PSY B104 Psychology as a Social Science (3 cr.)
 PSY B310 Life Span Development (3 cr.)
 SOC R100 Introduction to Sociology (3 cr.)
 SOC R234 Social Psychology (3 cr.) **or**
 PSY B370 Social Psychology (3 cr.)

Arts (5 credit hours)

HER H100 Art Appreciation (3 cr.)
 MUS E241 Introduction to Music Fundamentals (2 cr.)

Physical Education (5 credit hours)

HPER H363 Personal Health (3 cr.)
 HPER P290 Movement Experiences for Preschool and Elementary Children (2 cr.)

Professional Education (16 credit hours)

EDUC E330 Infant Learning Environments (3 cr.)
 EDUC E335 Introduction to Early Childhood Education (3 cr.) M400 Field Experience (0 cr.)
 EDUC E337 Classroom Learning Environments (3 cr.) M401 Field Experience (0 cr.)
 EDUC F203 Practicum in Early Childhood (2 cr.)
 EDUC M101 Laboratory/Field Experiences (0-1 cr.)
 EDUC P251 Educational Psychology for Elementary Teachers (3 cr.) M101 Field Experience (1 cr.)
 EDUC W200 Microcomputers in Education (3 cr.)

Electives (3 credit hours)

See an academic advisor or the program advisor before choosing electives.

Elementary School Certification Program

GENERAL EDUCATION**Language Arts (18 credit hours)**

(9 credit hours of literature and 9 credit hours of oral and written expression)

EDUC E449 Trade Books in the Classroom (3 cr.) **or**
 ENG L390 Children's Literature (3 cr.)

World Literature (two courses, one of which must be selected from those with an asterisk)

ENG L115 Literature for Today (3 cr.)
 ENG L202 Literary Interpretation (3 cr.)
 ENG L203 Introduction to Drama (3 cr.)*
 ENG L204 Introduction to Fiction (3 cr.)*
 ENG L205 Introduction to Poetry (3 cr.)*
 ENG L206 Introduction to Nonfictional Prose (2 cr.)*
 ENG L213 Literary Masterpieces I (3 cr.)*
 ENG L214 Literary Masterpieces II (3 cr.)*
 ENG L220 Introduction to Shakespeare (3 cr.)
 ENG L301 Critical and Historical Survey of English Literature I (3 cr.)
 ENG L302 Critical and Historical Survey of English Literature II (3 cr.)
 ENG L370 Black American Writing (3 cr.)
 ENG L381 Recent Writing (3 cr.)

Oral Expression (3 credit hours)

COMM R110 Fundamentals of Speech Communication (3 cr.)

Written Expression (3 credit hours)

ENG W131 Elementary Composition (3 cr.)

Oral and Written Electives

Sufficient courses from the following to complete 9 credit hours in oral and written expression:

COMM C180 Introduction to Interpersonal Communication (3 cr.)
 COMM R227 Argumentation and Debate (3 cr.)
 COMM R228 Discussion and Group Methods (3 cr.)

COMM R320 Advanced Public Speaking (3 cr.)

COMM R321 Persuasion (3 cr.)

ENG W132 Elementary Composition II (3 cr.)

ENG W206 Introduction to Creative Writing (3 cr.)

ENG W233 Intermediate Expository Writing (3 cr.)

ENG W250 Writing in Context (3 cr.)

ENG W290 Writing in the Arts and Sciences (3 cr.)

ENG W350 Advanced Expository Writing (3 cr.)

Science (15 credit hours)

EDUC Q200 Basic Science Skills (3 cr.)

Biological Sciences (3-5 credit hours)

BIOL K101 Concepts of Biology (5 cr.)

BIOL N100 Contemporary Biology (3 cr.)

BIOL N212 Human Biology (2 cr.)

BIOL N213 Human Biology Laboratory (1 cr.)

Physical Sciences (3-5 credit hours)

CHEM C100 World of Chemistry (3 cr.)

CHEM C101 Elementary Chemistry (3 cr., without laboratory)

CHEM C105 Principles of Chemistry (5 cr., lecture, recitation, laboratory)

PHYS 100 Physics in the Modern World (5 cr.)

PHYS 200 Our Physical Environment (3 cr.)

PHYS 201 General Physics I (5 cr.)

PHYS 202 General Physics II (5 cr.)

Earth Sciences (3-5 credit hours)

GEOG G107 Physical Systems of the Environment (3 cr.)

GEOL G107 Environmental Geology (3 cr.)

GEOL G109 Geology: Evolution of the Earth (3 cr.)

GEOL G110 Geology: The Earth's Environment (3 cr.)

Science Elective (3-5 cr.). Choose one of the courses listed above or any science course not already taken.

Social Studies (12 credit hours)

GEOG G110 Introduction to Human Geography (3 cr.)

HIST H105 American History I (3 cr.) **or**

HIST H106 American History II (3 cr.)

HIST H108 Perspectives on the World to 1800 (3 cr.) **or**

HIST H109 Perspectives on the World Since 1800 (3 cr.) **or**

HIST H113 History of Western Civilization I (3 cr.) **or**

HIST H114 History of Western Civilization II (3 cr.)

Electives from Anthropology, Economics, Geography, History, Political Science, Psychology or Sociology (3 cr.)

Mathematics (9 credit hours)

MATH 118 Finite Mathematics (3 cr.)

MATH 130 Mathematics for Elementary Teachers I (3 cr.) **and**

MATH 132 Mathematics for Elementary Teachers III (3 cr.) **or**

EDUC E495 Problem Solving in the Context of Teaching Math (6 cr.)

Fine Arts (5 credit hours)

HER H100 Art Appreciation (3 cr.)

MUS E241 Introduction to Music Fundamentals (2 cr.)

Physical Education (2-3 credit hours)

HPER H160 First Aid (3 cr.)

HPER P290 Movement Experiences for Preschool and Elementary Children (2 cr.)

PROFESSIONAL EDUCATION (53-59 credit hours)

Please see an advisor for information about the required course sequence.

EDUC E325 Social Studies in the Elementary Schools (3 cr.)

EDUC E328 Science in the Elementary Schools (3 cr.)

EDUC E339 Methods of Teaching Language Arts in the Elementary School (3 cr.)

EDUC E340 Methods of Teaching Reading I (3 cr.)

EDUC E341 Methods of Teaching Reading II (3 cr.)

EDUC E343 Mathematics in the Elementary Schools (3 cr.)
 EDUC H340 Education and American Culture (3 cr.)
 EDUC K205 Introduction to Exceptional Children (3 cr.)
 EDUC K206 Teaching Methods for Students with Special Needs (3 cr.)
 EDUC M101, M201, M301, M401 Laboratory/Field Experiences (6 sections, 1 cr. each)
 EDUC M323 The Teaching of Music in the Elementary Schools (2 cr.)
 EDUC M333 Art Experiences for the Elementary Teacher (2 cr.)
 EDUC M425 Student Teaching: Elementary (10-16 cr.)
 EDUC P251 Educational Psychology for Elementary Teachers (3 cr.)
 EDUC W200 Microcomputing for Education: An Introduction (3 cr.)

Cross-Cultural Studies (6 credit hour minimum)

EDUC M300 Teaching in a Pluralistic Society

Elective (3 credit hours)

Select from the following options:

Language—Two courses 100 level or above in a language other than English, but which might include American Sign Language, will be required.

Area Study—At least one 200- to 400-level course with a definite focus on a non-United States cultural background selected from a discipline such as anthropology, political science, history, religion, etc., but not a “global problems” type course, will be required.

Overseas Study—Experience in this area would be by credit earned in any of the IU approved study-abroad programs.

Student Teaching—Experience in one of the several available **Special Cultural Immersion**

Student Teaching Projects would satisfy the requirement beyond M300.

With careful planning choices may be incorporated into the general-education or professional study requirements. Advisor approval is required for each option.

ELECTIVES (12-21 credit hours)

Elementary Endorsements

Endorsements in the areas of coaching, computer-based education, English as a second language, kindergarten, special education (a dual-certification program), and reading may be added to the elementary license. Refer to appropriate pages for these endorsements. A minimum GPA of 2.5 is required for the courses required for the minor.

Kindergarten Endorsement (Undergraduate Track)

The addition of the kindergarten endorsement to the standard elementary license qualifies the holder to teach all subjects in kindergarten as well as in grades 1-6. The kindergarten course sequence begins in the fall semester.

EDUC E335 Introduction to Early Childhood Education (3 cr.) M400 Field Experience (0 cr.)
 EDUC E337 Classroom Learning Environments (3 cr.) M401 Field Experience (0 cr.)
 EDUC E338 Early Childhood Educator (3 cr.)
 EDUC M101 Laboratory/Field Experience (0-1 cr.)
 EDUC M470¹ Practicum: Kindergarten (6 cr.)
 HPER H363 Personal Health (3 cr.) **or**
 HPER N231 Human Nutrition (3 cr.)

Kindergarten Endorsement (Graduate Track)

This track is available to students who already hold an elementary teaching license. The graduate kindergarten course sequence begins in the fall semester.

EDUC E506 Curriculum in Early Childhood Education (3 cr.)
 EDUC E508 Seminar in Early Childhood Education (3 cr.)
 EDUC E509 Internship in Early Childhood Education/Student Teaching (6 cr.)
 EDUC E525 Advanced Curriculum in Early Childhood Education (3 cr.)
 HPER H363 Personal Health (3 cr.) **or**
 HPER N231 Human Nutrition (3 cr.)

¹The kindergarten endorsement requires 6 credit hours of student teaching in a kindergarten classroom in addition to the minimum number of credit hours of student teaching required for the standard elementary license. The practicum fulfills the 6 credit hour kindergarten requirement.

Computing Endorsement

The addition of the “Computer Endorsement” to the standard elementary teaching license serves as an additional credential for those who wish to serve as leaders in the use of technology within their schools.

Prerequisite Courses:

EDUC W200 Microcomputers for Education: An Introduction (3 cr.)

Required:

EDUC W204 Programming for Microcomputers in Education (JAVA for Educators) (3 cr.) **or**
 CSCI N331 Visual Basic Programming (3 cr.)
 EDUC W210 Survey of Computer-Based Education (3 cr.)
 EDUC W220 Technical Issues in Education (3 cr.)
 EDUC W310 Computer-Based Teaching Methods (3 cr.)
 EDUC W410 Practicum in Computer-Based Education (6 cr.)

See an academic advisor for graduate course equivalents available to students who already hold a teaching license.

Reading Endorsement to Elementary License

The holder of the reading minor is eligible to be a reading teacher at the level of the certification to which it is attached. The minor is valid for the duration of the certificate to which it is attached.

Required:

EDUC E340 Methods of Teaching Reading I (3 cr.)
 EDUC E341 Methods of Teaching Reading II (3 cr.)
 EDUC X401 Critical Reading in the Content Area (1-3 cr.)
 EDUC X425 Practicum in Reading (6 cr.)
 EDUC X470 Psycholinguistics for Reading Teachers (3 cr.) **or**
 Advisor-approved linguistics course
 EDUC E449 Trade Books for the Classroom (1-3 cr.) **or**
 ENG L390 Children’s Literature (3 cr.)

Electives:

Approved courses from reading, educational psychology, special education, and language-related areas.

Junior High/Middle School Extended Coverage for the Elementary License

The extension of the standard elementary license to the junior high/middle school license qualifies the holder not only to teach in the elementary school, but also in the teaching area in junior high/middle school grades 5-9. In order to extend the elementary license, the following requirements must be met:

1. Select 18 credits in approved courses in one of the following junior high/middle school supporting areas:
 Foreign Language—French, German, Spanish
 Language Arts
 Mathematics
 Science
 Social Studies
2. Select 6 credits in professional education courses, always to include EDUC M470 Practicum: Junior High/Middle School (3-6 cr.)

Extended Coverage: French (18-23 credit hours)

A minimum of 18 credit hours must be completed, including 12 credit hours in 300- or 400-level courses. Courses below the 200 level will not count toward extended coverage.

200-level courses (6-11 credit hours)

May be completed through one of the following options:

1. By completing a sequence of courses at the 200 level,
 F203 Second-Year French I (4 cr.)
 F204 Second-Year French II (4 cr.)
2. By testing into a 300-level course and applying to the French department for 6 hours of credit in F299 (special credit).
3. By testing into F204 and receiving a minimum grade of C and then applying to the French department for credit in F203 Second-Year French I.

Language (9 credit hours)

FREN F300 Lectures et analyses littéraires (3 cr.)
 FREN F328 Advanced French Composition and Grammar (3 cr.)
 FREN F331 French Pronunciation and Diction (3 cr.)

Culture (3 credit hours)

FREN F360 Introduction socio-culturelle à la France (3 cr.)

Electives (1-3 credit hours)

FREN F307 Masterpieces of French Literature (3 cr.)
 FREN F421 Fourth-Year French (3 cr.)
 FREN F495 Individual Readings in French Literature (1-3 cr.)
 FREN F498 Foreign Study in France (4-8 cr.)

Extended Coverage: German (18 credit hours)

A minimum of 18 credit hours must be completed, including 12 credit hours in 300- or 400-level courses. Courses below the 200 level will not count toward extended coverage.

200-level courses (6-8 credit hours)

May be completed by one of the following options:

1. Advanced placement credit through G299 (6 cr.)
2. Satisfactory completion of G225 (4 cr.) and G230 (4 cr.)

Language (9 credit hours)

GER G300 Mittelstufe I (3 cr.)
 GER G330 Mittelstufe II (3 cr.)
 GER G331 Business German (3 cr.)
 GER G333 German Translation Practice (3 cr.)
 GER G340 Deutsch: Schreiben und Sprechen (3 cr.)
 GER G431 Advanced Business German (3 cr.)
 GER G445 Fortgeschrittenes Deutsch: Grammatik (3 cr.)
 GER G465 Fortgeschrittenes Deutsch: Kommunikation (3 cr.)

Culture (3 credit hours)

GER G365 Deutsche Kulturkunde (3 cr.)

Extended Coverage: Spanish (18-22 credit hours)

A minimum of 18 credit hours must be completed, including 12 credit hours in 300- or 400-level courses. Courses below the 200 level will not count toward extended coverage.

200-level courses (6-10 credit hours)

May be completed through one of the following options:

1. By completing
 - S203 Second-Year Spanish I (4 cr.)
 - S204 Second-Year Spanish II (4 cr.)
 - S311 Spanish Grammar (3 cr.)
2. Placing by examination in S204 (4 cr.) and receiving 3 credit hours of special credit upon the successful completion of the course, plus 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 S298 upon the successful completion of a 300-level course.

Language (9 credit hours)

Required:

SPAN S313 Writing Spanish I (3 cr.)
 SPAN S317 Spanish Conversation and Diction (3 cr.)
 The remaining 3 credit hours may be selected from the following:
 SPAN S320 Pronunciation and Diction (3 cr.)
 SPAN S428 Applied Spanish Linguistics (3 cr.)

Culture (3 credit hours)

SPAN S363 Introduction to Hispanic Culture (3 cr.)

Extended Coverage: Language Arts (18 credit hours)

Complete courses in the following manner to total 18 credit hours:

1. Complete **each** of the following to total 12 credit hours:
 - ENG G205 Introduction to the English Language (3 cr.) **or**
 - EDUC X470 Psycholinguistics for Teachers of Reading (3 cr.)
 - EDUC X460 Books for Reading Instruction (Adolescent Literature) (3 cr.) **or**
 - ENG L376 Literature for Adolescents (3 cr.)

ENG W350 Advanced Expository Writing (3 cr.)
 EDUC X401 Critical Reading in Content Areas (3 cr.)

2. Complete **one** of the following for 3 credit hours:

ENG L202 Literary Interpretation (3 cr.)
 ENG L203 Introduction to Drama (3 cr.)
 ENG L204 Introduction to Fiction (3 cr.)
 ENG L213 Literary Masterpieces I (3 cr.)
 ENG L214 Literary Masterpieces II (3 cr.)
 ENG L370 Black American Writing (3 cr.)
 ENG L381 Recent Writing (3 cr.)

3. Complete **one** of the following for 3 credit hours:

COMM T205 Introduction to Oral Interpretation (3 cr.)
 ENG C190 An Introduction to Film (3 cr.)
 JOUR J200 Writing, Reporting, and Editing I (3 cr.) P: JOUR J100 or EDUC W200

Extended Coverage: Mathematics (17-22 credit hours)

CSCI 208 The Computer in Business (3 cr.) **or**
 CSCI 201 Computer Literacy (3 cr.) **or**
 CSCI 220 Problem Solving with Computers (3 cr.)
 MATH 151 Algebra and Trigonometry (5 cr.) **or**
 MATH 153 Algebra and Trigonometry I (3 cr.) **and**
 MATH 154 Algebra and Trigonometry II (3 cr.)
 MATH 221 Calculus for Technology I (3 cr.) **and**
 MATH 222 Calculus for Technology II (3 cr.) **or**
 MATH 163 Integrated Calculus and Analytic Geometry I (5 cr.) **and**
 MATH 164 Integrated Calculus and Analytic Geometry II (5 cr.)
 STAT 301 Elementary Statistical Methods I (3 cr.) **or**
 STAT 311 Introductory Probability (3 cr.)

Extended Coverage: Science (18 credit hours)

Complete courses from the following four general science areas to total 18 credit hours. Choose at least one course from **each** area.

Biology

BIOL K101 Concepts of Biology (5 cr.)
 BIOL K103 Concepts of Biology II (5 cr.)
 BIOL N107 Introduction to Zoology (4 cr.)

Earth-Sky Science

AST A100 The Solar System (3 cr.)
 AST A105 Stellar Astronomy (3 cr.)
 GEOG G107 Physical Systems of the Environment (3 cr.)
 GEOG G315 Environmental Conservation (3 cr.)
 GEOL G107 Environmental Geology (3 cr.)
 GEOL G109 Geology: Evolution of the Earth (3 cr., 2 cr. without laboratory)
 GEOL G110 Geology: The Earth's Environment (3 cr., 2 cr. without laboratory)

Chemistry

CHEM C101 Elementary Chemistry I (5 cr., 3 cr. without laboratory)
 CHEM C102 Elementary Chemistry II (5 cr., 3 cr. without laboratory)
 CHEM C105 Principles of Chemistry I (5 cr., lecture, recitation, laboratory)
 CHEM C106 Principles of Chemistry II (5 cr., lecture, recitation, laboratory)

Physics

PHYS 100 Physics in the Modern World (5 cr.)
 PHYS 200 Our Physical Environment (3 cr.)
 PHYS 218 General Physics (4 cr.)

Electives to total 18 credit hours selected from courses not used above.

Extended Coverage: Social Studies

A minimum of 18 credit hours must be completed in the following manner:

1. Choose one of the following areas and complete the two courses listed for a total of 6 credit hours.
2. Complete one elective from *this same area* for 3 credit hours.

Note: Due to the content of most middle school Social Studies programs, it is recommended this area of concentration be U.S. History, Geography, or World History.

Economics

ECON E201 Introduction to Microeconomics (3 cr.) **and**
ECON E202 Introduction to Macroeconomics (3 cr.)

Geography

GEOG G110 Introduction to Human Geography (3 cr.) **and**
GEOG G107 Physical Systems of the Environment (3 cr.)

Government

POLS Y101 Principles of Political Science (3 cr.) **and**
POLS Y103 Introduction to American Politics (3 cr.)

United States History

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

World Civilization

HIST H113 History of Western Civilization I (3 cr.) **and**
HIST H114 History of Western Civilization II (3 cr.)

Elect additional course work to contribute to a diversified and coherent view of social studies to total 18 credit hours. Students should consult a social studies education faculty advisor in order to choose a coherent pattern of course work.

Anthropology

ANTH A103 Human Origins and Prehistory (3 cr.)
ANTH A104 Culture and Society (3 cr.)
ANTH A303 Evolution and Prehistory (3 cr.)
ANTH A304 Social and Cultural Behavior (3 cr.)

Psychology

PSY B104 Psychology as a Social Science (3 cr.)
PSY B105 Psychology as a Biological Science (3 cr.)

Sociology

SOC R100 Introduction to Sociology (3 cr.)
SOC R121 Social Problems (3 cr.)

Special Education (Mild Intervention): Dual-Certification Program for Elementary Education Majors (24 credit hours)

The field of special education has become more collaborative and inclusive. Special educators must be prepared to work collaboratively with general education personnel, and they must be well-versed in curriculum and instruction that meet the needs of all learners, including those with disability labels.

This program prepares students to teach in elementary grades (1-6) and to teach students with “mild” intervention needs. Mild intervention certification will replace licensure in the areas of learning disabilities and mild cognitive and emotional disabilities in the state of Indiana.

Students must enroll in either the full-time or part-time Learning to Teach/Teaching to Learn program (either cohort or blocked formats), beginning in the fall semester. In addition, students are required to take one of the following 3-credit seminars each semester while completing this program.

Professional Education:

Prerequisite/Corequisite (with Seminar 1): EDUC K205 Introduction to Exceptional Children (3 cr.)

Prerequisite/Corequisite (with Seminar 5): EDUC K206 Teaching Methods for Students with Special Needs (3 cr.)

Required Special Education courses:

Seminar 1: EDUC K490* (Fall) Individuals and Families in School and Society
Seminar 2: EDUC K490* (Spring) Assessment and Instruction
Seminar 3: EDUC K490* (Summer I) Collaboration and Service Delivery
Seminar 4: EDUC K490* (Summer II) Assistive Technology in Education
Seminar 5: EDUC K490* (Fall) Classroom Management and Behavior Support
Seminar 6: EDUC K490* (Spring) Transition Across the Lifespan
Practicum: EDUC K495 (6 cr.)

Field experience will be scheduled as part of the cohort or block programs. Students are required to complete a 16-week student teaching experience—eight weeks in an elementary school and the eight week practicum in special education.

*Note: K490 is a temporary course number for the Dual Certification program seminars.

Teaching English As a Second Language Minor (24 credit hours)

Prerequisite: A minimum of two semesters of college-level foreign language.

Linguistics

Select one course:

ENG G205 Introduction to English Language (3 cr.)
ENG G206 Introduction to Grammar (3 cr.)
ENG G301 History of the English Language (3 cr.)
ENG G302 Structure of Modern English (3 cr.)
LING L103 Introduction to Study of Language (3 cr.)
LING L365 Introduction to Linguistics (3 cr.)

Graduate Options:

ENG G500 Introduction to the English Language (4 cr.)
ENG G501 American English (3 cr.)
LING L503 Survey of Linguistics (3 cr.)
LING L522 Survey of Applied Linguistics (3 cr.)

Psycholinguistics and Sociolinguistics

Select one course:

EDUC X470 Psycholinguistics for Teachers of Reading (1-3 cr.)

Graduate Options:

EDUC L502 Socio-Psycholinguistic Applications to Reading Instruction (3 cr.)
ENG L532 Second Language Acquisition (3 cr.)
ENG G562 English Language and Sociolinguistics (4 cr.)
ENG G625 Introduction to Text Linguistics/Discourse Analysis (4 cr.)
ENG G651 American English (3 cr.)

Culture and Society

Select one course:

ANTH L300 Language and Culture (3 cr.)
EDUC H340 Education and American Culture (3 cr.)
EDUC M300 Teaching in a Pluralistic Society (3 cr.)

Graduate Options:

EDUC H520 Education and Social Issues (3 cr.)
EDUC H540 Sociology of Education (3 cr.)

Literature

Select one course:

EDUC E449 Trade Books in the Classroom (3 cr.)
EDUC X460 Adolescent Literature (3 cr.)
ENG L376 Literature for Adolescents (3 cr.)
ENG L390 Children's Literature (3 cr.)
ENG L391 Literature for Young Adults (3 cr.)

Graduate Options:

EDUC L530 Topical Workshop: Tradebooks for Students (K-12) (1-6 cr.)
EDUC L535 Teaching Adolescent Literature (3 cr.)
EDUC L559 Tradebooks in the Elementary Classroom (3 cr.)

Methods

Select one course:

EDUC L441 Bilingual Education: Introduction (3 cr.)
EDUC L442 Methods for Bilingual Teaching (3 cr.)

Graduate Options:

EDUC L520 Advanced Methods of Teaching Foreign Languages (3 cr.)
 EDUC L524 Language Issues in Bilingual and Multicultural Education (3 cr.)
 ENG G541 Materials Preparation for ESL Instruction (4 cr.)
 ENG L534 Linguistic Resources and TESOL (3 cr.)
 ENG L536 Methods and Materials for TESOL Teachers/Trainers (3 cr.)

Practicum

EDUC M470 Practicum ESL (3-8 cr.)

Graduate Option:

EDUC L525 Practicum in Language Education: ESL (1-4 cr.)

Electives (24 credit hours)*Select from the following:*

ANTH L300 Language and Culture (3 cr.)
 ENG G205 Introduction to the English Language (3 cr.)
 ENG G302 Structure of Modern English (3 cr.)
 LING L205 Language and Style (3 cr.)
 LING L367 Languages of the World (3 cr.)
 SOC R420 Sociology of Education (3 cr.)

Graduate Options:

EDUC J511 Methods of Individualizing Instruction (3 cr.)
 EDUC L524 Language, Education Issues in Bilingual and Multicultural Education (3 cr.)
 EDUC L536 Methods and Materials for TESOL Teacher-Trainers (3 cr.)
 ENG G652 English Language and Sociolinguistics (4 cr.)
 LING L511 Applied Transformational Grammar (3 cr.)
 LING L522 Survey of Applied Linguistics (3 cr.)
 LING L532 Second Language Acquisition (3 cr.)
 SLIS L533 Library Materials for Children and Young Adults (3 cr.)

See advisor for other approved courses.

Senior High/Junior High/Middle School and All-Grade Education Certification Programs

GENERAL EDUCATION (a minimum of 45 credit hours)

A minimum of 9 credit hours must be completed in oral and written expression selected from the following

Humanities (18-24 credit hours)

COMM R110 Fundamentals of Speech Communication (3 cr.)
 ENG W131 Elementary Composition (3 cr.)

Electives (3 cr.):

Select one course:

COMM C180 Introduction to Interpersonal Communication (3 cr.)
 COMM T205 Introduction to Oral Interpretation (3 cr.)
 COMM C223 Business and Professional Communication (3 cr.)
 COMM R227 Argumentation and Debate (3 cr.)
 COMM R228 Discussion and Group Methods (3 cr.)
 ENG W132 Elementary Composition II (3 cr.)
 ENG W205 Vocabulary Acquisition (1 cr.)
 ENG W233 Intermediate Expository Writing (3 cr.)
 ENG W250 Writing in Context (3 cr.)
 ENG W290 Writing in the Arts and Sciences (3 cr.)
 ENG W350 Advanced Expository Writing (3 cr.)
 JOUR J200 Writing, Reporting, and Editing I (3 cr.) P: JOUR J100 or EDUC W200

Remaining Humanities (9-15 credit hours)¹

Remaining credit hours must be taken from at least two of the following areas:

American Studies
 Classical Studies
 Communication (other than those courses used to fulfill the above requirements)

¹A detailed list of recommended courses is available from the academic advisor in Education Student Services.

English (other than those courses used to fulfill the above requirements)

Fine Arts
 Folklore
 Foreign Language
 Journalism (other than those courses used to fulfill the above requirements)
 Music
 Philosophy
 Religious Studies

Life and Physical Sciences (9-15 credit hours)

Biology (3 credit hours) Select any course from Biology.

Select at least 6 credit hours from any of the following areas:

Astronomy
 Chemistry
 Computer Science
 Geology
 Mathematical Sciences (including EDUC E495 Mathematics for Elementary Teachers)
 Physics
 Physical Geography

Social and Behavioral Sciences (9-15 credit hours)

Select at least nine credit hours from at least three of the following areas:

Anthropology
 Economics
 Geography
 History
 Political Science
 Psychology
 Sociology

PROFESSIONAL EDUCATION (45 credit hours)

Please see an advisor for information about the required course sequence.

EDUC H340 Education and American Culture (3 cr.)
 EDUC K205 Introduction to Exceptional Children (3 cr.)
 EDUC M101, M201, M301, M401 Laboratory/Field Experiences (4 courses, 1 cr. each)
 EDUC M314 General Methods Senior High/Jr. High/Middle School Teachers (3 cr.)
 EDUC M441-M456 Special Methods Course(s) in the Student's Cognate Area(s) (4 cr.)
 EDUC M464 Methods of Teaching Reading (3 cr.)
 EDUC M480 Student Teaching: Secondary (16 cr.)
 EDUC P255 Educational Psychology for Middle/Secondary Teachers (3 cr.)
 EDUC W200 Microcomputing for Education: An Introduction (3 cr.)

CROSS-CULTURAL STUDIES (6 credit hour minimum)

EDUC M300 Teaching in a Pluralistic Society (3 cr.)

Elective (3 credit hours)

Select from the following options:

Language—Two courses 100 level or above in a language other than English, but which might include American Sign Language, will be required.

Area Study—At least one 200- to 400-level course with a definite focus on a non-United States cultural background selected from a discipline such as anthropology, political science, history, religion, etc., but not a “global problems” type course, will be required.

Overseas Study—Experience in this area would be by credit earned in any of the IU **approved** study-abroad programs.

Student Teaching—Experience in one of the several available **Special Cultural Immersion Student Teaching Projects** will satisfy the requirement beyond M300.

With careful planning choices may be incorporated into the general-education or professional study requirements. Advisor approval is required for each option.

TEACHING AREAS

A minimum GPA of 2.5 is required for all courses in the major and minor.

Coaching Endorsement (18 credit hours)

HPER A480 Care and Prevention 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: Six credits from the following: A361, A362, A363, A364, A365, A366, A367, A368, A369, A370, A371, or A372

BIOL N217 Human Physiology (5 cr.)

Computer Endorsement

The addition of the "Computer Endorsement" to the standard secondary teaching license serves as an additional credential for those who wish to serve as leaders in the use of technology within their schools.

Prerequisite Course:

W200 Microcomputers for Education: An Introduction (3 cr.)

Required:

EDUC W204 Programming for Microcomputers in Education (JAVA for Educators) (3 cr.) **or**

CSCI N331 Visual Basic Programming (3 cr.)

W210 Survey of Computer-Based Education (3 cr.)

W220 Technical Issues in Education (3 cr.)

W310 Computer-Based Teaching Methods (3 cr.)

W410 Practicum in Computer-Based Education (6 cr.)

See an academic advisor for graduate course equivalents available to students who already hold a teaching license.

Driver and Traffic Safety Education Endorsement (12 credit hours)¹

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.)

ENGLISH Major (36 credit hours)

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

EDUC X470 Psycholinguistics for Teachers of Reading (3 cr.)

ENG G206 Introduction to Grammar (3 cr.) **or**

ENG G301 History of the English Language (3 cr.) **or**

ENG G302 Structure of Modern English (3 cr.) **or**

ENG G310 Social Speech Patterns (3 cr.)

ENG W206 Introduction to Creative Writing (3 cr.) **or**

ENG W301 Writing Fiction (3 cr.) **or**

ENG W401 Advanced Writing Fiction (3 cr.)

ENG W350 Advanced Expository Writing (3 cr.)

Literature

Select three courses:

ENG L202 Literary Interpretation (3 cr.)

ENG L203 Introduction to Drama (3 cr.)

ENG L204 Introduction to Fiction (3 cr.)

ENG L205 Introduction to Poetry (3 cr.)

ENG L213 Literary Masterpieces I (3 cr.)

ENG L214 Literary Masterpieces II (3 cr.)

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

ENG L365 Modern Drama: Continental (3 cr.)

ENG L366 Modern Drama: English, Irish, and American (3 cr.)

ENG L370 Black American Writing (3 cr.)

EDUC X460 Books for Reading Instruction (Adolescent Literature) (3 cr.) **or**

ENG L376 Literature for Adolescents (3 cr.)

ENG L381 Recent Writing (3 cr.)

Select two courses:

ENG L220 Introduction to Shakespeare (3 cr.)

ENG L301 Critical and Historical Survey of English Literature I (3 cr.)

ENG L302 Critical and Historical Survey of English Literature II (3 cr.)

ENG L315 Major Plays of Shakespeare (3 cr.)

ENG L332 Major Romantic Writers (3 cr.)

ENG L335 Victorian Literature (3 cr.)

ENG L345 Twentieth-Century British Poetry (3 cr.)

ENG L346 Twentieth-Century British Fiction (3 cr.)

ENG L348 Nineteenth-Century British Fiction (3 cr.)

Other selections may be made with approval of the student's advisor.

Communications

Select one course from each category:

1. COMM M150 Mass Media and Contemporary Society (3 cr.)

EDUC X401 Critical Reading in Content Areas (3 cr.)

2. JOUR J200 Reporting, Writing, and Editing I (3 cr.) P: JOUR J100 or EDUC W200

3. COMM T205 Introduction to Oral Interpretation (3 cr.)

COMM R227 Argumentation and Debate (3 cr.)

COMM T305 Advanced Oral Interpretation (3 cr.)

ENGLISH Minor (24 credit hours)

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

EDUC X470 Psycholinguistics for Teachers of Reading (3 cr.)

ENG G206 Introduction to Grammar (3 cr.) **or**

ENG G301 History of the English Language (3 cr.) **or**

ENG G302 Structure of Modern English (3 cr.) **or**

ENG G310 Social Speech Patterns (3 cr.)

ENG W301 Introductory Creative Writing (3 cr.) **or**

ENG W401 Advanced Writing Fiction (3 cr.)

ENG W350 Advanced Expository Writing (3 cr.)

Select two courses:

ENG L202 Literary Interpretation (3 cr.)

ENG L203 Introduction to Drama (3 cr.)

ENG L204 Introduction to Fiction (3 cr.)

ENG L205 Introduction to Poetry (3 cr.)

ENG L213 Literary Masterpieces I (3 cr.)

ENG L214 Literary Masterpieces II (3 cr.)

ENG L301 Critical and Historical Survey of English Literature I (3 cr.)

ENG L302 Critical and Historical Survey of English Literature II (3 cr.)

ENG L365 Modern Drama: Continental (3 cr.)

ENG L366 Modern Drama: English, Irish, and American (3 cr.)

ENG L370 Black American Writing (3 cr.)

EDUC X460 Books for Reading Instruction (Adolescent Literature) (3 cr.) **or**

ENG L376 Literature for Adolescents (3 cr.)

ENG L381 Recent Writing (3 cr.)

Select one course from each category:

1. COMM M150 Mass Media and Contemporary Society (3 cr.)

EDUC X401 Critical Reading in Content Areas (3 cr.)

JOUR J200 Reporting, Writing, and Editing I (3 cr.) P: JOUR J100 or EDUC W200

2. COMM T205 Introduction to Oral Interpretation (3 cr.)

COMM R227 Argumentation and Debate (3 cr.)

COMM T305 Advanced Oral Interpretation (3 cr.)

TEACHING ENGLISH AS A SECOND LANGUAGE Minor (24 credit hours)

Prerequisite: A minimum of two semesters of college-level foreign language.

Linguistics (Select one course)

ENG G205 Introduction to English Language (3 cr.)

ENG G206 Introduction to Grammar (3 cr.)

ENG G301 History of the English Language (3 cr.)

ENG G302 Structure of Modern English (3 cr.)

LING L103 Introduction to Study of Language (3 cr.)

LING L365 Introduction to Linguistics (3 cr.)

Graduate Options

ENG G500 Introduction to the English Language (4 cr.)

ENG G501 American English (3 cr.)

LING L503 Survey of Linguistics (3 cr.)

LING L522 Survey of Applied Linguistics (3 cr.)

Psycholinguistics and Sociolinguistics (Select one course)

EDUC X470 Psycholinguistics for Teachers of Reading (1-3 cr.)

¹Endorsement is offered only in summer of even-numbered years.

Graduate Options

EDUC L502 Socio-Psycholinguistic Applications to Reading Instruction (3 cr.)
 ENG L532 Second Language Acquisition (3 cr.)
 ENG G625 Introduction to Text Linguistics/Discourse Analysis (4 cr.)
 ENG G651 American English
 ENG G562 English Language and Sociolinguistics (4 cr.)

Culture and Society (Select one course)

ANTH L300 Language and Culture (3 cr.)
 EDUC H340 Education and American Culture (3 cr.)
 EDUC M300 Teaching in a Pluralistic Society (3 cr.)

Graduate Options

EDUC H520 Education and Social Issues (3 cr.)
 EDUC H540 Sociology of Education (3 cr.)

Literature (Select one course)

EDUC X460 Adolescent Literature (3 cr.)
 ENG L376 Literature for Adolescents (3 cr.)
 ENG L390 Children's Literature (3 cr.)
 ENG L391 Literature for Young Adults (3 cr.)
 EDUC E449 Trade Books in the Classroom (3 cr.)

Graduate Options

EDUC L530 Topical Workshop: Tradebooks for Students (K-12) (1-6 cr.)
 EDUC L535 Teaching Adolescent Literature (3 cr.)
 EDUC L559 Tradebooks in the Elementary Classroom (3 cr.)

Methods

EDUC L441 Bilingual Education: Introduction (3 cr.)
 EDUC L442 Methods for Bilingual Teaching (3 cr.)

Graduate Options

EDUC L520 Advanced Methods of Teaching Foreign Languages (3 cr.)
 ENG G541 Materials Preparation for ESL Instruction (4 cr.)
 ENG L534 Linguistic Resources and TESOL (3 cr.)
 ENG L536 Methods and Materials for TESOL Teachers/Trainers (3 cr.)
 EDUC L524 Language Issues in Bilingual and Multicultural Education (3 cr.)

Practicum

EDUC M470 Practicum ESL (3-8 cr.)

Graduate Options

EDUC L525 Practicum in Language Education: ESL (1-4 cr.)

Electives to total 24 credit hours selected from the following:

ANTH L300 Language and Culture (3 cr.)
 ENG G205 Introduction to the English Language (3 cr.)
 ENG G302 Structure of Modern English (3 cr.)
 LING L205 Language and Style (3 cr.)
 LING L367 Languages of the World (3 cr.)
 SOC R420 Sociology of Education (3 cr.)

Graduate Options

EDUC J511 Methods of Individualizing Instruction (3 cr.)
 EDUC L524 Language, Education Issues in Bilingual and Multicultural Education (3 cr.)
 EDUC L536 Methods and Materials for TESOL Teacher-Trainers (3 cr.)
 ENG G652 English Language and Sociolinguistics (4 cr.)
 LING L511 Applied Transformational Grammar (3 cr.)
 LING L522 Survey of Applied Linguistics (3 cr.)
 LING L532 Second Language Acquisition (3 cr.)
 SLIS L533 Library Materials for Children and Young Adults (3 cr.)

See advisor for other approved courses.

FOREIGN LANGUAGES**FRENCH Major (36-41 credit hours)**

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.

Prior to admission into EDUC M445 Methods of Teaching Foreign Languages, students must take a departmental proficiency examination. The examination may be taken more than once, but the student must pass the examination before being admitted to student teaching. The examination will test the student's oral proficiency and knowledge of language structure.

200-level courses (6-8 credit hours) This work may be completed through one of the following options:

1. By completing a sequence of courses at the 200 level
 FREN F203 Second-Year Composition, Conversation, and Reading I (4 cr.)
 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 credit hours):

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 F421 Fourth-Year French (3 cr.)

Electives (15 credit hours):

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 québécoise (3 cr.)
 FREN F453-F454 Littérature contemporaine I-II (3-3 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.)

FRENCH Minor (27-32 credit hours)

200-level courses (6-8 credit hours) This course work may be completed through one of the following options:

1. By completing a sequence of courses at the 200 level as follows:
 FREN F203 Second-Year French I (4 cr.)
 FREN F204 Second-Year French 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 (3 cr.)

Required (18 credit hours):

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 F421 Fourth-Year French (3 cr.)

Electives (1-3 credit hours):

FREN F410 French Literature of the Middle Ages (3 cr.)
 FREN F428 Seventeenth-Century French Literature (3 cr.)
 FREN F443-F444 Nineteenth-Century Novel I-II (3-3 cr.)
 FREN F453-F454 Littérature contemporaine I-II (3-3 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 Major (36-38 credit hours)

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 may **not** be counted toward licensing.

Prior to admission into EDUC M445 Methods of Teaching Foreign Languages, students must take a departmental proficiency examination. The examination may be taken more than once, but the student must pass the examination before being admitted to student teaching. The examination will test the student's oral proficiency and knowledge of language structure.

200-level courses (6-8 credit hours) This course work may be completed through one of the following options:

1. Advanced placement through German G299 (6 cr.) **or**
2. Satisfactory completion of German G225 (4 cr.) and G230 (4 cr.)

Required (15 credit hours):

GER G300 Mittelstufe I (3 cr.)
 GER G330 Mittelstufe II (3 cr.)
 GER G331 Business German (3 cr.)
 GER G333 German Translation Practice (3 cr.)
 GER G340 Deutsch: Schreiben und Sprechen (3 cr.)
 GER G431 Advanced Business German (3 cr.)
 GER G445 Fortgeschrittenes Deutsch: Grammatik (3 cr.)
 GER G465 Fortgeschrittenes Deutsch: Kommunikation (3 cr.)

Literature (12 credit hours)

Select from the following:

GER G371 Der deutsche Film (3 cr.)
 GER G401 Deutsche Kultur in Amerika (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.)
 GER G498 Individual Studies in German (1-3 cr.)

Culture (3 credit hours)

GER G365 Deutsche Kulturkunde (3 cr.)

GERMAN Minor (24 credit hours)**200-level courses (6-8 credit hours)**

May be fulfilled through one of the following options:

1. Advanced placement credit through GER G299 (6 cr.) **or**
2. Satisfactory completion of GER G225 (4 cr.) and G230 (4 cr.)

Language (6 credit hours)

Select two courses:

GER G300 Mittelstufe I (3 cr.)
 GER G330 Mittelstufe II (3 cr.)
 GER G331 Business German (3 cr.)
 GER G333 German Translation Practice (3 cr.)
 GER G340 Deutsch: Schreiben und Sprechen (3 cr.)
 GER G341 Advanced Business German (3 cr.)
 GER G445 Fortgeschrittenes Deutsch: Grammatik(3 cr.)
 GER G465 Fortgeschrittenes Deutsch: Kommunikation (3 cr.)

Literature (6 credit hours)

Select two courses:

GER G401 Deutsche Kultur in Amerika (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 G355 Theatre Spielen (3 cr.)

Culture (3 credit hours)

GER G365 Deutsche Kulturkunde (3 cr.)

SPANISH Major (36-38 credit hours)

The Spanish major requires the completion of a minimum of 36 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.

Prior to admission into EDUC M445 Methods of Teaching Foreign Languages, students must take a departmental proficiency examination. The examination may be repeated, but the student must pass the examination before being admitted to student teaching. The examination will test the student's oral proficiency and knowledge of language structure.

200-level courses (6-10 credit hours) May be completed through one of the following options:

1. SPAN S203 Second-Year Spanish I (4 cr.)
 SPAN S204 Second-Year Spanish II (4 cr.)
 SPAN S311 Spanish Grammar (3 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 (12 credit hours)

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.)

Literature (6 credit hours)

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 (9 cr.)

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

SPANISH Minor (25 credit hours)**200-level course work (6-10 credit hours)**

These credits may be completed through one of the following options:

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

Language (12 credit hours)

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.)

Literature (3 credit hours)

SPAN S360 Introduction to Hispanic Literature (3 cr.)

Culture and Civilization (3 credit hours)

SPAN S363 Introduction to Hispanic Culture (3 cr.)

HEALTH AND SAFETY Minor (28 credit hours)

BIOL N217 Human Physiology (5 cr.)
 HPER H160 First Aid (3 cr.)
 HPER H363 Personal Health (3 cr.)
 HPER H366 Health Problems in the Community (3 cr.)
 HPER H464 Organization of Health Education (3 cr.)
 HPER H465 Community Health Education (3 cr.)
 HPER N231 Human Nutrition (3 cr.)
 HPER S350 Content and Materials in Safety Education (2 cr.)
 SPEA H316 Introduction to Environmental Health (3 cr.)

JOURNALISM Minor (27 credit hours)**Communications Theory and Writing (18 credit hours)**

JOUR J110 Foundations of Journalism and Mass Communications (3 cr.)

JOUR J200 Reporting, Writing, and Editing I (3 cr.) P: JOUR J100

JOUR J201 Reporting, Writing, and Editing II (3 cr.)

JOUR J300 Communications Law (3 cr.)

JOUR J410 The Media as Social Institutions (3 cr.)

JOUR J425 Supervision of School Publications (3 cr.)

Reporting and Editing (select one group) (6 cr.)

JOUR J341 Newspaper Reporting (3 cr.) **and**

JOUR J351 Newspaper Editing (3 cr.)

JOUR J342 Magazine Reporting (3 cr.) **and**

JOUR J352 Magazine Editing (3 cr.)

JOUR J343 Broadcast News (3 cr.) **and**

JOUR J353 Advanced Broadcast News (3 cr.)

JOUR J344 Photojournalism (3 cr.) **and**

JOUR J354 Photojournalism Editing (3 cr.)

Elective (3 credit hours)

JOUR J210 Visual Communications (3 cr.)

JOUR J463 Computer Publication Design I (3 cr.)

JOUR J465 Computer Publication Design II (3 cr.)

MATHEMATICS Major (38 credit hours)

Students pursuing the standard senior high/junior high/middle school teacher certification program in mathematics 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.

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 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.)

MATH 583 History of Elementary Mathematics (3 cr.)

STAT 311 Introductory Probability I (3 cr.) **or**

STAT 511 Statistical Methods I (3 cr.)

MATHEMATICS Minor (25 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 300 Foundation of the Number System (3 cr.)

MATH 351 Elementary Linear Algebra (3 cr.)

MATH 453 Algebra I (3 cr.)

MATH 463 Advanced Geometry (3 cr.)

STAT 311 Introductory Probability (3 cr.) **or**

STAT 511 Statistical Methods I (3 cr.)

PHYSICAL EDUCATION

Students pursuing the standard, all-grade (grades K-12) teacher certification program in physical education at IUPUI must be enrolled in the School of Physical Education at IUPUI and meet degree requirements for that school as well as the requirements for teacher certification.

PHYSICAL EDUCATION All-Grade Major (K-12) (62 credit hours)

BIOL N217 Human Physiology (5 cr.)

BIOL N261 Human Anatomy (5 cr.)

HPER H160 First Aid (3 cr.)

HPER H363 Personal Health (3 cr.)

HPER N231 Human Nutrition (3 cr.)

HPER P110 Dance in Elementary Education (2 cr.)

HPER P150 Gymnastics I (2 cr.)

HPER P195 History and Principles of Physical Education (3 cr.)

HPER P200 Microcomputer Applications in Physical Education (3 cr.)

HPER P210 Dance in Secondary Education (2 cr.)

HPER P215 Principles and Practice of Exercise Science (3 cr.)

HPER P271 Individual Sports (1 cr.)

HPER P290 Movement Experiences for Preschool and Elementary Children (2 cr.)

HPER P390 Growth and Motor Performance of School Age Youth (2 cr.)

HPER P397 Kinesiology (3 cr.)

HPER P398 Adapted Physical Education (3 cr.)

HPER P409 Basic Physiology of Exercise (3 cr.)

HPER P450 Organizational and Psychological Foundations of Coaching (3 cr.)

HPER P493 Tests and Measurements in Physical Education (3 cr.)

HPER P495 Laboratory Teaching in Physical Education (1 cr.)

HPER P497 Organizational and Curricular Structures of Physical Education K-12 (2 cr.)

HPER R275 Dynamics of Camp Leadership (2 cr.)

Select two courses from the following (2 credit hours): P229, P233, P241, P242, P243

Select one course from the following (1 credit hour): P230, P234, P235, P236, P237, E477

Select three courses from the following (4.5 credit hours): A361, A362, A363, A364, A365, A366, A367, A368, A369

PHYSICAL EDUCATION Minor (Senior High/Junior High/Middle School) (31 credit hours)

This minor is in the process of being approved. See an advisor in the School of Physical Education prior to program planning.

BIOL N217 Human Physiology (5 cr.)

HPER H160 First Aid (3 cr.)

HPER P150 Gymnastics I (2 cr.)

HPER P195 History and Principles of Physical Education (3 cr.)

HPER P215 Principles and Practice of Exercise Science (3 cr.)

HPER P397 Kinesiology (3 cr.)

HPER P497 Organizational and Curricular Structures of Physical Education K-12 (2 cr.)

Electives:

Select four courses from the following (4 credit hours): P228, P229, P233, P241, P242, P243

Select two courses from the following (3 credit hours): A361, A362, A363, A364, A365, A366, A367, A368, A369, A370, A371, A372

Select two courses from the following (2 credit hours): P230, P234, P235, P236, P237

READING Endorsement to the Secondary License (Senior High/Junior High/Middle School Program) (24 credit hours)

The holder of the reading minor is eligible to be a reading teacher at the level of the certification to which it is attached. The minor is valid for the duration of the certificate to which it is attached.

Required:

EDUC M464 Methods of Teaching Reading (3 cr.)

EDUC X400 Diagnostic Teaching of Reading in the Classroom (3 cr.)

EDUC X401 Critical Reading in Content Area (3 cr.)

EDUC X425 Practicum in Reading (1-6 cr.)

EDUC X470 Psycholinguistics for Teachers of Reading (1-3 cr.)

EDUC X460 Books for Reading Instruction (Adolescent Literature) (3 cr.) **or**

ENG L376 Adolescent Literature (3 cr.)

Electives:

Approved courses from reading, educational psychology, special education, and language-related areas.

SCIENCE (51 credit hours)

Students pursuing the standard senior high/junior high/middle school teacher certification program in biology, chemistry, earth science, and physics must be enrolled in the School of Science at IUPUI. Students pursuing science certification must meet degree requirements of the appropriate school (science or education) as well as requirements for certification.

Available Combinations of Primary and Supporting Areas

Biology	Chemistry	Earth-Space Science	Physics	Physical Science
Chemistry	Biology	Chemistry	Chemistry	Biology
Earth-Space Science	Earth-Space Science	Mathematics	Earth-Space Science	Mathematics
General Science	Mathematics	Physics	Mathematics	
Mathematics	Physics			
Physical Science				
Physics				

Students must complete one of the primary areas and one of the supporting areas available with that primary area.

General Requirements (12 credit hours) (except Biology undergraduate majors)

The science courses used for the general science requirements may not be counted as a part of the primary or supporting science area.

Nutrition

Select one course:

- FN 303 Essentials of Nutrition (3 cr.) **or**
Nursing B215 Normal and Therapeutic Nutrition (3 cr.)

Pharmacology

Select one course:

- HPER H318 Drug Use in America (3 cr.)
HPER H363 Personal Health (3 cr.)
PHAR F216 Pharmacology (3 cr.)

Select 6 credit hours:

Biology—At least one course from this area for each student *except* students with biology as a primary area.

- BIOL K101 Concepts of Biology I (5 cr.)
BIOL K103 Concepts of Biology II (5 cr.)
BIOL K341 Principles of Ecology (3 cr.)
BIOL K342 Ecology Laboratory (2 cr.)

Chemistry—At least one course from this area for each student *except* students with chemistry as a primary area. Required for students who wish to be certified in biology.

- CHEM C105 Principles of Chemistry I (5 cr., lecture, recitation, laboratory)
CHEM C106 Principles of Chemistry II (5 cr., lecture, recitation, laboratory)

Geology—*Except* students with earth-space science primary area.

- GEOL G107 Environmental Geology (3 cr.)
GEOL G109 Geology: Evolution of the Earth (3 cr.)
GEOL G110 Geology: The Earth's Environment (3 cr.)
GEOL G300 Environmental and Urban Geology (3 cr.)

Physics—*Except* students with physics as a primary area.

- PHYS 100 Physics in the Modern World (5 cr.)
PHYS 218 General Physics (4 cr.)

Astronomy—*Except* students with earth-space science as a primary area.

- AST A100 The Solar System (3 cr.)
AST A105 Stellar Astronomy (3 cr.)

Geography—*Except* students with earth-space science as a primary area.

- GEOG G107 Physical Systems of the Environment (3 cr.)
GEOG G110 Introduction to Human Geography (3 cr.)
GEOG G303 Weather and Climate (3 cr.)
GEOG G315 Environmental Conservation (3 cr.)
GEOG G318 Geography of Cities and Metropolitan Areas (3 cr.)

BIOLOGY Primary Area (24-25 credit hours)

Complete A through D.

- A. BIOL K101 Concepts of Biology I (5 cr.) **and**
BIOL K103 Concepts of Biology II (5 cr.)
B. BIOL K322 Genetics (3 cr.)

- C. BIOL K341 Principles of Ecology (3 cr.) **and**
BIOL K342 Ecology Laboratory (2 cr.)
D. Required: 300- to 400-level biology courses (6 cr.) (see School of Science Bulletin)

Biology Supporting Area (for chemistry and physical science primary areas only)
(17 credit hours)

Complete A through D.

- A. BIOL K101 Concepts of Biology I (5 cr.)
B. BIOL K103 Concepts of Biology II (5 cr.)
C. Required: 300- to 400-level biology course (3 cr.) (see School of Science Bulletin)
D. BIOL K341 Principles of Ecology (3 cr.) **or**
BIOL K342 Ecology Laboratory (2 cr.)

CHEMISTRY Primary Area (24 credit hours)

Complete A through E.

- A. CHEM C105 Principles of Chemistry I (5 cr., lecture, recitation, laboratory)
CHEM C106 Principles of Chemistry II (5 cr., lecture, recitation, laboratory)
B. CHEM C341 Organic Chemistry (3 cr.) **and**
CHEM C343 Organic Chemistry Laboratory I (2 cr.)
C. CHEM C342 Organic Chemistry II (3 cr.)
D. CHEM C360 Elementary Physical Chemistry (3 cr.) **or**
CHEM C361 Physical Chemistry I (4 cr.)
E. CHEM C310 Analytic Chemistry (3 cr.)
CHEM C311 Analytic Chemistry Laboratory (1 cr.) (recommended but not required)

Chemistry Supporting Area (for biology and physics primary areas only) (16 credit hours)

Complete A through D.

- A. CHEM C105 Principles of Chemistry I (5 cr., lecture, recitation, laboratory)
B. CHEM C106 Principles of Chemistry II (5 cr., lecture, recitation, laboratory)
C. CHEM C341 Organic Chemistry (3 cr.)
D. for Biology Primary: CHEM C342 Organic Chemistry II (3 cr.)
for Earth Science Primary: CHEM C310 Analytical Chemistry (3 cr.)
for Physics Primary: CHEM C360 Elementary Physical Chemistry (3 cr.)

EARTH-SPACE SCIENCE Primary Area (24 credit hours)

See an advisor for program planning.

Complete A through G.

- A. GEOL G209 History of the Earth (3 cr.) **or**
GEOL G109 Fundamentals of Earth History (3 cr.) **and**
GEOL G119 Fundamentals of Earth History Laboratory (1 cr.)
See advisor before selecting courses above.
B. GEOL G110 Geology: The Earth's Environment (3 cr.) **and**
GEOL G206 Physical Geology Laboratory (1 cr.) **or**
GEOL G120 Physical Geology Laboratory (1 cr.)
C. GEOL G221 Introductory Mineralogy (3 cr.)
D. GEOL G222 Introductory Petrology (3 cr.)
E. GEOL G304 Principles of Paleontology (3 cr.)
F. GEOL G303 Geologic Mapping and Field Methods (4 cr.)
GEOL G420 Regional Geology Field Trip (1-2 cr.) or approved course substitution
G. AST A100 The Solar System (3 cr.) **or**
AST A105 Stellar Astronomy (3 cr.)

Earth-Space Science Supporting Area (for biology, chemistry, and physics primary areas)
(17 credit hours)

Complete A through D.

- A. AST A100 The Solar System (3 cr.) **or**
AST A105 Stellar Astronomy (3 cr.)
B. GEOG G107 Environmental Geology (3 cr.) **or**
GEOL G107 Geology: Resources and Man (3 cr.)
C. GEOL G209 History of the Earth (4 cr.) **and**
GEOL G110 Geology: The Earth's Environment (3 cr.) **and**
GEOL G206 Physical Geology Laboratory (1 cr.)
D. GEOL G115 Introduction to Oceanography (3 cr.)

PHYSICS Primary Area (24 credit hours)

Complete A through F.

- A. PHYS 152 Mechanics (4 cr.)
- B. PHYS 251 Heat, Electricity, and Optics (5 cr.)
- C. PHYS 310 Intermediate Mechanics (4 cr.)
- D. PHYS 330 Intermediate Electricity and Magnetism (3 cr.)
- E. PHYS 342 Modern Physics (3 cr.) **and**
PHYS 342L Modern Physics Laboratory (1 cr.)
- F. PHYS 400 Physical Optics (3 cr.) **and**
PHYS 401 Physical Optics Lab (2 cr.)

Physics Supporting Area (for biology, chemistry, and earth-science primary areas) (15 credit hours)

- A. PHYS 218 General Physics (4 cr.) **and**
PHYS 219 General Physics (4 cr.) **or**
PHYS 201 General Physics I (5 cr.) **and**
PHYS 202 General Physics II (5 cr.) **or**
PHYS 152 Mechanics (4 cr.) **and**
PHYS 251 Heat, Electricity, and Optics (5 cr.)
- B. PHYS 342 Modern Physics (3 cr.) **and**
PHYS 342 L Modern Physics Laboratory (1 cr.)—*recommended and*
Elective: Any physics course at the 300 level or higher

Prior approval of the choice of courses for the elective in Group B is required from the Physics Department to assure that the grouping is appropriate for secondary teaching.

Note: PHYS 342L Modern Physics Lab is recommended. It does **not** replace the need for a second course elective in Group B.

PHYSICAL SCIENCE Primary Area (25 credit hours)

Complete A through D.

- A. CHEM C105 Principles of Chemistry I (5 cr.) **and**
CHEM C106 Principles of Chemistry II (5 cr.)
- B. PHYS 218 General Physics (4 cr.) **and**
PHYS 219 General Physics (4 cr.) **or**
PHYS P201 General Physics I (5 cr.) **and**
PHYS P202 General Physics II (5 cr.)
- C. GEOL G110 Geology: The Earth's Environment (3 cr.) **and**
GEOL G206 Physical Geology Laboratory (1 cr.)
- D. AST A100 The Solar System (3 cr.)

Physical Science Supporting Area (for biology and earth-space science only) (18 credit hours)

Complete A through C.

- A. CHEM C105 Principles of Chemistry I (5 cr.)
- B. CHEM C106 Principles of Chemistry II (5 cr.)
- C. PHYS 218 General Physics (4 cr.) **and**
PHYS 219 General Physics (4 cr.) **or**
PHYS 201 General Physics I (5 cr.) **and**
PHYS P202 General Physics II (5 cr.)

General Science Supporting Area (for biology primary area only) (15 credit hours)

Elect 8-10 credit hours in physics *or* chemistry, *and* 5-7 credit hours in a physical science *other* than the area in which the 8-10 credit hours were taken.

Mathematics Supporting Area (for biology, chemistry, earth-space, physical science, and physics primary areas) (16 credit hours)

Complete A through E.

- A. MATH 261 Multivariate Calculus (4 cr.)
- B. MATH 262 Linear Algebra and Differential Equations (4 cr.)
- C. MATH 300 Logic and Foundations of Algebra (3 cr.)
- D. MATH 351 Elementary Linear Algebra (3 cr.)
- E. MATH 463 Advanced Geometry (3 cr.)

SOCIAL STUDIES (includes History)**Major (52 credit hours)**

The major area consists of an overall minimum of 52 credit hours in the areas listed below. At least 30 of these must be in courses numbered 300 or above. In no single area can more than 6 credit hours of course work at the 100 level be counted toward the major requirements.

Within the overall major, **one** of the following areas must be chosen as a primary area with at least 18 credit hours of course work, and **two others** must be chosen as supporting areas with at least 12 credit hours of course work in each. For each primary and supporting area chosen, the specific courses listed must be completed.

A minimum of one course in each of at least **three** listed areas **other than** the primary and supporting areas must be completed. Additional course work to complete the minimum requirement of 52 credit hours should be elected to contribute to a diversified and coherent view of social studies.

Students should plan their major program in consultation with a social studies education faculty advisor. This will ensure the development of an overall view of social studies as a total subject area, and a coherent pattern of primary and supporting areas.

Primary

Economics
Geography
Government
United States History
World Civilization

Supporting

Anthropology
Economics
Geography
Government
Psychology
Sociology
United States History
World Civilization

Anthropology

ANTH A103 Human Origins and Prehistory (3 cr.) **and**
ANTH A104 Culture and Society (3 cr.) **or**
ANTH A303 Evolution and Prehistory (3 cr.) **and**
ANTH A304 Social and Cultural Behavior (3 cr.)

Economics

ECON E201 Introduction to Microeconomics (3 cr.) **and**
ECON E202 Introduction to Macroeconomics (3 cr.)

Geography

GEOG G110 Introduction to Human Geography (3 cr.) **and**
GEOG G107 Physical Systems of the Environment (3 cr.)

Government

POLS Y101 Principles of Political Science (3 cr.) **and**
POLS Y103 Introduction to American Politics (3 cr.)

Psychology

PSY B104 Psychology as a Social Science (3 cr.) **and**
PSY B105 Psychology as a Biological Science (3 cr.)

Sociology

SOC R100 Introduction to Sociology (3 cr.) **and**
SOC R121 Social Problems (3 cr.)

U.S. History

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

World Civilizations

HIST H113 and HIST H114 History of Western Civilization I-II (3-3 cr.)
(Additional course work should be completed in non-U.S. History. This work should include courses from at least three culture areas.)

SOCIAL STUDIES (includes History) Minor (30 credit hours)

The minor area consists of an overall minimum of 30 credit hours in the areas listed below. At least 15 of these must be in courses numbered 300 or above.

One of the following areas must be chosen as a primary area with at least 18 credit hours of course work completed. The specific courses listed under the area must be completed, but no more than 6 credit hours at the 100 level in the primary area can be counted toward the minor requirements.

A minimum of one course each in at least three listed areas other than the primary area must be completed. Additional course work to complete the minimum 30 credit hour requirement should be elected to contribute to a diversified and coherent view of social studies. Students should plan their minor programs in consultation with a social studies education faculty advisor. This will ensure the development of an overall view of social studies as a total subject area, and a coherent pattern of primary and supporting areas.

Anthropology

ANTH A103 Human Origins and Prehistory (3 cr.) **and**
 ANTH A104 Culture and Society (3 cr.) **or**
 ANTH A303 Evolution and Prehistory (3 cr.) **and**
 ANTH A304 Social and Cultural Behavior (3 cr.)

Economics

ECON E201 Introduction to Microeconomics (3 cr.) **and**
 ECON E202 Introduction to Macroeconomics (3 cr.)

Geography

GEOG G110 Introduction to Human Geography (3 cr.) **and**
 GEOG G107 Physical Systems of the Environment (3 cr.)

Government

POLS Y101 Principles of Political Science (3 cr.) **and**
 POLS Y103 Introduction to American Politics (3 cr.)

Psychology

PSY B104 Psychology as a Social Science (3 cr.) **and**
 PSY B105 Psychology as a Biological Science (3 cr.)

Sociology

SOC R100 Introduction to Sociology (3 cr.) **and**
 SOC R121 Social Problems (3 cr.)

U.S. History

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

World Civilizations

HIST H113 and HIST H114 History of Western Civilization I-II (3-3 cr.)
 (Additional course work should be completed in non-U.S. History. This work should include courses from at least three culture areas.)

SPEECH COMMUNICATION AND THEATRE Major (36 credit hours)

Speech Communication and Theatre majors are encouraged to complete a minor. See advisor for appropriate program choices.

COMM C104 Voice and Diction (3 cr.)
 COMM C180 Introduction to Interpersonal Communication (3 cr.)
 COMM M150 Mass Media and Contemporary Society (3 cr.)
 COMM R227 Argumentation and Debate (3 cr.) **or**
 COMM R228 Discussion and Group Methods (3 cr.)
 COMM R310 Introduction to Rhetoric and Public Address (3 cr.)
 COMM R320 Public Speaking (3 cr.) **or**
 COMM R321 Persuasion (3 cr.)
 COMM T130 Introduction to Theatre (3 cr.)
 COMM T133 Introduction to Acting (3 cr.)
 COMM T339 Directing I (3 cr.)

Electives (6 credit hours)

Choose any courses in the Department of Communication Studies, excluding R110 and R223.

SPEECH COMMUNICATION AND THEATRE Minor (24 credit hours)

COMM C180 Introduction to Interpersonal Communication (3 cr.)
 COMM R227 Argumentation and Debate (3 cr.) **or**
 COMM R228 Discussion and Group Methods (3 cr.)

COMM R310 Introduction to Rhetoric and Public Address (3 cr.) **or**
 COMM R320 Public Speaking (3 cr.) **or**
 COMM R321 Persuasion (3 cr.)
 COMM T130 Introduction to Theatre (3 cr.)

Select four courses (12 credit hours):

COMM C104 Voice and Diction (3 cr.)
 COMM M150 Mass Media and Contemporary Society (3 cr.)
 COMM T133 Introduction to Acting (3 cr.)
 COMM T205 Introduction to Oral Interpretation (3 cr.)
 COMM T336 Children's Theatre (3 cr.)
 COMM T337/8 Theatre History (3 cr.)
 COMM T339 Directing I (3 cr.)

VISUAL ARTS Major

Students pursuing the standard all-grade (grades K-12) teacher certification program in visual arts at IUPUI must be enrolled in the Herron School of Art, IUPUI, and meet degree requirements for that school, including the certification requirements.

Professional Education (48 credit hours)

Please see an advisor for sequencing of courses.

EDUC H340 Education and American Culture (3 cr.)
 EDUC K205 Introduction to Exceptional Children (3 cr.)
 EDUC M101, M201, M301, M401 Laboratory/Field Experiences (4 courses, 1 cr. each)
 EDUC M300 Teaching in a Pluralistic Society (3 cr.)
 EDUC M371 Foundations of Art Education (4 cr.)
 EDUC M464 Methods of Teaching Reading (3 cr.)
 EDUC M482 Student Teaching in the Secondary Schools (10-16 cr.)
 HER M472 Teaching Art in the Elementary Schools (3 cr.)
 HER M473 Teaching Art in the Secondary Schools (3 cr.)
 EDUC P254 Educational Psychology for Teachers of All Grades (3 cr.)
 EDUC W200 Microcomputing for Education: An Introduction (3 cr.)

Art Organization (3 credit hours)

HER C311 Art Education Studio Survey (2 cr.)

Two- and Three-Dimensional Art (50 credit hours)

Foundational Courses (20 credit hours)

HER C101-C102 Introduction to Painting (2-2 cr.)
 HER C111-C112 Three-Dimensional Design (3-3 cr.)
 HER C121-C122 Design Theory (3-3 cr.)
 HER D101-D102 Life and Object Drawing (2-2 cr.)

Studio Electives (24 credit hours)

HER A201-A202 Visual Communication I and II (3-3 cr.)
 HER A203 The Portfolio Process (3 cr.)
 HER A204 The Visual Book (3 cr.)
 HER A251-A252 Typography I and II (3-3 cr.)
 HER A261 Introduction to Computer Imagery I (3 cr.)
 HER A262 Introduction to Computer Imagery II (3 cr.)
 HER A271 Computers in Visual Communication (3 cr.)
 HER C204-C205 Ceramics I and II (3-3 cr.)
 HER D201-D202 Drawing III and IV (3-3 cr.)
 HER D211-D212 Communicative Drawing (3-3 cr.)
 HER D230 Figure Drawing (3 cr.)
 HER G201 Etching I (3 cr.)
 HER G202 Lithography I (3 cr.)
 HER G203-G204 Silkscreen Printing I and II (3-3 cr.)
 HER G205 Monotype (3 cr.)
 HER K201-K202 Photography I and II (3-3 cr.)
 HER Q241-Q242 Beginning Woodworking Design (3-3 cr.)
 HER Q261-Q262 Beginning Woodworking (3-3 cr.)
 HER S201-S202 Sculpture I and II (3-3 cr.)

Advanced Studio Electives (6 credit hours)

HER A311-A312 Illustration I and II (2-2 cr.)
 HER A411-A412 Advanced Illustration (2-2 cr.)
 HER C304-C305 Ceramics III and IV (3-3 cr.)
 HER C312 Art Education Studio (variable title) (2 cr.)
 HER C412 Advanced Art Education Studio (variable title) (2 cr.)
 HER D301-D302 Drawing V and VI (3-3 cr.)
 HER D401-D402 Drawing VII and VIII (2-2 cr.)
 HER E305-E306 Advanced Portrait Painting I and II (2-2 cr.)
 HER G301-G303 Etching II and III (3-3 cr.)
 HER G302-G304 Lithography II and III (3-3 cr.)
 HER G305-G306 Photo Processes for Printmaking I and II (3-3 cr.)
 HER G401-G402 Printmaking III and IV (3 or 6 cr.)
 HER G403-G404 Individual Research in Printmaking I and II (3-3 cr.)
 HER K301-K302 Photography III and IV (2 or 3 cr.)
 HER K401-K402 Advanced Photography (2-2 cr.)
 HER P301-P302 Painting III and IV (3-3 cr.)
 HER P401-P402 Painting V and VI (3 or 6 cr.)
 HER P403-P404 Individual Research in Painting (3-3 cr.)
 HER Q341-Q342 Intermediate Furniture Design (3-3 cr.)
 HER Q361-Q362 Intermediate Woodworking Design (3-3 cr.)
 HER Q441-Q442 Advanced Furniture Design V and VI (3-3 cr.)
 HER Q461-Q462 Advanced Woodworking Design (3-3 cr.)
 HER S301-S302 Sculpture III and IV (3-3 cr.)
 HER H303-H306 Sculpture and Environment (3-3 cr.)
 HER S331-S332 Sculpture Construction (3-3 cr.)
 HER S401-S402 Sculpture V and VI (3 or 6 cr.)
 HER S403-S404 Individual Research in Sculpture (3-3 cr.)
 HER S501-S502 Sculpture (3 or 6 cr.)

History and Appreciation of Art (12 credit hours) (3 credit hours may be applied to humanities requirements)*Foundational courses required (9 credit hours):*

HER H101-H102 History of Art I and II (3-3 cr.)
 HER H103 Introduction to Contemporary Art (3 cr.)

Advanced Art History Electives (3 credit hours):

HER H301 Traditional Arts of Africa, Oceania, and Americas (3 cr.)
 HER H302 Beginnings of Twentieth Century Art 1886-1919 (3 cr.)
 HER H323 History of Printmaking I (3 cr.)
 HER H324 History of Printmaking II (3 cr.)
 HER H326 Romanesque and Gothic Art (3 cr.)
 HER H333 Art of the Renaissance (3 cr.)
 HER H334 The Baroque Artist and His Society (3 cr.)
 HER H341 Nineteenth-Century Painting (3 cr.)
 HER H342 Dada to Abstract Expressionism: Twentieth Century Art 1915-1950 (3 cr.)
 HER H344 Modern Architecture (3 cr.)
 HER H345 American Art to 1913 (3 cr.)
 HER H347 Twentieth Century Art: 1950 – Present (3 cr.)
 HER H351-H352 African Art (3-3 cr.)
 HER H361-H362 Asian Art (3-3 cr.)
 HER H400 Topics and Methods in Art History (3 cr.)
 HER H402 Roots of Modernism 1905-1915 (3 cr.)
 HER H404 American Art of the Past Two Decades (3 cr.)
 HER H495 Problems in Art History (1-3 cr.)
 HER H497 Summer School in Europe (6 cr.)

IUPU Columbus

Students at IUPU Columbus who plan to receive a degree or endorsement through IUPUI will follow the procedures and meet the degree requirements detailed in the programs for the Indianapolis campus in this bulletin. Students who plan to graduate from another Indiana University campus or from another university, however, should contact that campus or university to determine degree requirements and receive approval of courses taken at IUPU Columbus toward their degree.

Students currently admitted to degree programs at Indiana University campuses other than IUPUI, but who plan to attend IUPU Columbus on a permanent basis, must request that a permanent Intercampus Transfer be sent to IUPU Columbus from their current campus.

Students who plan to attend IUPU Columbus for specific courses and return to a campus other than IUPUI to complete their program should request a temporary Intercampus Transfer be sent to IUPU Columbus. This transfer should specify the length of time to be spent at IUPU Columbus or list the course(s) that the student is authorized to complete.

Admission

Undergraduate students may obtain admission material at IUPU Columbus. The completed application, admission fee, and transcripts from other institutions should be returned directly to the Student Services office of the Indiana University School of Education at IUPU Columbus.

Calendar and Schedule of Classes

Final schedules and calendars pertaining to IUPU Columbus are available at IUPU Columbus. Registration dates at IUPU Columbus generally do **not** correspond with the calendar listed in this bulletin.

Programs

Undergraduate students may complete the Elementary Education program at IUPU Columbus and finish the Secondary program at IUPUI or transfer to another Indiana University campus or to another institution. Professional education courses taken at IUPU Columbus may be taken only by students who will student teach through IUPUI unless special permission has been granted.

Elementary and junior high/middle school extensions (endorsements) to the elementary license are available in the areas of English, Social Studies, Math, and Science. Due to upcoming changes in teacher licensing, please check with an advisor about the availability of endorsements and new Indiana Professional Standards Board guidelines.

Information about the current state licensing standards and programs is available on the Indiana Professional Standards Board web site: <http://www.state.in.us.psb>.

IUPU Columbus
 4601 Central Avenue
 Columbus, Indiana 47203
 (812) 348-7271 (Student Services Office)
 or (800) 414-8782, Ext. 7271

Undergraduate Courses in the School of Education¹

The abbreviation “P” refers to the course prerequisite or prerequisites. The number of hours of credit given a course is indicated in parentheses following the course title. The “B,” “I” or “B-I” after the course title indicates whether the course is offered at Bloomington, Indianapolis, or at both campuses.

Courses in this section are listed alphabetically by prefix letter and in ascending numerical order within each of the sections. Unless otherwise specified, the prefix to all courses is EDUC.

Elementary Education

E210 Learning in Social Context (9 cr.) B An interdisciplinary exploration of the processes of learning, language, and social development from psychological, social, and cultural perspectives. Issues of diverse learner characteristics in the elementary classroom will be addressed. Course includes a field experience in an elementary school setting.

E215 Curriculum and Pedagogy (3 cr.) B This course will address the nature of the public school curriculum and pedagogy, their historical antecedents, and a variety of associated issues. It provides the intellectual undergirding to curriculum and teaching that is necessary for more specific activities associated with curriculum development and teaching practices.

E300 Elementary Education for a Pluralistic Society (3 cr.) B An overview of the principles of multicultural education. An introduction to major ethnic and minority groups in the United States. A historical view of the status of culturally different learners in elementary schools. A focus upon teaching strategies and curricular innovations for culturally diverse classrooms.

E305 Infusion of Technology (3 cr.) B One of the goals for the Democracy, Diversity, and Social Justice program is to infuse the study, use, and teaching about technology throughout the entire program. Rather than being a tool that preservice teachers learn about, technology will be studied as a subject and a means to expand research opportunities, stimulate and enhance models of inquiry, and broaden teaching abilities.

E310 Seminar on Legal Issues in Education (1-3 cr.) B Students in this course will (1) examine issues related to legal and ethical rights and responsibilities of teachers and students; (2) discuss legal cases that have had an impact on our educational system; (3) discuss ethical perspectives on educational dilemmas.

E320 Envisioning, Exploring, and Creating Our Social Worlds Through Multiple Literacies in the Elementary School (9 cr.) B

This interdisciplinary course explores the social studies as ways of knowing about our world; the language arts and language learning theory; aesthetics and the arts; and the multiple roles of the teacher as facilitator of learning, social researcher, and curriculum creator. A field experience is included.

E321 Science for Early Childhood (1 cr.) B Explores early childhood conceptions of natural phenomena as well as inferences children draw from them. Children’s learning from ages two through eight is of primary interest. Required of students seeking the standard license for kindergarten through primary teaching (K-3) including early childhood (infant-4 yrs.). Open to non-early childhood majors by permission of the instructor. (Sem. II only)

E322 Diversity and Social Justice I (3 cr.) B Students will develop curricula for social studies, language arts, aesthetics, and the arts that responds to multicultural and disability concerns. Curriculum planning and teaching strategies will attend to issues of student diversity in home and community contexts and school settings.

E324 Teaching Mathematics and Science for all Students (9 cr.) B This course prepares prospective elementary school teachers to teach mathematics and science in an integrated, discovery-based environment. A major goal of this course is to promote student familiarity with the conceptual understanding and skills necessary for teaching in a manner that promotes the inclusion of all pupils. Constructivism, the History and Philosophy of Science, and Technology and Society comprise three strands that further the aim of democratic teaching as applied to mathematics and science.

E325 Social Studies in the Elementary Schools (3 cr.) B-I Emphasizes the development of objectives, teaching strategies, and evaluation procedures that facilitate the social learnings of young children. Special attention given to concept learning, inquiry, decision making, and value analysis.

E326 Diversity and Social Justice II (3 cr.) B Students will develop curricula for mathematics and science that responds to multicultural and disability concerns. Curriculum planning and teaching strategies will attend to issues of student diversity in home and community contexts and school settings.

E328 Science in the Elementary Schools (3 cr.) B-I 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. P: Q200; Select one from Geology G103, G104, or Q201; Q202 must be taken either as a prerequisite or corequisite with E328.

E330 Infant Learning Environments (3 cr.) B-I P: EDUC P249-M101 or taken concurrently. Appropriate instructional strategies to enhance infant-toddler development, caregiving skills, and knowledge of appropriate learning environments. Students will apply strategies and knowledge in providing care and educational experiences. Open to students from allied health, psychology, pediatric nursing, and social work. (Sem. I only)

E333 Inquiry in Mathematics and Science (3 cr.) B Focuses on planning and managing appropriate science and math experiences with children of three to eight years of age. Opportunity for exploring, developing, experimenting, and evaluating instructional materials. Planning appropriate inquiry-oriented experiences will be stressed.

E335 Introduction to Early Childhood Education (3 cr.) B-I This course has a dual focus. The first involves an overview of the field including a historic perspective, program models, goals of early childhood education, and professional organizations. The second emphasizes the study of observation skills, the characteristics of young children, teacher-child interaction, and classroom management skills. (Sem. I and II)

E336 Play as Development (3 cr.) B-I Includes theories on development of play and how it can be guided. Shows how children use play to develop individually, to understand the physical, social, and cognitive environment, and to develop physical and motor skills and creative ability. Includes a section on selection and construction of play materials.

E337 Classroom Learning Environments (3 cr.) B-I P: EDUC E335. This course focuses on the curriculum aspects of early childhood programs designed to meet ethnic and cultural differences, and on planning, utilizing, and

evaluating learning environments. Selection of materials and activities, and the acquisition of skills for using these to stimulate children’s development, are major focuses. (Sem. II only)

E338 The Early Childhood Educator (3 cr.) B-I P: EDUC E335 and E337. Includes the role of the teacher as a professional educator, including professional responsibilities, legal rights and responsibilities of teachers and students, school and community relations, and involvement in professional organizations. A major emphasis is on parent involvement and parent education. (Sem. I only)

E339 Methods of Teaching Language Arts in the Elementary School (2-3 cr.) B-I Describes the methods, materials, and techniques employed in the elementary language arts program.

E340 Methods of Teaching Reading I (2-3 cr.) B-I Describes the methods, materials, and techniques employed in elementary school developmental reading programs.

E341 Methods of Teaching Reading II (2-3 cr.) B-I P: EDUC E339 and E340. Describes the methods, materials, and techniques employed in diagnosis and corrective instruction in elementary school reading programs.

E342 Survey of Reading and Language Arts Methods (K-12) (3 cr.) B Surveys contemporary issues in teaching reading and English language arts in grades K through 12. Includes methods, materials, and procedures for language arts, developmental reading, and reading-improvement strategies.

E343 Mathematics in the Elementary Schools (1-3 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.

E348 Foundations of Early Care and Education from Birth to Age 3 (6 cr.) B In this class, students will examine child development and learning up through age eight, and will have the opportunity to explore how our current knowledge base and theories relate to practice specific to the very young child (prenatal to age three). Aspects of how growth, development, and learning is promoted in the care and education of typically and atypically developing children; threats to healthy growth, development and learning in the critical early years; and issues of parenting, child care, and their broader societal implications will be examined in depth.

E349 Teaching & Learning for All Young Children I - Birth Through Age 3 (7 cr.) B This course provides students with an overview of the methods of promoting the emergent literacy of young children through the integration of literature, art, music, and movement into curricula for all young children, whether typically or atypically

¹For descriptions of courses required for teacher certification that are offered by other schools on the campus, see the catalogs of those schools.

developing, birth through age eight. Students will be engaged in the development and assessment of appropriate, literacy-rich environments and integrated curricula. In addition, students will develop and implement related learning activities during their two half-day per week field experience with children from birth to age three.

E351 Foundations of Early Care and Education in 3- to 5-Year-Olds (6 cr.) B

Students will examine how historical, social, cultural, and political factors influence the growth, development, and learning of children. Special emphasis will be placed on diversity issues.

E352 Teaching and Learning in

Preschool/Kindergarten II (10 cr.) B This course engages students in the development, implementation, and assessment of curricula for all children ages 3-5 years. Content areas of mathematics, social studies, science, literacy and art will be emphasized.

E353 Foundations of Early Care and Education in 5- to 8-Year-Olds (6 cr.) B

Students will examine how historical, social, cultural, and political factors influence the growth, development, and learning of children. Special emphasis will be placed on diversity issues.

E354 Teaching and Learning in

Kindergarten/Primary III (10 cr.) B This course engages students in the development, implementation, and assessment of curricula for all children in K - Grade 3 classrooms. Content areas of mathematics, social studies, science, literacy, and art will be emphasized.

E420 Senior Seminar in Teaching and

Schooling (3 cr.) B This course will assist students in reflecting on their university education and on their experiences in the public schools. Students will explore an educational issue in depth that has significant philosophical, social, and ethical dimensions, and that has implications for the practice of teaching. The course will help synthesize previous activities and investigations as students develop further their own values and orientations on the meaning of teaching for a democratic society.

E450 Senior Seminar and Student Teaching I

(Fall - 15 cr.) B Students will student teach in a preschool or early primary grade placement for 12 weeks. An accompanying seminar will be team-taught by a university instructor and a practicing teacher to help students make connections among professional issues, theories of curriculum and instruction, and classroom practice.

E451 Senior Seminar and Student Teaching II

(Spring - 15 cr.) B Students will student teach in a preschool or early primary grade placement for 12 weeks. An accompanying seminar will be team-taught by a university

instructor and a practicing teacher to help students make connections among professional issues, theories of curriculum and instruction, and classroom practice. Students who student teach in the early primary placement (K - 3rd grade) in E450 will student teach in a preschool during E451, and those who teach in a preschool classroom for E450 will engage in their early primary placement for E451. At the completion of E451, students will present a professional portfolio, demonstrating that they meet professional standards of practice.

E490 Research in Elementary Education (1-3 cr.) B-I Individual research.

E495 Workshop in Elementary Education (cr. arr.) B-I For elementary school teachers. Gives one credit hour for each week of full-time work.

Foundations of Education

F200 Examining Self as a Teacher (3 cr.) B-I 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.

F203 Topical Exploration in Education (1-3 cr.) B A one-semester course on a particular topic, established at the request of a faculty member and by the approval of the Academic Affairs Committee. Applies only as elective credit.

F205 Study of Education and the Practice of Teaching (1-3 cr.) B A review of the literature on various approaches to education as a discipline and a field of inquiry, and an exploration of several approaches to teacher education. Integrates scholarship and inquiry with the development of educational possibilities. Students will begin the process of constructing a set of personal and social commitments that will guide their future teaching activities.

F400 Honors Seminar (1-3 cr.) B Content varies but always involves the investigation in depth of significant topics in education. An interdisciplinary approach is taken.

F401 Topical Exploration in Education (0-3 cr.) This course will explore various topics of relevance to education, both in the United States and abroad.

Educational Leadership and Policy Studies

H340 Education and American Culture (3 cr.) B The present educational system, its social impact and future implications viewed in historical, philosophical, and sociological perspective.

H341 American Culture and Education (1-4 cr.) B 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.

H427 Education through Travel (2-6 cr.) B

Special Education

K201 Schools, Society, and Exceptionality (1-3 cr.) B 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 discussions of the many important topics and issues related to planning and implementing special education in American public schools.

K205 Introduction to Exceptional Children (3 cr.) B-I An overview of the characteristics and the identification of exceptional children. The course presents the issues in serving exceptional children as they participate in the educational, recreational, and social aspects of their lives.

K206 Teaching Methods for Students with Special Needs (1-3 cr.) B-I This course will focus on curriculum and instructional methods for teaching students with diverse abilities and disabilities. Specifically, students will learn about the historical and legal precedents in special education, student-centered assessment and planning strategies, learning styles, curricular adaptations, individualized instruction, teaming strategies, building classroom communities, and planning for transitions, career exploration, and adult outcomes.

K305 Teaching the Exceptional Learner in the Elementary School (3 cr.) B Knowledge, attitudes, and skills basic to the education of exceptional learners (students who are handicapped as well as gifted and talented) in the regular elementary classroom. Topics include historical and international perspectives, the law and public policy, profiling the exceptional learner, a responsive curriculum, teaching and management strategies, teachers as persons and professionals. (Sem. I and II)

K306 Teaching Students with Special Needs in Secondary Classrooms (3 cr.) B This course includes an overview of the skills and knowledges necessary for effective instruction of students with disabilities in inclusive secondary programs.

K343 Education of the Socially and Emotionally Disturbed I (3 cr.) B P: K205 or consent of instructor. A basic survey of the field of emotional disturbance and social maladjustment. Definitions, classifications, characteristics, and diagnostic and treatment procedures are discussed from a psycho-educational point of view.

K344 Education of the Socially and Emotionally Disturbed II (3 cr.) B P: K343 or consent of instructor. A survey of educational curricula, procedures, and materials for socially and emotionally disturbed children. Development of teaching skills is emphasized.

K350 Introduction to Mental Retardation (3 cr.) B P: K205 or consent of instructor. A basic survey of the field of mental retardation. Definitions, classifications, diagnosis, and treatment are discussed from medical, psychological, sociological, and educational points of view.

K351 Vocational Assessment and Instruction for Special Needs Secondary Students (3 cr.) B Emphasizes an awareness of issues and available options related to programming for the special needs adolescent adult. The concept of career education—including preparation in daily-living, personal, social, and occupational skills—is used as the basic framework for the course.

K352 Education of Children with Learning Problems (LD or MiMH) (3 cr.) B Educational programs for optimum growth and development of educable mentally retarded and learning disabled children. Study and observation of curriculum content, organization of special schools and classes, and teaching methods and materials.

K361 Assistive Technology for Elementary School Students with Disabilities (Fall - 2 cr.) B This course is designed to prepare future teachers with the knowledge required to integrate assistive technology into curricula for students with mild to moderate disabilities.

K362 Team Approaches to the Education of Students with Disabilities (Fall - 3 cr.) B Students will learn techniques related to effective collaboration and interactive teaming in educational settings. Focus will be the development of skills necessary to serve as consultant or co-teacher in school environments.

K370 Introduction to Learning Disabilities (3 cr.) B Survey of historical development and current status of definitions, classifications, assessment, and treatment procedures for learning-disabled students.

K371 Assessment and Individualized Instruction in Reading and Math (3 cr.) B Emphasizes assessment and remediation procedures that address reading and math problems of mildly handicapped students.

K410 Trends and Issues In Special Education (3 cr.) I Provides students with an overview of current movements in the field of special education. Major emphasis is on application and implication of principles mandated by P.L. 94-142 and Section 504 of the Rehabilitation Act of 1973.

K430 Medical and Physical Management of Students with Severe Disabilities (3 cr.) I This course addresses medical and physical aspects of severe disabilities, and focuses on educational implications of various conditions/disorders. Major topics include (1) the nature of common conditions/disorders, (2) methods for individual adaptations, and (3) procedures for structural modifications. The course incorporates information from various disciplines into classroom programming. The goal is to develop the basic vocabulary to communicate effectively with physical, occupational, and communication therapists and other related service personnel.

K453 Management of Academic and Social Behavior (3 cr.) I Surveys principles of behavior management as they pertain to educational environments. Students will learn how to define, observe, measure, record, and change academic and social behavior.

K461 Curriculum and Methods for Students with Severe Disabilities I (3 cr.) I Introduction to issues in providing educational services to students with severe handicaps across all grade levels. Characteristics, methods, and materials for students traditionally labeled moderately, severely, and profoundly retarded; multiply handicapped; and autistic. Covers design, development, and evaluation of instructional materials for learners with severe disabilities. Emphasis is on basic skill development, task analysis, data-based program modification, and programming generalization and maintenance. Major course activities include readings and class discussion; evaluation of existing curriculum materials; task analysis and program design; and participation in a task force group.

K462 Curriculum and Methods for Students with Severe Disabilities II (3 cr.) I The focus of this course is on the development of instructional programs in the following curriculum areas across all grade levels: reading, math, self-help/personal management, social/leisure, and vocational areas. Emphasis on programming for generalization and maintenance, and on general elements of classroom management (e.g., scheduling, communication). Major course activities include readings and class discussions, reports on selected curriculum materials, the development of complete instructional programs, and participation in a task force group.

K465 Service Delivery Systems and Consultation Strategies (3 cr.) I Reviews methods of implementing service delivery systems; consulting with professionals and parents; designing in-service training programs; and developing referral systems, curricular and personnel resources, and evaluation techniques used in special education programs.

K473 Communication Interventions for Persons with Severe Disabilities (3 cr.) I Planning and implementing communication intervention in educational settings with individuals who are severely disabled, including those who are severely/profoundly mentally retarded, severely developmentally delayed, autistic and autistic-like, or multiply disabled. Intervention is presented within the framework of the development of social interaction and cognitive ability as part of communication skills within the overall classroom and work setting ecology. Also considered is the role of augmentative and alternative education/intervention.

K488 Supervised Teaching in Special Education (3-12 cr.) B

K490 Research in Special Education (1-3 cr.) B-I

K490 Topical Seminars for Special Education Dual Certification Program (3 cr.) I

Seminar 1 – Individuals and Families in School and Society

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, academic, social/emotional, behavioral, and environmental issues.

Seminar 2 – Assessment and Instruction

This seminar assists students in gaining 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.

Seminar 3 – Collaboration and Service Delivery

The purposes of this seminar are to explore service delivery options currently available in special education and to assist students to build their collaborative skills, including effective communication and consultation skills.

Seminar 4 – Assistive Technology in Education

This seminar assists students to develop 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.

Seminar 5 – Classroom Management and Behavior Support

The purpose of this course is to provide students with basic knowledge and skills for a) developing and maintaining proactive classroom environments, b) teaching children social problem-solving and self-control skills, c) managing and preventing school-based crisis behaviors, and d) working with parents and other professionals.

Seminar 6 – Transition Across the Lifespan

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.

K495 Laboratory/Field Experiences in Special Education (cr. arr.: Max. 9) B 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/day, five days/week). Specific assignments, which are mutually agreed upon between student, cooperating teacher, and practicum supervisor, are also required.

Y420 Education Research: Approaches and Issues (Fall - 1 cr.) B This course is designed to expose students to the major approaches in educational research. Students will learn to interpret educational research and apply this knowledge to a research-based position paper.

Language Education

L441 Bilingual Education: Introduction (3 cr.) B Introduction to the development of bilingual/bicultural education in the United States—its antecedents, rationale, theories. Comparison of existing bilingual/bicultural programs.

L442 Methods for Bilingual Teaching (3 cr.) P: EDUC L441. Methods of teaching the content areas in a bilingual setting, including techniques of linguistic analysis.

L490 Research in Language Education (1-3 cr.) B-I

Methods

M101 Laboratory/Field Experience (0-3 cr.) B-I Laboratory or field experience. Grade: S or F.

M130 Introduction to Art Education (3 cr.) B Historical, sociological, and philosophical foundations of education, and the general processes and techniques of teaching as they apply to art teaching.

M135 Self Instruction in Art (1-5 cr.) B A general-interest course in art. Talent and past experience are not important. Students

select their own topics from a range of prepared opportunities.

M201 Laboratory/Field Experience (0-3 cr.) B-I Laboratory or field experience for sophomores. Grade: S or F.

M202 Job Search Strategies for Educators (1 cr.) B P: At least junior standing. To provide students entering the job market with the employment skills needed to aid them in their job search, materials processing, interview skill development, and licensure procedures. For many students, this course serves as the capstone experience prior to or during student teaching.

M235 Looking At and Talking About Art (3 cr.) B An introduction to analyzing pictorial images and particular works of art and forming thoughtful opinions about them. The course is specially designed for students with little or no background in art who want to learn how to respond intelligently to what they see.

M273 Recreational Arts and Crafts (2 cr.) B An introduction to arts and crafts for recreation agencies such as youth groups, camps, playgrounds, hospitals, etc.

M300 Teaching in a Pluralistic Society (3 cr.) B-I This course is designed to introduce students to teaching as a profession. Students focus upon the “self as teacher,” learning styles, cultural pluralism, and classroom teaching strategies that respond positively to the personal and ethnic diversity of the learner.

M301 Laboratory/Field Experience (0-3 cr.) B-I Laboratory or field experience for juniors. Grade: S or F.

M303 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 or M330 or M336. Grade: S or F.

M304 Laboratory/Field Experience (0-3 cr.) B Laboratory or field experience. Grade: S or F.

M305 Laboratory/Field Experience (0-3 cr.) B Laboratory or field experience. Grade: S or F.

M306 Laboratory/Field Experience (0-3 cr.) B Laboratory or field experience. Grade: S or F.

M307 Laboratory/Field Experience (0-3 cr.) B Laboratory or field experience. Grade: S or F.

M311 General Methods for Kindergarten/Elementary Teachers (1-3 cr.) I Explores individualized and interdisciplinary learning methods, measurement and evaluation, teaching process and curriculum development, and the organization of the elementary schools.

M314 (M313) General Methods for Senior High/Junior High/Middle School Teachers (3 cr.) B-I General methodology and

organization; knowledge about the teaching process, including general methods, instructional media, measurement, curriculum development and organization of the senior high/junior high/middle school; and techniques to promote individualized and interdisciplinary learning.

M316 Secondary General Methods (1-4 cr.) B This is an introductory course in general teaching strategies for secondary schools with an emphasis on adolescent learning and current issues in curriculum and instruction.

M317 Student Commonality and Diversity (1-3 cr.) B 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.

M323 The Teaching of Music in the Elementary Schools (2 cr.) B-I P: Music Z241. Not open to music majors. Fundamental procedures of teaching elementary school music, stressing music material suitable for the first six grades.

M324 Teaching About the Arts (1-3 cr.) B 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.

M330 Foundations of Art Education and Methods I (3 cr.) B P: H340, P254, M300 and 15 credit hours of art. An introduction to art education theory and related social issues. Supervised art teaching in elementary schools is an important part of this course.

M332 Art Experiences for Elementary Teachers, Part I (2 cr.) I Not open to art education majors. The selection, organization, guidance, and evaluation of two- and three-dimensional art activities in the elementary grades. Laboratory experiences with materials and methods.

M333 Art Experiences for the Elementary Teacher (2 cr.) B-I The selection, organization, guidance, and evaluation of individual and group art activities. Includes laboratory experiences with materials and methods of presenting projects.

M342 Methods and Materials for Teaching Elementary Music (3 cr.) P: MUS E231, EDUC M300, EDUC P254; C: EDUC M401. Detailed study of current teaching techniques for the elementary school music class. Dalcroze,

Kodaly, and Orff techniques; review of current textbooks and other materials; classroom recorder and guitar.

M343 Methods and Materials for Teaching Choral Music (2 cr.) B P: MUS E231, MUS G370, EDUC M300, EDUC P254; C: EDUC M401 (0 cr.) A study of vocal pedagogy, development of musicianship, rehearsal techniques, program management, and choral literature for elementary through high school choirs. A section of EDUC M401 Laboratory/Field Experience is corequisite.

M344 Methods and Materials for Teaching Instrumental Music (3 cr.) P: MUS E231, MUS G370, EDUC M300, EDUC P254; C: EDUC M401. A study of instrumental pedagogy, development of musicianship, rehearsal techniques, and appropriate methods and literature for elementary through high school bands and orchestras.

M371 Foundations of Art Education (4 cr.) I 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 practice of teaching art including the creative problem-solving process and interpreting, understanding, and judging art. School and museum field experiences included.

M401 Laboratory/Field Experience for Seniors (0-3 cr.) B-I Laboratory or field experience. Grade: S or F.

M403 Laboratory/Field Experiences (0-3 cr.) B Laboratory or field experiences at the high school level. (May be repeated.) Corequisite with the required special methods course. Grade: S or F.

M411 Laboratory/Field Experience: Middle and Secondary School (1-3 cr.) B Laboratory or field experiences in middle or secondary school science classes. (May be repeated.) Corequisite with M446, Methods of Teaching Senior High/Junior High/Middle School Science.

M420 The Student Teaching Seminar: Understanding Schools (2 cr.) B Seminar taught as a corequisite with early childhood (M423), kindergarten/primary (M424), elementary (M425), kindergarten (M470), and/or middle/junior high school (M470) student teaching experiences. This seminar will address several issues related to the process of becoming a teacher. Grade: S or F.

M424 Student Teaching: Kindergarten-Primary (1-16 cr.) B-I Full-time supervised student teaching over a full semester, divided equally between a kindergarten and primary grade in a school accredited by the state of Indiana, or 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.

M425 Student Teaching: Elementary (1-16 cr.) B-I Full-time supervised student teaching in grades 1-6 for a minimum of ten weeks in an elementary school accredited by the state of Indiana or 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.

M430 Foundations of Art Education and Methods II (3 cr.) B P: M330. Advanced study of curriculum developments in art education. Special attention is given to art teaching in secondary schools.

Methods Courses for Subject Matter Concentrations: General Information P: (1) junior standing; (2) 20 credit hours in the subject in which the methods course is to be taken if in the major field, 15 credit hours if in the minor field; (3) admission to the Teacher Education Program; (4) a minimum grade of 2.5 in all education courses and in courses in the major and minor areas (any exceptions are noted under subject concentration). *Students applying for student teaching must take their methods course on the campus where they are applying.* These special methods courses should be taken during the semester immediately preceding student teaching. Methods courses concern problems of teaching the subject indicated, including the methods, procedures, devices, materials, and outstanding research in the field.

M432 Teaching Foreign Language 5-12 (1-3 cr.) B Development and practice of skills and techniques of teaching foreign language, selection of content and materials, and evaluation of student and teacher performance. Micro and teaching lab included.

M434 Administration of School Bands (2 cr.) B P: Senior standing; EDUC M344 (to be taken during the student teaching semester). Teaching, organization, and administration of school wind and percussion ensembles.

M436 Administration of School Orchestra (2 cr.) P: Senior standing; M344 (to be taken during the student teaching semester). Teaching, organization, and administration of school orchestras.

M437 Teaching Science 5-12 (1-3 cr.) B Focus on curriculum decisions teachers make every day. Specifically, students in this course will examine current learning theories and apply these theories to instructional practices at the middle grades and high school.

M440 Teaching Problems and Issues Seminar (3 cr.) B-I A comprehensive examination of teaching problems and issues at the junior high school and middle school levels with special emphasis on solution strategies in various contexts.

M441 (M442) Methods of Teaching Senior/Junior High/Middle School Social Studies (1-4 cr.) B-I 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 building a repertoire of teaching strategies appropriate for middle/secondary school learners. Includes micro-teaching laboratory.

M445 Methods of Teaching Foreign Language (1-4 cr.) B-I 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)

M446 (M449) Methods of Teaching Senior High/Junior High/Middle School Science (1-5 cr.) B-I 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.

M450¹ Methods of Teaching High School Journalism (4 cr.) B-I

M451 Student Teaching: Junior High/Middle School (1-16 cr.) B-I 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 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.

M452 (M447) Methods of Teaching English in the Senior High/Junior High/Middle School (1-5 cr.) B-I 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.

M456 Methods of Teaching Physical Education (3 cr.) B-I P: General Methods M314. Development and organization of teaching materials for various teaching styles found in the elementary and secondary public schools. Includes demonstration of teaching skills in laboratory sessions and class management concepts.

M457 (M448) Methods of Teaching Senior High/Junior High/Middle School Mathematics (2-4 cr.) B-I 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

¹Course currently under revision.

domain of secondary and/or junior high/middle school mathematics. (Sem. I only)

M458 Methods of Teaching Health and Safety (3 cr.) B For health and safety majors only.

M459 Teaching Mathematics 5-12 (1-3 cr.) B This course will focus on the curriculum and instruction issues that teachers make every day in the classroom. Specifically, students in the course will examine current theories and apply these theories to instructional practices.

M463 Methods in Speech and Hearing Therapy (3 cr.) B Emphasis on school organizational patterns and administrative policies; relevant federal and state legislation; caseload determination; and service delivery models. Offered during the first eight weeks of each semester.

M464 (M462) Methods of Teaching Reading (3 cr.) B-I Focuses on middle, junior high, and senior high school. Curriculum, methods, and materials for teaching students to read more effectively.

M469 Content Area Literacy (1-3 cr.) B-I 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.

M470 Practicum (3-8 cr.) B 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, and 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.

M472 Teaching Art in the Elementary School (3 cr.) I P: M371, 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.

M473 Teaching Art in the Secondary Schools (3 cr.) I P: M371, 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.

M474 Undergraduate Seminar in Music Education (1-2 cr.) B P: Consent of instructor. An eight-week course taken in the same semester as student teaching. Current literature in music education, with individual projects concerned with music learning in the schools.

M477 Methods of Teaching in Health Occupations Education (3-5 cr.) I Teaching methods and techniques, and choices of material and equipment, with emphasis on evaluation.

M478¹ Methods of Teaching High School Speech (4 cr.) B-I Includes methods of teaching speech and theatre.

M480 Student Teaching: Senior High/Junior High/Middle School (1-16 cr.) B-I Full-time supervised student teaching for a minimum of ten weeks in a junior high/middle school or senior high school accredited by the state of Indiana, or 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.

M482 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 ten weeks at an elementary school, junior high/middle school, and/or senior high school accredited by the state of Indiana, or 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.

M483 Teaching Social Studies 5-12 (1-3 cr.) B Historical and contemporary roles of social studies will be explored with an emphasis on roles played by history, the social sciences, and the humanities. Particular attention is given to development of skills essential to successful social studies instruction and a resource bank of instructional ideas.

Mathematics Education

N443 Teaching Elementary School Mathematics Problem Solving (3 cr.) B The teaching and learning of problem solving. Topics include types of problems, appropriate instructional sequences, strategies for solving problems, factors related to problem difficulty, evaluating problem-solving learning. Work with elementary school children is included.

Educational Psychology

P249 Growth and Development in Early Childhood (3 cr.) B-I Focuses on the cognitive, social, affective, and physical development of the child during the early years of life. The goal of understanding the growing child from multiple perspectives guides the study of theory and research on child development.

Theoretical study is integrated with observations of and experiences with children in a way that increases the insights and competence of the teacher of young children. Addresses the unique developmental problems of special groups of children—handicapped, economically deprived, and members of minority groups.

P250 General Educational Psychology (1-4 cr.) The study and application of psychological concepts and principles as related to the teaching-learning process; introduction to classroom management; measurement/evaluation; disability awareness.

P251 Educational Psychology for Elementary Teachers (1-4 cr.) B-I 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.

P254 Educational Psychology for Teachers of All Grades (1-4 cr.) B-I The application of psychological concepts to school learning and teaching in the perspective of development from childhood through adolescence. Special attention is devoted to the needs of the handicapped.

P255 (P253) Educational Psychology for Middle and Secondary School Teachers (1-4 cr.) B-I The application of psychological concepts to school learning and teaching in the perspective of development from the beginning of preadolescence through adolescence. Special attention is devoted to the needs of the handicapped.

P256 Psychology and Education in Elementary Schools (1-3 cr.) B Provides a base of knowledge about child/adolescent development, the conditions and strategies that can influence development and learning through education, and the relevance of the characteristics of the educator for determining the effectiveness of education. Particular attention is given to common and diverse characteristics of individuals and groups.

P257 Psychology and Education in Secondary Schools (1-3 cr.) B Provides a base of knowledge about child/adolescent development, the conditions and strategies that can influence development and learning through education, and the relevance of the characteristics of the educator for determining the effectiveness of education. Particular attention is given to common and diverse characteristics of individuals and groups.

P314 Life Span Development (3 cr.) P: PSY P101 or equivalent. A course surveying human

development from infancy through old age, emphasizing the life span perspective on development. Major theories, current and classical research findings, and educational implications for all life stages from birth to death.

P444 Applied Cognition and Learning Strategies (3 cr.) B Survey of applied cognitive psychology, including information processing, schema theory, cognitive and metacognitive learning strategies, reading comprehension, mnemonic devices and other study skills, expert-novice research, technology-related learning supports, process and protocol analysis, problem representation and problem solving in math, and new assessment tools and measures.

P465 Childhood Socialization (3 cr.) B P: P249 or equivalent. Social development in childhood. Topics include socialization settings, including family, day care, and school; identity development, including self-concept and self-esteem as well as race, ethnic, and gender identity; language and communication; and interactive competence, including altruism and prosocial development, aggression, and friendship and peer relations.

P490 Research in Educational Psychology (1-3 cr.)

Science Education

Q200 Introduction to Scientific Inquiry (1-3 cr.) B-I Course provides the elementary education major with background in the science process skills needed to complete required science courses.

Q328 Field Experience/Methods Linkage—Elementary (1-6 cr.) B Science Lesson Preparation. During this time, the student prepares solutions, assembles equipment, and performs whatever additional practice is needed to prepare for taking a science lesson into a school.

Q405 Integrated Science Lab/Field Experience (1-3) B Lab for integrated science course for elementary education majors with science area of concentration. Lab for 1 credit for elementary certification for grades 1-6. For 3 credits integrates field experience at middle school level for middle school certification with lab component. Must be taken concurrently with COAS E405.

Q446 Field Experience/Methods Linkage (0-3 cr.) B

Q490 Research in Science Education (1-6 cr.) B-I Individual research and study in science education.

¹Course currently under revision.

Secondary Education

S400 Field-Based Seminar in Teacher Education (2-4 cr.) Discussion of issues in secondary education and exploration of problems of the field. Students spend approximately one day each week in the schools, satisfying performance standards for teacher certification. May be repeated. Instructor's permission required. Grade: S or F.

S405 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.

S490 Research in Secondary Education (1-3 cr.) B-I Individual research.

Multicultural/Urban Education

T300 Urban and Rural Problems (3 cr.) B An introductory course with emphasis upon social problems encountered by minority groups and poor whites in depressed areas. The course will be directed by a community person and a university faculty member.

T450 Cultural/Community Forces and the Schools (3 cr.) B Promotes modification of instructional strategies within diverse educational settings by providing opportunities to analyze community forces and cultures through cultural orientation workshops, culturally focused readings, direct residential participation in community-related activities, and biweekly preparation of cultural summary reports.

Higher Education and Student Affairs

U205 Human Development Opportunities for College Students (1-3 cr.) B Opportunities are given for students to better understand their personal development, to learn and use human relations skills, to assess humanistic issues in both personal and societal terms, and to establish goals for the future. Class emphasis will vary, depending upon student needs and the specific topics to be addressed.

U206 Orientation to College Life (1-3 cr.) P: Freshman or sophomore standing or consent of the instructor. This course will focus on transition: advancing from high school to IU, transferring from a two- or four-year college to IU, or returning to academic life as an adult student.

U207 Leadership Training (1-3 cr.) Leadership development and training. Topics may include theories of leadership, group dynamics, organizational theory, and other issues of interest to current or potential student leaders.

U208 Training for Paraprofessionals in Student Affairs (1-3 cr.) Development of specific skills for paraprofessional student staff such as resident advisors (RAs) and student orientation leaders. Topics may include theories of student development, leadership skills, crisis intervention, confrontation skills, and information about appropriate university policies and resources.

U209 Life Planning (0-3 cr.) This course will focus on issues related to preparing for and making decisions about life after college. Topics may include values clarification, choosing an academic field of study, understanding and making choices about various lifestyles, and goal setting.

U210 Survival Skills at IU (0-3 cr.) This course will focus on survival skills for new students. Topics may include strategies for building self-esteem, increasing assertiveness, managing time, goal setting, and other nonacademic skills which can assist novice students.

U211 Community Development (1-3 cr.) This topical seminar will focus on community development for students living in residence halls, Greek-letter housing units, living-learning groups, and other naturally occurring or self-selected living groups. Topics may include community building, conflict resolution, and group dynamics.

U212 Current Issues in Undergraduate Life (1-3 cr.) This course is a topical seminar that will address issues of interest to new undergraduates. Topics may include student diversity and campus life, the role and status of college women, or college students and alcohol.

U450 The Undergraduate Student Personnel Assistant (1-2 cr.) B Prepares undergraduate students to serve as student assistants in student personnel administration, e.g., orientation student assistant, undergraduate resident assistants.

U495 Seminar in Leadership Training (1-3 cr.) B The theory and practice of group work, leadership techniques, communication, human relations, problem solving, and decision making. Cases emphasize the role of the student leader in the total university community.

Computer Education

W200 Using Computers in Education/Microcomputing for Education: An Introduction (1-3 cr.) B-I Required of all students pursuing teacher education. Introduction to instructional computing and educational computing literature. Hands-on experience with educational software utility packages and commonly used microcomputer hardware.

W204 Programming for Microcomputers in Education (3 cr.) I Develops programming skills necessary for using a computer and for understanding computer programming as it applies to teaching. Not offered for credit if W201 or W202 have been taken.

W205 Microcomputer Graphics for Teachers (3 cr.) B P: EDUC W200 or its equivalent. The course includes programming in high- and low-resolution graphics to generate graphs, letter forms, pictures, and diagrams. Students will also work on selected software and peripherals. The primary focus is on the application of computer graphics to teaching in elementary and secondary schools.

W210 Survey of Computer-Based Education (3 cr.) B-I P: EDUC W200 or permission of instructor. The first course for the endorsement in educational computing. Proficiency in the use of application programs. Study of social, moral, and technological issues of educational computing.

W220 Technical Issues in Computer-Based Education (3 cr.) B-I P: EDUC W210. An examination of computer hardware and peripheral devices in classroom settings (e.g., networking, communications, and hypermedia). Understanding of educational applications of a programming or authoring language.

W310 Computer-Based Teaching Methods (3 cr.) B-I Integration of educational technology into the school curriculum; methods of teaching computer literacy, computing skills, and programming at K-12 levels; principles of educational software design and evaluation; staff development techniques.

W410 Practicum in Computer-Based Education (3-6 cr.) B-I The culminating experience for the computer endorsement. Either six weeks of full-time fieldwork or 12 weeks of half-time fieldwork in an educational setting that incorporates instructional computing.

W450 Research in Instructional Computing (1-3 cr.) B-I Research in instructional computing.

Reading

X100 Practice in Reading and Study for Self-Improvement (0 cr.)¹ Attempts to discover weaknesses in the student's methods of reading and study, and to provide remedial exercises. Much of the work is done on an individual basis.

X101 Techniques in Textbook Reading (2-3 cr.) B-I Instruction and guided practice in techniques for learning from printed materials. Emphasis is on gaining information from texts, practicing retrieval, and discussing concepts. Much of the work is done on an individual basis.

X150 Reading/Learning Techniques I (1-3 cr.) B-I Emphasis on mechanics of reading, flexibility in reading, styles of learning, listening comprehension, vocabulary development, word attack, reading comprehension, and reading rate.

X151 Reading/Learning Techniques II (1-3 cr.) B-I Designed to develop higher levels of learning skills, with instruction and practice in critical reading and listening, understanding and applying principles, and methods of learning.

X152 Reading/Learning Techniques III (1-3 cr.) B-I Offered in two options: reading/rate course with major topics covering reading rate development, comprehension power, skimming, and scanning; or as individualized study for students who wish to work in a special area in conjunction with an instructor on an individually designed program. Variable title.

X400 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.

X401 Critical Reading in the Content Area (1-3 cr.) B 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.

X425 Practicum in Reading (1-6 cr.) B-I P: X400 or E339-41 or E331-32; or consent of instructor. Students will work in selected elementary and secondary classrooms diagnosing reading problems and developing students' reading competence.

X460 Books for Reading Instruction (3 cr.) B 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.

¹Offered at the regional campuses only.

X470 Psycholinguistics for Teachers of Reading (1-3 cr.) B-I 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.

X490 Research in Language Education (1-6 cr.) B-I Individual research.



School of Education Faculty

(B) = IUB; (I) = IUPUI

Regular Faculty

Alexander, Joyce, Ph.D. (*University of Georgia, 1992*), Associate Professor (Graduate School) (B)
 Anaya, Guadalupe, Ph.D. (*University of California-Los Angeles, 1992*), Assistant Professor (Graduate School-Associate) (B)
 Andersen, Hans O., Ed.D. (*Indiana University, 1966*), Professor (Graduate School) (B)
 Anderson, Jeffrey, Ph.D. (*University of South Florida, 1998*), Assistant Professor (Graduate School-Associate) (I)
 Arnove, Robert, Ph.D. (*Stanford University, 1969*), Professor (Graduate School) (B)
 Banta, Trudy W., Ed.D. (*University of Tennessee, 1967*), Professor (Graduate School) (I)
 Barab, Sasha A., Ph.D. (*University of Connecticut, 1997*), Assistant Professor (Graduate School-Associate) (B)
 Barman, Charles, Ed.D. (*University of Northern Colorado, 1974*), Professor (Graduate School) (I)
 Bean, John P., Ph.D. (*University of Iowa, 1978*), Associate Professor (Graduate School) (B)
 Bennett, Christine, Ph.D. (*University of Texas, 1972*), Professor (Graduate School) (B)
 Berghoff, Beth, Ph.D. (*Indiana University, 1995*), Assistant Professor (Graduate School-Associate) (I)
 Beyer, Landon E., Ph.D. (*University of Wisconsin-Madison, 1981*), Professor (Graduate School) (B)
 Bholra, Harbans, Ph.D. (*The Ohio State University, 1965*), Professor (Graduate School) (B)
 Bichelmeyer, Barbara, Ph.D. (*University of Kansas, 1991*), Assistant Professor (Graduate School-Associate) (B)
 Blackwell, Jacqueline, Ph.D. (*University of Maryland, 1977*), Associate Professor (Graduate School-Associate) (I)
 Boling, Elizabeth, M.F.A. (*Indiana University, 1983*), Associate Professor (Graduate School) (B)
 Bomer, Randy, Ph.D. (*Teachers College, Columbia University, 1996*), Assistant Professor (B)
 Bonk, Curtis J., Ph.D. (*University of Wisconsin, 1989*), Associate Professor (Graduate School) (B)
 Boone, William J., Ph.D. (*University of Chicago, 1991*), Associate Professor (Graduate School) (B)
 Boyle-Baise, Marilynne, Ph.D. (*University of Wisconsin, 1982*), Assistant Professor (Graduate School-Associate) (B)
 Brantlinger, Ellen, Ed.D. (*Indiana University, 1978*), Professor (Graduate School) (B)
 Britton, Ronald B., Ed.D. (*University of Missouri, 1972*), Associate Professor (I)

Brown, Catherine, Ed.D. (*University of Georgia, 1985*) Associate Professor (Graduate School) (B)
 Bull, Barry L., Ph.D. (*Cornell University, 1979*), Professor (Graduate School) (B)
 Burke, Carolyn L., Ed.D. (*Wayne State University, 1969*), Professor (Graduate School) (B)
 Burrello, Leonard C., Ed.D. (*Syracuse University, 1969*), Professor (Graduate School) (B)
 Buzzelli, Cary A., Ph.D. (*Georgia State University, 1985*), Associate Professor (Graduate School) (B)
 Carter, Deborah, Ph.D. (*University of Michigan, 1995*), Assistant Professor (Graduate School-Associate) (B)
 Chafel, Judith A., Ph.D. (*University of Illinois, 1979*), Associate Professor (Graduate School) (B)
 Cohen, Michael R., Ph.D. (*Cornell University, 1968*), Professor (Graduate School) (I)
 Cruikshank, Kathleen A., Ph.D. (*University of Wisconsin, 1993*), Assistant Professor (Graduate School-Associate) (B)
 Cummings, Jack, Ph.D. (*University of Georgia, 1980*), Professor (Graduate School) (B)
 Cunningham, Donald, Ph.D. (*University of Illinois, 1969*), Professor (Graduate School) (B)
 D'Ambrosio, Beatriz, Ph.D. (*Indiana University, 1987*), Associate Professor (Graduate School) (I)
 Delandshere, Ginette, Ph.D. (*University of California, 1986*), Associate Professor (Graduate School-Associate) (B)
 Duffy, Thomas M., Ph.D. (*University of Illinois, 1969*), Professor (Graduate School) (B)
 Egbert, Joy, Ph.D. (*University of Arizona, 1993*), Assistant Professor (B)
 Ehman, Lee, Ph.D. (*University of Michigan, 1969*), Professor (Graduate School) (B)
 Eklund, Susan, Ph.D. (*George Peabody College, 1970*), Professor (Graduate School) (B)
 Farr, Roger C., Ed.D. (*State University of New York-Buffalo, 1967*), Chancellor's Professor (Graduate School) (B)
 Flinders, David, Ph.D. (*Stanford University, 1987*), Associate Professor (Graduate School) (B)
 Flint, Amy S., Ph.D. (*University of California-Berkeley, 1997*), Assistant Professor (B)
 Foster, William F., Ed.D. (*University of Pennsylvania, 1977*), Professor (Graduate School) (B)
 Frick, Theodore, Ph.D. (*Indiana University, 1984*), Associate Professor (Graduate School) (B)
 Froehle, Thomas D., Ph.D. (*The Ohio State University, 1967*), Professor (Graduate School) (B)
 Gabel, Dorothy L., Ph.D. (*Purdue University, 1974*), Professor (Graduate School) (B)

- Galindo, Enrique, Ph.D. (*Ohio State University, 1994*), Assistant Professor (Graduate School–Associate) (B)
- Goodman, Jesse, Ph.D. (*University of Wisconsin, 1982*), Professor (Graduate School) (B)
- Goud, Nelson, H., Ph.D. (*Michigan State University, 1967*), Associate Professor (I)
- Gregory, Thomas, Ph.D. (*University of Texas, 1969*), Professor (Graduate School) (B)
- Hamilton, Sheri, Ph.D. (*Purdue University, 1986*) Associate Professor (Graduate School–Associate) (B)
- Harste, Jerome C., Ph.D. (*University of Minnesota, 1971*), Professor and Armstrong Chair (Graduate School) (B)
- Hart, Stuart N., Ph.D. (*Indiana State University, 1972*), Professor (Graduate School) (I)
- Harwood, William S., Ph.D. (*Purdue University, 1986*) Associate Professor (Graduate School–Associate) (B)
- Hines, Mary B., Ph.D. (*University of Iowa, 1992*), Assistant Professor (Graduate School–Associate) (B)
- Hossler, Donald, Ph.D. (*Claremont Graduate School, 1979*), Professor (Graduate School) (B)
- Huberty, Thomas, J., Ph.D. (*University of Missouri, 1980*), Associate Professor (Graduate School) (B)
- Ingersoll, Gary M., Ph.D. (*Pennsylvania State University, 1970*), Professor (Graduate School) (B)
- Klein, Susan M., Ph.D. (*University of Illinois, 1968*), Professor (Graduate School) (B)
- Kloosterman, Peter, Ph.D. (*University of Wisconsin, 1984*), Associate Professor (Graduate School) (B)
- Knapczyk, Dennis, Ph.D. (*University of Kansas, 1972*), Professor (Graduate School) (B)
- Kuh, George D., Ph.D. (*University of Iowa, 1975*), Professor (Graduate School) (B)
- Lambdin, Diana, Ph.D. (*Indiana University, 1988*), Associate Professor (Graduate School) (B)
- Leland, Christine, Ed.D. (*Boston University, 1986*), Associate Professor (Graduate School–Associate) (I)
- Lester, Frank K., Ph.D. (*Ohio State University, 1972*), Professor (Graduate School) (B)
- Levison, Bradley, Ph.D. (*University of North Carolina–Chapel Hill, 1993*) Assistant Professor (Graduate School–Associate) (B)
- Lewis, Mitzi, Ph.D. (*University of Southern California, 1994*) Assistant Professor (Graduate School–Associate) (B)
- Mabry, Linda, Ph.D. (*University of Illinois, 1994*), Assistant Professor (Graduate School–Associate) (B)
- Mank, David, Ph.D. (*University of Oregon, 1985*) Professor (Graduate School) (B)
- Manset, Genevieve, Ph.D. (*University of California–Santa Barbara, 1994*) Assistant Professor (Graduate School–Associate) (B)
- Martens, Prisca, Ph.D. (*University of Arizona, 1994*), Assistant Professor (Graduate School–Associate) (I)
- Mason, Terrence C., Ph.D. (*University of California–Los Angeles, 1986*), Assistant Professor (Graduate School–Associate) (B)
- Mau, Sue, Ph.D. (*Indiana University, 1993*), Assistant Professor (Graduate School–Associate) (I)
- McCarthy, Martha M., Ph.D. (*University of Florida, 1975*), Chancellor’s Professor (Graduate School) (B)
- McCarty, Luise P., Ph.D. (*Florida State University, 1990*), Associate Professor (Graduate School) (B)
- McClellan, B. Edward, Ph.D. (*Northwestern University, 1972*), Professor (Graduate School) (B)
- McMullen, Mary B., Ph.D. (*Florida State University, 1992*), Assistant Professor (Graduate School–Associate) (B)
- Metcalfe, Kim K., Ph.D. (*Ohio State University, 1989*), Associate Professor (Graduate School) (B)
- Mikulecky, Larry J., Ph.D. (*University of Wisconsin, 1970*), Professor (Graduate School) (B)
- Mitchell, Marianne H., Ed.D. (*University of Toledo, 1964*), Professor (Graduate School) (B)
- Molenda, Michael H., Ph.D. (*Syracuse University, 1971*), Associate Professor (Graduate School) (B)
- Morran, Keith, Ph.D. (*Indiana University, 1980*), Professor (Graduate School) (I)
- Morrone, Anastasia S., Ph.D. (*University of Texas–Austin, 1992*), Assistant Professor (I)
- Mueller, Daniel J., Ph.D. (*University of Illinois, 1969*), Professor (Graduate School) (B)
- Murtadha, Khaula, Ph.D. (*Miami University, 1994*), Assistant Professor (Graduate School–Associate) (B)
- Nelms, Charlie, Ed.D. (*Indiana University, 1977*), Professor (B)
- Nyikos, Martha, Ph.D. (*Purdue University, 1987*), Associate Professor (Graduate School) (B)
- Odom, Samuel, Ph.D. (*University of Washington, 1982*), Professor (Graduate School) (B)
- Olsen, Deborah, Ph.D. (*Cornell University, 1986*), Associate Professor (B)
- Osgood, Robert, Ph.D. (*Claremont Graduate School, 1989*), Assistant Professor (Graduate School–Associate) (I)
- Ovando, Carlos, Ph.D. (*Indiana University, 1975*), Professor (Graduate School) (B)
- Parsons, Michael D., Ph.D. (*Indiana University, 1994*), Associate Professor (Graduate School–Associate) (I)
- Patrick, John J., Ed.D. (*Indiana University, 1969*), Professor (Graduate School) (B)
- Peng, Chao-Ying Joanne, Ph.D. (*University of Wisconsin, 1979*), Associate Professor (Graduate School) (B)
- Pershing, James A., Ph.D. (*University of Missouri, 1975*), Associate Professor (Graduate School–Associate) (B)
- Plucker, Jonathan A., Ph.D. (*University of Virginia, 1995*), Assistant Professor (Graduate School–Associate) (B)
- Polsgrove, Lewis, J., Ed.D. (*University of Kentucky, 1974*), Professor (Graduate School) (B)
- Preusz, Gerald C., Ed.D. (*Indiana University, 1970*), Associate Professor (I)
- Priest, Douglas, Ed.D. (*Indiana University, 1984*), Associate Professor (B)
- Pugh, Sharon L., Ed.D. (*Indiana University, 1978*), Associate Professor (Graduate School) (B)
- Reigeluth, Charles M., Ph.D. (*Brigham Young University, 1977*), Professor (Graduate School) (B)
- Ridley, Charles R., Ph.D. (*University of Minnesota, 1978*), Professor and Associate Dean of Research and the University Graduate School (Graduate School) (B)
- Robison, Floyd F., Ph.D. (*Indiana University, 1982*), Associate Professor (Graduate School) (I)
- Rogan, Patricia M., Ph.D. (*University of Wisconsin–Madison, 1987*), Associate Professor (Graduate School–Associate) (I)
- Rosario, Jose R., Ph.D. (*University of Wisconsin–Madison, 1976*) Professor (Graduate School) (I)
- St. John, Edward, Ed.D. (*Harvard University, 1978*) Professor (Graduate School) (B)
- Schwandt, Thomas A., Ph.D. (*Indiana University, 1984*), Professor (Graduate School) (B)
- Schwen, Thomas, Ed.D. (*Indiana University, 1970*), Associate Professor (Graduate School) (B)
- Scott, Myrtle, Ph.D. (*George Peabody College for Teachers, 1969*), Professor (Graduate School) (B)
- Siegel, Martin A., Ph.D. (*University of Illinois, 1973*), Professor (Graduate School) (B)
- Silk, David, Ph.D. (*University of Maryland, 1972*), Associate Professor (Graduate School–Associate) (I)
- Simich-Dudgeon, Carmen, Ph.D. (*Georgetown University, 1984*), Assistant Professor (Graduate School–Associate) (B)
- Skiba, Russell, Ph.D. (*University of Minnesota, 1987*), Associate Professor (Graduate School) (B)
- Smith, W. Raymond, Ph.D. (*University of Missouri–Columbia, 1992*), Assistant Professor (B)
- Stage, Frances K., Ph.D. (*Arizona State University, 1986*), Professor (Graduate School) (B)
- Stockton, Rex A., Ed.D. (*Ball State University, 1968*), Professor (Graduate School) (B)
- Stright, Anne D., Ph.D. (*University of Wisconsin–Madison, 1994*), Assistant Professor (Graduate School–Associate) (B)
- Sutton, Margaret, Ph.D. (*Stanford University, 1991*) Assistant Professor (Graduate School–Associate) (B)
- Theobald, Neil D., Ph.D. (*University of Washington, 1988*), Associate Professor (Graduate School) (B)
- Thompson, Chalmer E., Ph.D. (*University of Maryland–College Park, 1988*), Associate Professor (Graduate School) (B)
- Tracy, Michael L., Ph.D. (*University of Michigan, 1969*), Associate Professor (Graduate School) (B)
- Walton, Andrea, Ph.D. (*Columbia University, 1995*), Assistant Professor (Graduate School–Associate) (B)
- Warren, Donald, Ph.D. (*University of Chicago, 1968*), Professor (Graduate School) (B–I)
- Wilcox, Barbara L., Ph.D. (*University of Illinois, 1972*), Professor (Graduate School) (I)
- Wolf, Barbara, Ph.D. (*University of Illinois, 1977*), Professor (Graduate School) (B)
- Zimmerman, Enid, Ed.D. (*Indiana University, 1979*), Professor (Graduate School) (B)

Emeritus Faculty

- Abel, Billy, Ed.D. (*Indiana University, 1970*) (I)
- Aldrich, Anita, Ed.D. (*Pennsylvania State University, 1957*) (B)
- Anderson, Jean, Ed.D. (*Indiana University, 1968*) (B)
- Arrington, J. Donald, Ed.D. (*Indiana University, 1972*) (I)
- Becker, James M., M.A. (*University of Minnesota, 1949*) (B)
- Bell, Alan P., Ph.D. (*Columbia University, 1967*) (B)
- Berkley, Dean F., Ed.D. (*University of Denver, 1954*) (B)
- Best, William P., Ph.D. (*Purdue University, 1968*) (I)
- Brennan, William, H.S.D. (*Indiana University, 1970*) (B)
- Brill, Arthur D., Ed.D. (*Indiana University, 1969*) (I)
- Brogneaux, John P., P.E. Dir. (*Indiana University, 1948*) (B)
- Brown, Laurence D., Ed.D. (*University of Illinois, 1962*) (B)
- Buffie, Edward G., Ed.D. (*Indiana University, 1962*) (B)
- Carter, Ledford C., M.S. in Ed. (*Indiana University, 1954*) (B)
- Chase, Clinton L., Ph.D. (*University of California–Berkeley, 1958*) (B)
- Chamberlain, Philip C., Ph.D. (*Indiana University, 1963*) (B)
- Chiappetta, Michael, Ph.D. (*University of Michigan, 1950*) (B)
- Clark, Gilbert A., Ph.D. (*Stanford University, 1972*) (B)

Crawford, T. James, Ph.D. (*University of Pittsburgh, 1956*) (B)
 Davies, Ivor K., Ph.D. (*University of Nottingham, England, 1967*) (B)
 Davis, Bette Joe, Ph.D. (*Wayne State University, 1975*) (I)
 Dehnke, Ronald E., Ed.D. (*Wayne State University, 1966*) (I)
 Dever, Richard, Ph.D. (*University of Wisconsin, 1968*) (B)
 Draper, Merle R., Ed.D. (*Indiana University, 1965*) (I)
 Dunfee, Maxine M., Ed.D. (*Indiana University, 1949*) (B)
 Dvorak, Earl A., Ed.D. (*Indiana University, 1951*) (B)
 Ebbert, J. Marvin, Ph.D. (*Purdue University, 1964*) (I)
 Englander, Meryl E., Ph.D. (*University of Michigan, 1957*) (B)
 Faris, K. Gene, Ed.D. (*Indiana University, 1959*) (B)
 Fay, Leo C., Ph.D. (*University of Minnesota, 1948*) (B)
 Fink, Albert, Ph.D. (*University of Michigan, 1970*) (B)
 Fleming, Malcolm, L., Ed.D. (*Indiana University, 1960*) (B)
 Floyd, Earl C., Jr., M.A. (*Ball State University, 1949*) (B)
 Gibson, Raymond C., Ph.D. (*University of Wisconsin, 1944*) (B)
 Gibson, Robert L., Ed.D. (*Teachers College, Columbia University, 1956*) (B)
 Gilchrist, Mary A., Ed.D. (*University of Colorado, 1968*) (I)
 Gliessman, David H., Ph.D. (*University of Illinois, 1961*) (B)
 Gousha, Richard P., Ed.D. (*Indiana University, 1960*) (B)
 Grimmitt, Sadie A., Ph.D. (*George Peabody College for Teachers, 1969*) (B)
 Grigsby, Clifford E., Ed.D. (*Indiana University, 1971*) (I)
 Guba, Egon G., Ph.D. (*University of Chicago, 1952*) (B)
 Guskin, Samuel L., Ph.D. (*University of North Carolina, 1958*) (B)
 Guss, Carolyn, Ed.D. (*Indiana University, 1952*) (B)
 Hall, Dale J., Ed.D. (*Indiana University, 1965*) (B)
 Harris, Robert, Ed.D. (*University of Illinois, 1970*) (B)
 Harvin, Virginia, Ed.D. (*Indiana University, 1964*) (B)

Heinich, Robert, Ph.D. (*University of Southern California, 1967*) (B)
 Hobbs, Philip J., Ph.D. (*Purdue University, 1969*) (I)
 Holland, Ruth E., Ed.D. (*Indiana University, 1967*) (I)
 Horn, Ernest W., Ed.D. (*Indiana University, 1956*) (B)
 Hubbard, Guy A., Ph.D. (*Stanford University, 1963*) (B)
 Hughes, Lawson H., Ph.D. (*Indiana University, 1959*) (B)
 Jarboe, Everett, Ed.D. (*Indiana University, 1949*) (I)
 Jacobs, Lucy C., Ph.D. (*Indiana University, 1961*) (B)
 Jenkinson, Edward B., M.A. (*Indiana University, 1956*) (B)
 Jung, Christian W., Ed.D. (*University of Colorado, 1949*) (B)
 Jwaideh, Alice R., Ph.D. (*Indiana University, 1968*) (B)
 Knowlton, James Q., Ph.D. (*University of California, Los Angeles, 1958*) (B)
 Kurpius, DeWayne J., Ed.D. (*University of North Dakota, 1964*) (B)
 Lang, Duaine C., Ed.D. (*University of Nebraska, 1957*) (B)
 LeBlanc, John F., Ph.D. (*University of Wisconsin, 1968*) (B)
 Lynch, William W., Jr., Ph.D. (*Yale University, 1950*) (B)
 Maccia, George S., Ph.D. (*University of Southern California, 1952*) (B)
 Mahan, James M., Ed.D. (*Syracuse University, 1968*) (B)
 Manlove, Donald C., Ed.D. (*Indiana University, 1959*) (B)
 Mannan, Golam, Ph.D. (*Indiana University, 1967*) (I)
 Marker, Gerald W., Ph.D. (*Indiana University, 1970*) (B)
 Marten, Milton E., Ph.D. (*Indiana University, 1958*) (B)
 McBurney, Wendell F., Ed.D. (*Indiana University, 1967*) (I)
 McIntosh, Jerry A., Ed.D. (*Indiana University, 1963*) (B)
 McKinley, John, Ed.D. (*Indiana University, 1960*) (B)
 McQuigg, R. Bruce, Ed.D. (*University of Colorado, 1962*) (B)
 Medlyn, William H., Ph.D. (*University of Michigan, 1957*) (B)
 Mehlinger, Howard, Ph.D. (*University of Kansas, 1964*) (B)

Moldstad, John A., Ed.D. (*Indiana University, 1953*) (B)
 Newman, Anabel P., Ed.D. (*State University of New York at Buffalo, 1971*) (B)
 Ochoa, Anna, Ph.D. (*University of Washington, 1970*) (B)
 Overly, Norman V., Ph.D. (*Ohio State University, 1966*) (B)
 Pace, Vernon D., Ed.D. (*Indiana University, 1967*) (B)
 Perisho, M. Joan, M.S. in Ed. (*Indiana University, 1950*) (I, B)
 Pett, Dennis W., Ed.D. (*Indiana University, 1966*) (B)
 Prentice, Joan L., Ed.D. (*Indiana University, 1964*) (B)
 Robbins, Edward L., Ed.D. (*Indiana University, 1971*) (I)
 Scannell, Dale, Ph.D. (*University of Iowa, 1958*) (I)
 Shaffer, Robert H., Ph.D. (*New York University, 1945*) (B)
 Shane, June G., Ed.D. (*State University of New York-Buffalo, 1966*) (B)
 Sherman, Mendel, Ed.D. (*University of Southern California, 1955*) (B)
 Small, Don M., Ed.D. (*Indiana University, 1980*) (B)

Smith, Carl B., Ph.D. (*Case Western Reserve University, 1967*) (B)
 Smith, Frederick R., Ph.D. (*University of Michigan, 1960*) (B)
 Smith, Gerald, Ed.D. (*Columbia University, 1964*) (B)
 Smith, Vernon H., Ed.D. (*University of Colorado, 1966*) (B)
 Spear, Josephine, Ed.D. (*Indiana University, 1952*) (B)
 Spicker, Howard H., Ph.D. (*George Peabody College for Teachers, 1963*) (B)
 Steiner, Elizabeth, Ph.D. (*University of Southern California, 1957*) (B)
 Voorhies, William T., Ed.D. (*Indiana University, 1960*) (B)
 Walden, James D., Ed.D. (*University of Illinois, 1963*) (B)
 Weigand, James E., Ed.D. (*Indiana University, 1964*) (B)
 Wolf, Hugh A., Ed.D. (*Indiana University, 1971*) (I)
 Wood, Leslie A., Ed.D. (*Stanford University, 1962*) (I)
 Woodward, Virginia, Ed.D. (*Columbia University, 1967*) (B)

Indiana University

When you become a student at Indiana University, you join an academic community internationally known for the excellence and diversity of its programs. With 1,013 degree programs, the university attracts students from all 50 states and around the world. The full-time faculty numbers more than 4,000 and includes members of many academic societies such as the American Academy of Arts and Sciences, the American Philosophical Society, and the National Academy of Sciences.

Indiana University was founded at Bloomington in 1820 and is one of the oldest and largest institutions of higher education in the Midwest. It serves 92,000 students on eight campuses. The residential campus at Bloomington and the urban center at Indianapolis form the core of the university. Campuses in Gary, Fort Wayne, Kokomo, New Albany, Richmond, and South Bend join Bloomington and Indianapolis in bringing an education of high quality within reach of all of Indiana's citizens.

General Policies

Equal Opportunity/Affirmative Action Policy of Indiana University

Indiana University pledges itself to continue its commitment to the achievement of equal opportunity within the university and throughout American society as a whole. In this regard, Indiana University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on arbitrary consideration of such characteristics as age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status.

Indiana University shall take affirmative action, positive and extraordinary, to overcome the discriminatory effects of traditional policies and procedures with regard to the disabled, minorities, women, and Vietnam-era veterans.

An Affirmative Action office on each campus monitors the university's policies and assists individuals who have questions or problems related to discrimination.

Special Assistance

For people who have disabilities and need special assistance, special arrangements can be made to accommodate most needs. In Bloomington, contact Disabled Student Services at (812) 855-7578; at IUPUI, contact Adaptive Educational Services at (317) 274-3241.

Confidentiality of Student Records

In accordance with federal statutes and regulations, student records are confidential and available for disclosure to persons other than the student only under stated conditions.

Student Rights and Responsibilities

A statement of students' rights and responsibilities is published in a handbook, *Code of Student Rights, Responsibilities, and Conduct*, which contains a description of due process hearings in the event of disciplinary action.

Degree Requirements Students are responsible for understanding all requirements for graduation and for completing them by the time they expect to graduate. Information about a specific school or division can be found in the front section of the bulletin for that school.

Requests for deviation from department, program, or school requirements may be granted only by written approval from the respective chairperson, director, or dean (or a designated administrative representative). Disposition at each level is final.

Undergraduate Admissions Policy

Indiana University has adopted the following admissions policy to ensure that undergraduate students are properly prepared for college work. These standards seek to ensure either adequate academic preparation in high school or evidence of unusual motivation on the part of each student admitted to the university. Applicants for admission to Indiana University are expected to meet the following criteria.

Freshman Students¹

1. Graduation from an accredited Indiana high school or comparable out-of-state institution, successfully completing a minimum of 28 semesters of college-preparatory courses including the following:
 - (a) Eight semesters of English. (One semester each of speech and journalism may be included.)
 - (b) Four semesters of social science (economics, government, history, psychology, or sociology).
 - (c) Four semesters of algebra (two semesters of which must be advanced algebra) and two semesters of geometry.
 - (d) Two semesters of laboratory science (biology, chemistry, or physics).

¹ Some academic programs require specific qualifications in addition to those enumerated in this policy.

- (e) Eight semesters in some combination of foreign language; additional mathematics, laboratory science, or social science; computer science; and other courses of a college-preparatory nature.
 - (f) Four semesters of foreign language are strongly recommended.
 - (g) Courses to develop writing composition skills are strongly recommended.
2. A rank in the upper half of the high school graduating class for Indiana residents or a rank in the upper third of the high school graduating class for out-of-state residents.
 3. A score above the median established by Indiana students on a nationally standardized admissions test. Students who have been out of high school for three or more years do not have to submit test scores unless required for admission to specific programs.
 4. Each campus may accept students who are deficient in (1), (2), or (3) of the above specifications upon receipt of such evidence as the combination of strength of college-preparatory program, rank in class, grades and grade trends in college-preparatory courses, and standardized test scores. For persons who do not meet the above criteria and who have been out of high school three or more years, admission can be based on other factors such as a General Educational Development (GED) diploma, maturity, work experience, military service, and other factors as determined by the campus.
 5. Each campus, at its discretion, may admit a student on a probationary basis and/or through faculty sponsorship.

Transfer Students¹

1. Submission of official transcripts from all previous institutions attended.
2. The transcripts must reflect a cumulative grade point average of at least a 2.0 (on a 4.0 scale) for Indiana residents and at least a 2.5 (on a 4.0 scale) for out-of-state residents.
3. If the student has fewer than 26 transferable credit hours, the high school record should reflect compliance with freshman admission requirements as specified above.
4. The credentials of students seeking transfer to Indiana University will be evaluated on an individual basis.

When students do not qualify upon first application, they will be counseled about ways of removing deficiencies so that they may

¹ Some academic programs require specific qualifications in addition to those enumerated in this policy.

qualify for admission at a later date. If any provision of this policy is held invalid, the invalidity does not affect other provisions of this policy which can be given effect without the invalid provision, and to this end the provisions of this policy are severable.

Transfer to Other Indiana University Campuses

The policy stated below concerning transfer credit pertains to undergraduate students only.

Indiana University credits transferred from one campus of Indiana University to another will be evaluated and accepted in terms at least as favorable as credits transferred from other accredited institutions in the United States. No review of the credits will be undertaken except in good faith terms of the same criteria used in evaluating external credits. In fact, students transferring within the Indiana University system are treated much more favorably because of the similarity of course work on the eight campuses.

Students who want to transfer to another campus should follow these procedures:

1. Inform your academic advisor of your decision as soon as possible. Degree requirements may vary from one campus to another but if your advisor knows of your plan, your academic program can be designed to meet the requirements of the campus you will eventually attend.
2. Contact the department chairperson (or the designated advisor) at the campus you plan to attend. Discuss your plan and ask about any special procedures. For example, students transferring in fine arts must submit portfolios of their work. Music transfer students must be auditioned.
3. As the date of transfer approaches, check with your campus registrar to get information on registration dates and procedures on the other campus. If there is a preregistration or preenrollment procedure at the other campus, you should plan to take advantage of it. Contact the registrar of the other campus to determine whether you can fulfill any of these responsibilities by phone. Your registrar has a direct telephone line to all other registrars.
4. When you arrive on the new campus, contact your assigned academic adviser or department chairperson as soon as possible. Discuss your academic progress to date and the additional course work required for your program.

Rules Determining Resident and Nonresident Student Status for Indiana University Fee Purposes

These Rules establish the policy under which students shall be classified as residents or nonresidents upon all campuses of Indiana University for University fee purposes. Nonresident students shall pay a nonresident fee in addition to fees paid by a resident student.

These Rules shall take effect February 1, 1974; provided, that no person properly classified as a resident student before February 1, 1974, shall be adversely affected by this Rule, if he or she attended the University before that date and while he or she remains continuously enrolled in the University.

1. "Residence" as the term, or any of its variations (e.g., "resided"), as used in the context of these Rules, means the place where an individual has his or her permanent home, at which he or she remains when not called elsewhere for labor, studies, or other special or temporary purposes, and to which he or she returns in seasons of repose. It is the place a person has voluntarily fixed as a permanent habitation for himself or herself with an intent to remain in such place for an indefinite period. A person at any one time has but one residence, and a residence cannot be lost until another is gained.
 - (a) A person entering the state from another state or country does not at that time acquire residence for the purpose of these Rules, but except as provided in Rule 2(c)¹, such person must be a resident for 12 months in order to qualify as a resident student for fee purposes.
 - (b) Physical presence in Indiana for the predominant purpose of attending a college, university, or other institution of higher education, shall not be counted in determining the 12-month period of residence; nor shall absence from Indiana for such purpose deprive a person of resident student status.
2. A person shall be classified as a "resident student" if he or she has continuously resided in Indiana for at least 12 consecutive months immediately preceding the first scheduled day of classes of the semester or other session in which the individual registers in the

University, subject to the exception in (c)¹ below.

- (a) The residence of an unemancipated person under 21 years of age follows that of the parents or of a legal guardian who has actual custody of such person or administers the property of such person. In the case of divorce or separation, if either parent meets the residence requirements, such person will be considered a resident.²
 - (b) If such person comes from another state or country for the predominant purpose of attending the University, he or she shall not be admitted to resident student status upon the basis of the residence of a guardian in fact, except upon appeal to the Standing Committee on Residence in each case.¹
 - (c) Such person may be classified as a resident student without meeting the 12-month residence requirement within Indiana if his or her presence in Indiana results from the establishment by his or her parents of their residence within the state and if he or she proves that the move was predominantly for reasons other than to enable such person to become entitled to the status of "resident student."¹
 - (d) When it shall appear that the parents of a person properly classified as a "resident student" under subparagraph (c) above have removed their residence from Indiana, such person shall then be reclassified to the status of nonresident; provided, that no such reclassification shall be effective until the beginning of a semester next following such removal.
 - (e) A person once properly classified as a resident student shall be deemed to remain a resident student so long as remaining continuously enrolled in the University until such person's degree shall have been earned, subject to the provisions of subparagraph (d) above.
3. The foreign citizenship of a person shall not be a factor in determining resident student status if such person has legal capacity to remain permanently in the United States.
 4. A person classified as a nonresident student may show that he or she is exempt

¹Rules 2(b) and 2(c) apply only to unemancipated persons under 21 years of age.

²Invocation of the provision in Rule 2(a) that applies to cases of divorce or separation requires appropriate legal documentation.

from paying the nonresident fee by clear and convincing evidence that he or she has been a resident (see Rule 1 above) of Indiana for the 12 months prior to the first scheduled day of classes of the semester in which his or her fee status is to be changed. Such a student will be allowed to present his or her evidence only after the expiration of 12 months from the Residence Qualifying Date, i.e., the date upon which the student commenced the 12-month period for residence. The following factors will be considered relevant in evaluating a requested change in a student's nonresident status and in evaluating whether his or her physical presence in Indiana is for the predominant purpose of attending a college, university, or other institution of higher education. The existence of one or more of these factors will not require a finding of resident student status, nor shall the non-existence of one or more require a finding of nonresident student status. All factors will be considered in combination, and ordinarily resident student status will not result from the doing of acts which are required or routinely done by sojourners in the state or which are merely auxiliary to the fulfillment of educational purposes.

- (a) The residence of a student's parents or guardians.
- (b) The situs of the source of the student's income.
- (c) To whom a student pays his or her taxes, including property taxes.
- (d) The state in which a student's automobile is registered.
- (e) The state issuing the student's driver's license.
- (f) Where the student is registered to vote.
- (g) The marriage of the student to a resident of Indiana.
- (h) Ownership of property in Indiana and outside of Indiana.
- (i) The residence claimed by the student on loan applications, federal income tax returns, and other documents.
- (j) The place of the student's summer employment, attendance at summer school, or vacation.
- (k) The student's future plans including committed place of future employment or future studies.
- (l) Admission to a licensed profession in Indiana.
- (m) Membership in civic, community, and other organizations in Indiana or elsewhere.
- (n) All present and intended future connections or contacts outside of Indiana.

- (o) The facts and documents pertaining to the person's past and existing status as a student.
 - (p) Parents' tax returns and other information, particularly when emancipation is claimed.
5. The fact that a person pays taxes and votes in the state does not in itself establish residence, but will be considered as hereinbefore set forth.
 6. The Registrar or the person fulfilling those duties on each campus shall classify each student as resident or nonresident and may require proof of all relevant facts. The burden of proof is upon the student making a claim to a resident student status.
 7. A Standing Committee on Residence shall be appointed by the President of the University and shall include two students from among such as may be nominated by the student body presidents of one or more of the campuses of the university. If fewer than four are nominated, the President may appoint from among students not nominated.
 8. A student who is not satisfied by the determination of the Registrar has the right to lodge a written appeal with the Standing Committee on Residence within 30 days of receipt of written notice of the Registrar's determination, which Committee shall review the appeal in a fair manner and shall afford to the student a personal hearing upon written request. A student may be represented by counsel at such hearing. The Committee shall report its determination to the student in writing. If no appeal is taken within the time provided herein, the decision of the Registrar shall be final and binding.
 9. The Standing Committee on Residence is authorized to classify a student as a resident student, though not meeting the specific requirements herein set forth, if such student's situation presents unusual circumstances and the individual classification is within the general scope of these Rules. The decision of the Committee shall be final and shall be deemed equivalent to a decision of the Trustees of Indiana University.
 10. A student or prospective student who shall knowingly provide false information or shall refuse to provide or shall conceal information for the purpose of improperly achieving resident student status shall be subject to the full range of penalties, including expulsion, provided for by the University, as well as to such other punishment which may be provided for by law.

11. A student who does not pay additional monies which may be due because of his or her classification as a nonresident student within 30 days after demand, shall thereupon be indefinitely suspended.
12. A student or prospective student who fails to request resident student status within a particular semester or session and to pursue a timely appeal (see Rule 8) to the Standing Committee on Residence shall be deemed to have waived any alleged overpayment of fees for that semester or session.
13. If any provision of these Rules or the application thereof to any person or circumstance is held invalid, the invalidity does not affect other provisions or applications of these Rules which can be given effect without the invalid provision or application, and to this end the provisions of these Rules are severable.

Fees

The instructional fees listed here were approved at the May 2000 meeting of the Trustees of Indiana University. Fees are subject to change by action of the trustees. For up-to-date information about fees in effect at registration time, see the campus *Schedule of Classes*.

Certain courses and programs requiring studios, laboratories, microscopes, computers, or other special equipment may involve special fees in addition to the instructional fee. Applied music, student teaching, and some physical education courses also carry additional fees. See the campus *Schedule of Classes* for a list of such courses and programs.

Fees for Indiana University campuses other than Bloomington and Indianapolis are published in the bulletin of the specific campus.

INSTRUCTIONAL FEES	Indiana Resident	Nonresident
Bloomington Campus		
Undergraduate ¹	\$1,951.20 flat fee/semester for 12 to 17 credit hours \$121.80/credit hour under 12 or over 17	\$6,479.05 flat fee/ semester for 12 to 17 credit hours \$404.90/credit hour under 12 or over 17
Graduate and Professional ¹		
Business–M.B.A. Program ²	\$4,674.55/semester	\$9,349.10/semester
Business ³	\$292.25/credit hour	\$584.70/credit hour
Law	\$255.10/credit hour	\$654.25/credit hour
Library and Information Science	\$178.35	\$519.50
Optometry	\$206.55/credit hour	\$573.55/credit hour
Public and Environmental Affairs— M.P.A. and M.S.E.S. Programs	\$204.10/credit hour	\$553.35/credit hour
Other	\$168.60/credit hour	\$491.15/credit hour
Independent Study (Correspondence)	\$99.60/credit hour	\$99.60/credit hour
Dissertation research (G901) ⁴	\$150.00/semester	\$150.00/semester
Auditing (no credit)	\$25.00/credit hour	\$25.00/credit hour
Distance Education Special Courses ⁵ for Schools of Education; and Health, Physical Education, and Recreation:		
Graduate		
Undergraduate	Same as rate for on-campus instruction in respective category	
Indianapolis Campus		
Undergraduate ¹	\$119.00/credit hour	\$370.25/credit hour
Graduate and Professional ¹		
Business–M.B.A. Program	\$270.00/credit hour	\$540.00/credit hour
Business–M.P.A. Program	\$200.00/credit hour	\$400.00/credit hour
Dentistry	\$13,166.00/year	\$28,196.00/year
Engineering	\$178.25/credit hour	\$509.60/credit hour
Law	\$246.80/credit hour	\$599.40/credit hour
Medicine	\$13,908.00/year	\$31,847.00/year
Nursing	\$163.90/credit hour	\$472.85/credit hour
Social Work	\$167.00/credit hour	\$481.50/credit hour
Master of Accountancy	\$200.00/credit hour	\$400.00/credit hour
Other	\$163.90/credit hour	\$472.85/credit hour
Dissertation research (G901) ⁴	\$100.00/semester	\$100.00/semester
Auditing (no credit)	Applicable credit hour rate	Applicable credit hour rate
Distance Education Special Courses for Allied Health Histotechnology:		
Graduate and Undergraduate	Same as rate for on-campus instruction in respective category	

¹ Includes credit courses in the School of Continuing Studies.

² M.B.A. students enrolled in 9 or more credit hours of business courses will be assessed a flat rate. Enrollment in any courses other than business will be assessed on a per-credit-hour basis.

³ Graduate business credit hour rates apply to (a) M.B.A. students enrolled in fewer than 9 credit hours of business courses, and (b) students enrolled in a doctoral business program.

⁴ To keep their candidacies active, doctoral students with 90 credit hours or more and Master of Fine Arts students with 60 credit hours or more may enroll in G901 for a flat fee of \$150. Also, they must have completed all graduate degree requirements except for the dissertation or final project/performance. Enrollment in G901 is limited to six times. Students who do not meet these criteria pay the applicable credit hour rate for dissertation research.

⁵ In addition to instructional fee rates, course fees of \$90.00 for Education, \$75.00 for HPER, and \$50.00 for Library and Information Science will be assessed.

INCIDENTAL FEES ⁶	Bloomington Campus	Indianapolis Campus
Application for admission		
Domestic, undergraduate	\$40.00	\$35.00
Domestic, graduate	\$45.00	\$55.00
International	\$45.00	\$55.00
Deferment service charge ⁷	\$24.00	\$22.00
Health service fee ⁸	\$76.50/semester \$32.80/summer I \$43.70/summer II	
Late payment charge ⁹	\$10.00-\$50.00/month	\$11.00/month
Late program change ¹⁰	\$21.00/course added or dropped	\$19.00/course added
Late registration ¹¹	\$54 to \$94/semester \$54.00/summer session	\$40.00 to \$100.00/semester \$40.00 to \$65.00/summer session \$24.25 or \$44.10/semester
Student activity fee ¹²	\$26.77 or \$53.55/semester \$13.37 or \$26.77/summer session	\$27.70/semester for Athletic Development
Technology fee, fall or spring semesters ¹³		
Undergraduate	\$25.00, \$50.00, \$100.00	\$27.85, \$55.70, \$83.55
Graduate/professional, nondegree students	\$12.00, \$25.00, \$50.00	(varies)
Technology fee, summer sessions ¹⁴		
Undergraduate	\$25.00, \$50.00	\$27.85, \$41.75
Graduate/professional, nondegree students	\$12.00, \$25.00	(varies)
Transcripts	\$9.00	\$7.00
University Division services fee	\$25.00/semester	
Business Undergraduate program fee	\$200.00/semester	

⁶Applicable to both in-state and out-of-state students.

⁷Fee is assessed if deferred billing option is elected.

⁸The health fee is assessed each semester/session on the Bursar's bill for all day and evening students enrolled in more than 3 credit hours. Eligible individuals not covered by the health fee will be seen on a fee-for-service basis.

⁹Any payment due by you to the university that is not received by the due date is subject to a monthly late fee based on a sliding scale of at least \$10.00 (for fees of \$200.00 to \$999.99) and as much as \$50.00 (for \$5,000.00 or more). The late fee will continue to be assessed monthly until the account is restored to good standing.

¹⁰After drop/add period (100 percent refund period), students will be assessed \$21.00 in Bloomington and \$19.00 in Indianapolis for each added course, section change, change of arranged hours, or credit/audit change. On the Bloomington campus, students will also be assessed for each dropped course.

¹¹A late registration fee will be assessed any student who does not register during the scheduled registration period. On the Bloomington campus, the fee is \$54.00 for students who register by the last Friday before classes begin and increases by \$10.00 on the Monday of each successive week to a maximum of \$94.00. On the Indianapolis campus, a \$40.00 late registration fee is in effect upon conclusion of registration through the end of the first week of classes, increasing by \$25.00 the first week, \$20.00 the second week, and \$15.00 the third week to a maximum of \$100.00. In Indianapolis summer sessions, a late registration fee of \$40.00 is assessed the first week, and \$65.00 the second week and thereafter.

¹²Bloomington students enrolled in 3 or fewer credit hours during the fall and spring semesters pay a mandatory student activity fee of \$26.77. Students enrolled in more than 3 credit hours pay \$53.55. Summer-session students pay a fee per session according to the number of credit hours in which they are enrolled: 3 or fewer credit hours, \$13.37; more than 3 credit hours, \$26.77. At Indianapolis, the student activity fee for 1 to 8 credit hours is \$24.25 per semester. Students enrolled in 9 or more credit hours pay \$44.10 per semester. Indianapolis students are also charged a \$27.70 Athletic Development fee each semester.

¹³A technology fee will be assessed according to the number of enrolled credit hours as follows: 3 credit hours or fewer; greater than 3 through 6 credit hours; greater than 6 credit hours.

¹⁴At Indianapolis, a technology fee is assessed for summer sessions according to the number of enrolled credit hours as follows: 3 or fewer credit hours; greater than 3 credit hours. At Bloomington, summer-session students are assessed half the regular-semester technology fee, based on the number of credit hours as follows: 3 credit hours or fewer; greater than 3 credit hours.

Course Fee Refund Schedule

Time of Withdrawal	Refund	Time of Withdrawal	Refund
9- through 16-week classes		1-week (or less) classes	
During 1st week of classes	100%	During 1st day of classes	100%
During 2nd week of classes	75%	During 2nd day of classes	50%
During 3rd week of classes	50%	During 3rd day of classes and thereafter	None
During 4th week of classes	25%	The refund policy applies to credit hour fees and all course-related fees.	
During 5th week of classes and thereafter	None	Procedure See the <i>Schedule of Classes</i> for more information about how to withdraw from classes.	
5- through 8-week classes		Student Financial Assistance Students can obtain information about financial assistance through the financial aid office, through the student employment office, or through their schools and departments. For courses taken in Bloomington, contact the Office of Student Financial Assistance or Human Resources Management for information about faculty/staff fee courtesy; for courses taken at IUPUI, contact the Office of Student Financial Aid Services.	
During 1st week of classes	100%		
During 2nd week of classes	50%		
During 3rd week of classes and thereafter	None		
2- through 4-week classes			
During the 1st and 2nd day of classes	100%		
During 3rd and 4th day of classes	50%		
During 5th day of classes and thereafter	None		

Veterans Benefits

Eligible students will receive veterans benefits according to the following scale, which is based on the number of credit hours in which the student is enrolled.

	Bloomington and IUPUI Fall/Spring Semesters ¹	IUPUI Summer I ¹	Bloomington Summer I	Bloomington and IUPUI Summer II ¹
Undergraduate Benefits				
full	12 or more	6	4	6
three-quarters	9-11	4-5	3	4-5
one-half	6-8	3	2	3
tuition only	fewer than 6	1-2	1	1-2
Graduate Benefits				
full	8 or more	4	4	4
three-quarters	6-7	3	3	3
one-half	4-5	2	2	2
tuition only	fewer than 4	1	1	1

It is the responsibility of the veteran or veteran dependent to sign up for benefits each semester or summer session of enrollment. It is also the responsibility of the veteran or veteran dependent on the Bloomington campus to notify the Office of Veterans Affairs of any schedule change that may increase or decrease the amount of benefits allowed. Veterans and veteran dependents on the IUPUI campus should notify the Office of the Registrar.

Veterans with service-connected disabilities may qualify for the Department of Veterans Affairs Vocational Rehabilitation Program. They should contact their regional VA office for eligibility information.

At IUPUI, veterans and veteran dependents must notify their veteran benefit representative in the Office of the Registrar in person at the time of registration.

¹ Students on the IUPUI campus who are taking Summer I or II classes lasting more than six weeks should check with a VA representative in the Office of the Registrar for positive verification of their benefit status.

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Indiana University Bulletins

You may want to explore other schools of Indiana University. The following is a complete list of our bulletins. Please write directly to the individual unit or campus for its bulletin.

Indiana University Bloomington

College of Arts and Sciences
Kelley School of Business¹
School of Continuing Studies²
School of Education¹
School of Health, Physical Education, and Recreation
School of Journalism
Division of Labor Studies
School of Law—Bloomington³
School of Library and Information Science
School of Music
School of Optometry
School of Public and Environmental Affairs³
University Division⁴
University Graduate School

*Indiana University–Purdue University Indianapolis

* School of Allied Health Sciences
* Kelley School of Business¹
* School of Continuing Studies²
* School of Dentistry
School of Education¹
School of Engineering and Technology (Purdue University)
Herron School of Art
School of Journalism
* Division of Labor Studies
* School of Law—Indianapolis³
School of Liberal Arts
* School of Medicine
Military Science Program
* School of Nursing¹
School of Physical Education
* School of Public and Environmental Affairs¹
School of Science (Purdue University)
* School of Social Work
* University College
University Graduate School

Indiana University East (Richmond)

Indiana University–Purdue University Fort Wayne

Indiana University Kokomo

Indiana University Northwest (Gary)

Indiana University South Bend¹

Indiana University Southeast (New Albany)

¹Two bulletins are issued: graduate and undergraduate. Undergraduate information about the Schools of Business and Nursing at IUPUI is found in the IUPUI campus bulletin.

²Bulletins on the General Studies Degree Program and the Independent Study Program are available from this school.

³There are two Indiana University schools of law. Be sure to specify whether you want a bulletin of the Bloomington or Indianapolis school.

⁴Available only to admitted University Division students.

IUPUI produces one campus bulletin including information about all schools listed here. Schools marked with an asterisk () also produce separate bulletins.