

School of Education Undergraduate Bulletin

What is a Bulletin?

The School of Education Bulletin is a resource and roadmap that provides students with the information they need to make the most of their undergraduate education and to graduate from the School in a timely manner. It is the official source of information regarding degree requirements, policies and procedures, programs of study, courses, and opportunities within and outside of individual programs. Students pursuing degrees in other schools on the Bloomington campus should consult the [IU Bloomington Bulletins](#) website to find the appropriate bulletin that covers their degree program. Students will also find useful information listed on the [School](#) website and the websites of [individual programs](#).

Which Bulletin Should You Use?

Students follow the requirements included in the Bulletin published in the year they first enrolled (matriculated) as a degree-seeking student at Indiana University Bloomington. For instance, a new freshman or transfer student beginning at IUB in the summer or fall of 2014 will be held to the requirements laid out in the 2014-2016 Bulletin of the School of Education. For questions regarding which Bulletin to use, please consult the Office of Teacher Education, (812) 856-8500 or EdHelp@indiana.edu. The requirements outlined in the Bulletin are in effect at the time of matriculation and will remain constant throughout your time in the School, assuming you graduate within seven years.

Overview

The School of Education

With a long-standing tradition of excellence, the School of Education offers pre-professional programs leading to the Bachelor of Science in Education and teacher licensure in the state of Indiana.

Indiana University has been training teachers since 1851 and began granting degrees in 1924. Today, Indiana University's School of Education is one of the country'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.

At the heart of the School's tradition is outstanding teaching based on excellence in research. School faculty, who are at the forefront of their disciplines, teach at all levels of the curriculum, from freshman through senior courses. Although the content of courses has changed as knowledge has developed and licensing requirements have been modified, the School's faculty has always sought to provide students with specialized knowledge in the field of education while meeting state standards for licensure.

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.

Accountability and improvement in teacher preparation are central to IU Bloomington's mission. Graduates of all the teacher education programs are expected to demonstrate the knowledge, skills, and dispositions expected of beginning teachers, as set forth by the Interstate New Teacher Assessment and Support Consortium (INTASC) and as currently reflected in Indiana Department of Education and State Board of Education licensing regulations.

Individual and collective efforts in the School of Education at IU Bloomington continue to be focused on developing the best experiences for teacher candidates, and ultimately on improving the quality of education for P-12 pupils. We offer exemplary educational opportunities for prospective teachers to enhance the quality of educational experiences in classrooms throughout Indiana, the nation, and the world.

Six Guiding Principles

- Knowledge: be well-grounded in student development, the content areas that are central to teaching, and assessment strategies.
- Learning Environment: create and nurture positive physical, social, and academic learning environments.
- Personalized Learning: understand ability levels, interests, and learning styles. Demonstrate instruction that reflects the diversity among all learners.
- Community: understand and be involved in the academic learning community. Build and develop relationships within the school, corporation, and community.
- Reflection: reflect continuously on all aspects of the teaching experience to identify ways for improvement as an individual, as a part of the school community, and as part of the teaching profession.
- Growth: develop a philosophy of teaching and learning, which demonstrates continuous professional growth in values, commitments, and professional judgments.

Accreditation

The School of Education is accredited by the [Council for the Accreditation of Educator Preparation](#) (CAEP) and by the [North Central Association of Colleges and Secondary Schools](#). In addition, the Indiana Department of Education and State Board of Education approved all teacher education programs offered through Indiana University Bloomington.

Academic Advising

Students interested in the teacher education programs can seek information about the School of Education via email at EdHelp@indiana.edu or arrange for an appointment with an academic advisor by telephone at (812) 856-8500. [Academic advisors](#) are available throughout the year.

Students should make certain that they understand the requirements for successful completion of the program they have selected and have an appropriate plan for each semester. Online Academic Advising Reports (AAR) and program planning sheets are two effective tools used by advisors and students to track academic progress. AARs are available to admitted Indiana University students through [One.IU](#). AARs allow Indiana University students to view their completed and enrolled course credits in a context that shows completed academic program requirements as well as requirements that remain unfinished. Detailed planning sheets are available at ED 1000 or on the [web](#). Adhering to stated requirements is the student's responsibility.

Financial Aid

The primary source for financial aid at Indiana University is the [Office of Student Financial Assistance](#), including grants, loans, and work-study packages. Information about available programs is primarily presented through the [Office of Admissions](#). The [Office of Scholarships](#) is the main source of information concerning merit based scholarship opportunities from the university.

There are a variety of state funded financial aid opportunities for future educators and for students intending to teach in identified shortage areas in the field of education. The [Indiana Commission for Higher Education](#) maintains a web site for information on these programs.

School of Education Scholarships

The School of Education manages a variety of scholarships as part of its endowment. Current education students, or students within the University Division with the intention of becoming an education major, are eligible to [apply](#). Students are encouraged to complete the Teacher Education scholarship application between December 15 and February 1 each year. By completing the scholarship application, students are considered for more than 50 scholarship opportunities for the following academic year. Scholarships are competitive and awarded based on grades, test scores, letters of recommendation, essays, and intended teaching area.

Student Responsibility

Students are responsible for planning their own programs of study and for meeting the degree requirements for graduation. For advice in fulfilling these requirements and in planning a course of study, students in the School of Education are encouraged to regularly seek out academic counseling from the academic advisors. Although academic advisors will do their best to aid students, it is ultimately each student's responsibility to plan an appropriate academic course of study and to fulfill the various degree requirements. Familiarizing themselves with the contents of this Bulletin is a crucial first step that students can and should take to ensure they know what opportunities are available to them and what requirements are expected of all students in the School of Education.

Students with Disabilities

Students with learning disabilities, hearing impairments, speech impairments, or other disabilities that may affect their ability to fulfill a requirement of the school should contact [Disability Services for Students](#) (Wells Library,

Suite 302, 1320 East Tenth Street, 812-855-7578) prior to registering. Program requirements will not be waived for students with disabilities; however, some modifications may be made within specific courses. Students seeking such modifications should do so early in their academic career to ensure timely progress to degree completion.

Federal laws that govern the provision of accommodations and assistance to students with disabilities at the college level are quite different from those that apply to students in high school. College students with disabilities and their parents should become familiar with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 to better understand what their rights and responsibilities are as a disabled college student.

Access to Educational Opportunities

Indiana University pledges itself to continue its commitment to the achievement of equal opportunity within the University and throughout U.S. society as a whole. In this regard, Indiana University will educate and provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on arbitrary considerations of such characteristics as age, color, disability, ethnicity, sex, gender identity, marital status, national origin, race, religion, sexual orientation, or veteran status.

As required by Title IX of the Education Amendments of 1972, Indiana University does not discriminate on the basis of sex in its educational programs and activities, including employment and admission. Questions specific to Title IX may be referred to the Office for Civil Rights or the University Title IX Coordinator.

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 veterans.

Students who believe that any of their rights have been violated should follow the guidelines established in the [School of Education Student Grievance and Appeals Procedures](#).

Organization of the School

Administration

- Interim Dean: Terry C. Mason
- Interim Executive Associate Dean: Gary M. Crow
- Associate Dean of Graduate Studies: Elizabeth Boling
- Interim Associate Dean of research: Gayle Buck
- Associate Dean of Teacher Education: Keith Barton
- Assistant Dean of Teacher Education: Jill D. Shedd
- Director of Business Affairs and Budget: Jeffrey Buszkiewicz
- Director of Education Technology: Michael Taylor
- Director of Human Resources: Donna Stevens
- Director of Instructional Consulting: Karen Hallett-Rupp

Departments

- [Counseling and Educational Psychology](#)
- [Curriculum and Instruction](#)
- [Educational Leadership and Policy Studies](#)

- [Instructional Systems Technology](#)
- [Literacy, Culture and Language Education](#)

Offices

- [Academic Affairs/Dean's Office](#)
- [Graduate Studies](#)
- [Instructional Consulting](#)
- [Office of Education Technology Services](#)
- [Recruitment and Retention for Underrepresented Students](#)
- [Research and Development](#)
- [Teacher Education](#)

Disclaimer

While every effort is made to provide accurate and current information, Indiana University reserves the right to change without notice statements in the bulletin series concerning rules, policies, fees, curricula, or other matters.

Contact Information

[School of Education](#)

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201 North Rose Building
Bloomington, IN 47405
Phone: (812) 856-8500
Fax: (812) 856-8518
EdHelp@indiana.edu

Office Hours: Monday - Friday, 8:00 am - 5:00 pm

Admission

Most incoming freshmen admitted to Indiana University first enter University Division, where they must complete a specific set of requirements if they are interested in being certified into the School of Education and admitted into a Teacher Education Program. For additional information on applying to Indiana University, please visit the [Office of Admissions](#) website.

Entering the School of Education involves two steps: certification into the School of Education (usually as a Freshman or Sophomore) and admission into a Teacher Education Program (usually as a Sophomore or Junior). Moving from School of Education certification to Teacher Education Program admission requires that students meet a number of additional criteria.

Certification to the School of Education

Students may be certified into the School of Education either as Direct Admit Scholar or by meeting certification requirements while in University Division (UD).

Direct Admit Scholars

A limited number of highly qualified incoming freshmen will be invited to apply for the School of Education Direct Admit Scholars program. Direct Admit Scholars receive the following opportunities:

- Direct certification into the School of Education as an incoming freshman student.
- Consideration for additional scholarships, including a stipend to student teach through one of our Global Gateway for Teachers programs.
- Invitations to special events.

- Mentoring programs.
- Academic advising through the School of Education

The ideal direct admit candidate is someone who already knows that teaching is his or her professional calling and is eager to begin studies in education. Special consideration will be given to:

- Students with demonstrated academic ability.
- Students from under-represented populations.
- Students who plan to specialize in high-demand fields, including mathematics, science, and special education.

How to Apply: To be considered for immediate certification into the School of Education, students must first be admitted to IU with an intended major within the School of Education. Students who meet the following qualifications are invited to apply to join the Direct Admit Scholars program:

- A minimum SAT score of 1100 or a minimum ACT score of 24
- A minimum GPA of 3.5 on a 4.0 scale

Certification from University Division

Students should meet with a University Division advisor, who can provide guidance in meeting certification requirements. These requirements include:

- An overall IU grade point average (GPA) of 2.5 or higher;
- 30 credit hours of college level coursework completed; and
- Completion of EDUC-G203: Communication for Youth Serving Professionals, with a grade of C or better. (Under certain circumstances, students may substitute another college level public speaking or interpersonal communication class.)

Admission to the Teacher Education Program

After completing further, program-specific requirements, students may be admitted to the Teacher Education Program (TEP). Admission to TEP is competitive; meeting minimum admission requirements is necessary but not always sufficient for admission. Late applications are considered on a space-available basis.

Students are required to submit an online application by October 1 to start authorized professional education courses during the spring semester or March 1 to start authorized professional education courses during the fall semester.

All applicants must demonstrate satisfactory basic academic skills in reading, writing, and mathematics. These skills are assessed in one of three ways:

- Composite scores on the ACT of 24 greater combining mathematics, reading, grammar and science (MA+RE+EN+SR divided by 4 = 24+);
- SAT score of 1100 or greater based on critical reading and mathematics (VE+MS = 1100+); or
- Scores on the Indiana CORE Academic Skills Assessment (CASA) tests at or above 220 for each test (reading, mathematics and writing). Registration

for the CASA can be completed at [Indiana Core Assessments for Educator Licensure](#).

Elementary (Grades P-3 and K-6)

Elementary (Early Childhood Education; Elementary; Elementary/Exceptional Needs): Applicants must have a 2.50 GPA overall and completed or be enrolled in the following course work:

- EDUC-N101 or MATH-T101;
- MATH-M/S/V118 or D116/D117 or EDUC-N102 or MATH-T102 or EDUC-N103 or MATH-T103;
- EDUC-Q200;
- BIOL-Q201 or GEOL-G105 or PHYS-P199;
- EDUC-P251 and M101 (Elementary and Elementary/Exceptional Needs Only);
- EDUC-P248 (Early Childhood and Elementary Only);
- EDUC-K205 (Elementary/Exceptional Needs Only) and
- EDUC-W200.

Secondary (Grades 5-12)

Secondary Education: Applicants must have a 2.5 minimum GPA overall and in the content area (except 2.0 in mathematics) and have completed or be enrolled in the following coursework:

- EDUC-M 300
- EDUC-P 312
- EDUC-P 313
- EDUC-W 200
- 21 credits in the content area (15 completed and a maximum of 6 in progress)

Secondary Community of Teachers: In addition to the requirements for secondary education, admission to [CoT program](#) is required.

All School Settings (Grades P-12)

Visual Arts Education: Applicants must have a 2.5 minimum GPA overall and in the content area, and have completed or be enrolled in the following coursework:

- EDUC-M 130 and EDUC-M 101
- EDUC-M 300
- EDUC-P 254 and EDUC-M 201
- EDUC-W 200
- 21 credits in fine arts (15 completed and a maximum of 6 in progress)

World Languages: Applicants must have a minimum 2.5 GPA overall, and in the content area and have completed or be enrolled in the following coursework:

- EDUC-M 300
- EDUC-P 254 and EDUC-M 201
- EDUC-W 200
- 21 credits in a selected language (15 completed and a maximum of 6 in progress)

Physical Education: Applicants are required to contact [School of Public Health](#) for complete admission requirements.

Music Education: Applicants are required to contact the [Jacobs School of Music](#) for complete admission requirements.

Program Application Deadlines

Early Childhood Education: Application due March 1 for fall-only start.

Elementary (Theory into Practice): Applications due October 1 for spring or March 1 for fall semester starts.

Elementary/Exceptional Needs (Teaching all Learners): Application due October 1 for spring-only start.

Secondary: Applications due October 1 for spring-only starts in English/Language Arts, Journalism, Mathematics, Science, and Social Studies. Applications due March 1 for fall-only start in Theatre.

Secondary Community of Teachers: Applications to the TEP must be completed the semester before taking the subject field methods course. (Exception: English/Language Arts who must apply during fall semester to be eligible to enroll in EDUC-M 412 spring semester.)

Visual Arts: Application due March 1 for fall-only start.

World Languages: Application due October 1 for spring-only start.

Transfer Students

Transfers to and from other Indiana University Campuses ("Intercampus Transfer")

Students can transfer easily from one campus of Indiana University to another and continue their studies as degree candidates (Intercampus Transfer). Credits are evaluated on a course-by-course basis, but students generally find that most courses transfer because of the similarity of coursework on the eight campuses. Intercampus Transfer students from other IU campuses will enter University Division first. Upon meeting the certification requirements noted earlier, they will be certified into the School of Education.

Transferring students should note:

- Degree requirements differ among the various campuses of Indiana University.
- Students who transfer as degree candidates from one campus of Indiana University to another must meet the degree requirements of the degree-granting division of the campus from which they expect to graduate.

Transfers from other Colleges and Universities

Indiana University welcomes students who wish to transfer from other colleges or universities. Students who have completed less than one full year of academic coursework will be considered for admission into the University Division. Note: No more than 60 credit hours earned at accredited community colleges may be applied toward a degree.

Applications for transfer admission to IUB are evaluated on the basis of a number of factors, including the following:

- A minimum grade point average of 2.000 on a 4.000 scale. A higher GPA may be required for certain

majors. In addition, nonresidents of Indiana will be expected to have considerably higher grade point averages for consideration.

- A minimum grade point average of 2.000 earned in courses that could apply toward the intended major.
- A high school record showing satisfactory entrance units.
- Evidence of good standing at the institution last attended.
- Official transcripts of credits and grades earned in all subjects.

Acceptance of credit from other institutions will be determined by the Office of Admissions. The applicability of credit toward degree requirements in the School of Education will be determined by the faculty. Only credits earned at Indiana University will count toward a student's cumulative and major grade point averages. Courses from other colleges and universities transfer as credit only if the grade earned was a "C" or higher. For additional information and application deadlines, please refer to the [Office of Admissions](#) website.

Degree Requirements

General Education

All undergraduate students who matriculate as degree-seeking students at IU Bloomington in or after first summer session 2011 will be required to complete the campus-wide GenEd Program prior to graduation with a baccalaureate degree. This curriculum is intended to ensure that, through the Common Ground requirements, all undergraduates at IUB develop the essential skills of English composition and mathematical modeling, and are exposed to the vast wealth of course offerings in arts and humanities, social and historical studies, natural and mathematical sciences, and world languages and cultures. The GenEd Curriculum also includes Shared Goals of intensive writing experience, information fluency, an understanding of diversity in the U.S., and other enriching educational experiences. The Common Ground requirements are the same for all undergraduate students, regardless of their school or academic unit. Shared Goals are implemented by the schools in ways that complement their degree programs.

Each undergraduate student is subject to the General Education requirements that were in effect at the time of matriculation as a degree-seeking student at Indiana University Bloomington. For example, a student who initially enrolled as a degree-seeking student at IU Bloomington in Fall 2014, whether as a freshman or as a transfer student, must complete the 2014–15 Common Ground requirements prior to graduation.

The list of courses approved for each GenEd Common Ground requirement is updated and published annually. In order to apply toward the Common Ground requirements, a course must be GenEd-approved for the semester in which it is taken. Approved courses are noted in the Schedule of Classes at the time of registration, and current lists are published in each edition of the IU Bloomington General Education Bulletin. In addition, the GenEd website includes a GenEd-approved course listing, searchable by requirement, department, and effective dates.

The [Indiana University Bloomington General Education Bulletin](#) is the official source for current GenEd requirements, policies, and other pertinent information. All programs require a passing grade of D- in each Common Ground General Education course, except Oral Expression and Written Expression, which require a C or better grade. Teacher education program students typically take general education distribution courses and pre-requisites in their first two semesters of their college career.

Content Areas

Content area course requirements are designed to give students the background necessary to teach in their subject areas. Each program develops its own set of requirements. Secondary and All-grades students take at least 30 credits of courses, equivalent to a major in their field of study. Elementary students take a combination of courses in Fine Arts, Language Arts, Mathematics, Science, and Social Studies. Because content area requirements are very specific, and because they often fulfill GenEd requirements, students should select these courses in close consultation with an advisor in the School of Education.

Professional Education Courses

Professional education courses are designed to provide students the opportunity to engage with and apply theory- and research-based principles specific to the field of education. These courses include "non-authorized" courses, which may be taken at any point in a student's academic career, including before certification into the School of Education; and "authorized" courses, which may be taken only after admission into the Teacher Education Programs. Admitted students begin authorized courses the semester following their admission. All authorized courses must be taken in prescribed blocks/clusters and must be successfully completed in sequence. Successful completion of all courses with a grade of C or better in a block/cluster is a prerequisite for the next set of courses and for student teaching. Students may add up to one additional year between the completion of the last block/cluster and student teaching.

Early Field Experiences

Students seeking Indiana licensure in teacher education are required to complete field experiences in which they observe and participate in classrooms and youth-serving agencies. These activities are offered as co-requisites to other professional education courses. Most sites are in and around Bloomington, and several visits are required each semester. Students who anticipate difficulty in finding transportation to field sites should work with the Office of Clinical Experiences (ED 1000) to make arrangements, including but not limited to carpooling. A fee is assessed in connection with these field experiences.

All sites require a criminal history check that students purchase to be allowed to participate. Convicted felons cannot hold a teaching license in Indiana, and placement sites may deny a field placement or student teaching assignment based on a misdemeanor or felony conviction. Individual school sites may require proof of a recent physical exam, TB test, drug test, and first aid/CPR training before participating in field placements and student teaching. For more information about early field

experiences, refer to the [Early Field Experience Student Handbook](#).

Student Teaching

Teacher preparation/certification programs in Bloomington require 12-16 weeks of [student teaching](#). An additional practicum of six weeks is required for students who are adding a license addition to the initial teaching area. When completing a license addition, the major student teaching assignment will be reduced to ten (10) weeks, with an additional six (6) weeks in the license addition subject area. Students completing a dual certification program like the TAL program will be required to complete student teaching in each of the initial certification areas (elementary generalist and elementary mild intervention).

Both student teaching and practicums are full-day, full-time, off-campus, school-based experiences that are completed in consecutive weeks. 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 supervising teacher, and the university supervisor. Augmentation of the program is achieved through participation in the total education activities of the school and school community. 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, including placing student teachers in schools with carefully selected and qualified supervising teachers. Supervision from the university is provided by professionals who have been successful classroom teachers and administrators.

Students are given an 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 and private school—elementary, middle, junior high and senior high—statewide for students on the Bloomington campus. In-state students are encouraged to student teach in their home town region as placements fill up in the local area quickly. Students should not do their student teaching in the school system in which a relative is employed. Priority is given to those students whose families reside in Bloomington, out-of-state students, and international students for placements in Bloomington. Students must petition the Academic Standards Committee for consideration of out-of-state placements.

Students also have the option of applying for student teaching and/or practicums in special areas through the [Global Gateway for Teachers program](#), such as those provided by the Navajo Nation Program, the Urban Program and the Overseas Program. These types of assignments require specialized study.

The Application Process

Student Teaching begins with a mandatory application meeting. Prospective student teachers are required to [sign up electronically](#) for the meetings one full year before student teaching. Student teaching or practicums will be completed through IUB, unless an exception is granted by the appropriate authority.

Students are required to provide a criminal history check to the school districts before participating in student teaching. Each school district has its own requirements for the type, means of obtaining and where those criminal history checks must be sent. Students will be required to contact the school corporation(s) in which they are placed for student teaching for that information. School districts may deny a student teaching assignment based on a misdemeanor or felony record.

Eligibility for Student Teaching and Practicum Require the Following:

1. Unconditional admission to the Teacher Education Program.
2. Senior or graduate status 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.)
3. Completed at least three-fourths (75%) of the number of credit hours in the content(s).
4. Have a minimum overall GPA of 2.5 at Indiana University.
5. Attend an application meeting and submit all required materials for student teaching or practicum one year before expected start date of placement.
6. Complete all professional education courses, including required laboratory field experience 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.
7. If earning a license addition, all courses must be completed, including required laboratory field experience courses with a minimum GPA of 2.5 in the license addition area. A minimum grade of C is required in each license addition course.
8. Elementary, early childhood and elementary/exceptional needs majors must have a minimum overall GPA of 2.0 in content courses for each of the following areas: language arts, fine arts, mathematics, science, and social studies.
9. Elementary majors must have a minimum GPA of 2.5 in the area of concentration, license addition or academic minor and no grades lower than a C.
10. Secondary and all school settings programs may have C- grades in the content area(s).
11. Secondary or all school settings programs require a minimum GPA of 2.5 in each content area (Exception: Mathematics which requires a 2.0 GPA).
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 (i.e., World Language) or meeting other requirements established by the respective school, department, project, or program that has been approved.
13. Transfer students must be enrolled at least one semester or summer in education courses on the Bloomington campus before student teaching and taken all professional education courses through Indiana University.

14. Students found ineligible for student teaching or a practicum may appeal this decision. At Bloomington, students should follow the appeals processes described in the [Undergraduate Student Portal](#) section of the School of Education website under Academic Policies.

Student Teaching Policies

Completion of Student Teaching

- **Grading:** Student teaching is graded on an S/ F basis. A "Satisfactory" grade is based on the assessments completed by the supervising teacher and on the recommendation of the university supervisor. In order for the candidate to pass the student teaching experience, the candidate cannot earn any scores of '1' and/or no more than one score of '2' in any category on the final evaluation.
- **Interruption/Termination of Student Teaching:** The final authority for the classroom students' academic progress rests with the supervising teacher. If the student teaching experience is determined as detrimental to student learning (based on observations, written documentation, and discussions with the university supervisor), the student teaching experience may be terminated.
- **Eligibility for Incompletes:** If student teaching is interrupted and the candidate is doing satisfactory work at the time and/or deemed by supervisors as benefiting from a remediation plan, a grade of "I" (Incomplete) may be recorded. An arrangement with the Office of Clinical Experiences is required to remove an "Incomplete" grade. If a student should receive an "F" (Failure) for student teaching, the individual situation will be discussed to determine if the candidate could repeat the student teaching experience in its entirety.

Calendar/Vacations

It is the policy of Indiana University that teacher candidates WILL follow the calendar of the respective school corporation. Fall teacher candidates will report the first teacher day of the school corporation. Spring teacher candidates will report the first day back from holiday break. Fall and Spring candidates will honor the school corporation's breaks (not IU breaks).

Absences

There are no sick days in student teaching. All teacher candidates are expected to fulfill the required number of days of their student teaching assignment. Days missed must be made up. If a teacher candidate is going to be late or miss a day, he/she must notify the school office, the supervising teacher, and the university supervisor. The school should be notified no later than 6:15 am. The supervising teacher and university supervisor must be informed after the school is called. If extenuating circumstances occur, the university supervisor and supervising teacher will meet to discuss extending the experience and make a recommendation accordingly to the teacher candidate. Excessive absences will result in an extension of the student teaching experience or termination.

Additional Activity Parameters

The following activity parameters must be followed during the student teaching placement:

- A teacher candidate may not act as a paid substitute if the supervising teacher is absent. Teacher candidates may maintain leadership of the class if the supervising teacher is absent for a brief time and if the principal designates a teacher-in-charge who is an employee.
- Candidates are not employees of the school or under contract. They may not receive any payment from the school during the student teaching experience (this includes coaching or other extracurricular activities).
- Candidates may not take courses while student teaching, and are strongly discouraged from holding a job. However, students are allowed to enroll in EDUC-M202: Job Search Strategies for Educators while student teaching.
- Candidates may not administer or witness corporal punishment.
- Candidates may not transport any student in their own vehicle.
- Candidates may not visit students in their homes or in private.
- Candidates should always conference with students in an open, visible and easily accessible place.
- Candidates may not take any unsupervised responsibility for extracurricular events or activities including school-sponsored trips.

Suspected Child Abuse

It is the responsibility of the teacher candidate to report suspicions of child abuse. Follow these steps:

1. Take time to write complete notes regarding observations, conversations, etc. that have led to suspicions of child abuse.
2. Share your concerns and notes with the supervising teacher and/or principal and work with them to notify the Department of Child Services or local law enforcement.
3. Advise the university supervisor of the situation.

Disabilities

If a teacher candidate requires assistance or academic accommodations for a disability, they should first contact the [Office of Disability Services for Students](#) in Wells Library W302, 812-855-7578. After eligibility for disability services has been determined, every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical hearing, vision neurological, etc.). You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; captions and alternate media for print materials may take three or more weeks to get produced.

It is the responsibility of the teacher candidate to communicate with the Office of Clinical Experiences information about this assistance and/or academic accommodations. You can reach the Office of Clinical Experiences by emailing stuteach@indiana.edu or calling 812-856-8503.

Code of Student Rights, Responsibilities and Conduct

During student teaching/practicum, teacher candidates are still held to the [Code of Student Rights, Responsibilities](#)

[and Conduct](#) and must behave in accordance to this code. Students/Teacher Candidates will face harsh consequences if this code is violated (up to and including failing the course and IU may take further action).

Teacher Licensing

The Indiana University programs for the preparation of teachers and other public school personnel meet the standards of the Rules for Educator Preparation and Accountability (REPA), the policies of the Office of Educator Effectiveness and Licensing (OEEL), and the Indiana Department of Education. These programs are also accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Higher Learning Commission. This provides added benefits to students and graduates in terms of transfer of credit, recognition of degrees, and reciprocity of teacher licenses.

Any teaching assignment as a professional teacher in a state-approved school requires a teaching license based upon the recommendation of the teacher preparation institution. An institutional recommendation is based upon meeting the REPA standards, OEEL policies required for the licensure program, and successful performance on all required assessments. Under the Licensure Framework of OEEL, the teaching license will reflect the standards for which the candidate has demonstrated competency through the completion of a degree program. The license will state the content area(s) that the candidate is licensed to teach and the school setting(s) in which the candidate is licensed to teach. Individuals may add/select content areas to their license by completing specified testing requirements. See the [Indiana Department of Education](#) website for specific information.

Students should apply for the Indiana instructional license through the Indiana Department of Education's [Licensing Verification and Information System](#) (LVIS) no earlier than the completion of all academic requirements and always after the completion of all licensing examinations. Applicants for teacher licensing in other states requiring the recommendation of Indiana University must submit such forms to the Office of Teacher Education.

According to Indiana statute, candidates for licensure must provide evidence of current CPR/AED certification (through [state approved agencies](#)) and documentation that they have completed suicide prevention training (through [state approved agencies](#)) prior to license recommendation.

The Initial Practitioner license issued by the OEEL is valid for two years in Indiana. The beginning teacher must successfully complete the Indiana Residency Program or 40 professional growth points (PGPs) after verifying two years of full-time teaching experience.

At that time, a Proficient Practitioner license is awarded, which is valid for five years. Renewal of the Proficient Practitioner license and awarding of the Accomplished Practitioner license is achieved through a program of continuing professional development based on the OEEL standards or six hours of course work at an accredited institution.

A student who has earned a bachelor's degree from an accredited university and who wants to be recommended for a teaching license by IUB, or to add a teaching area to a license, must be evaluated and advised for

admission to a postgraduate program by the Office of Teacher Education and must meet the requirements of the approved university teacher education program. More information on graduate-level initial teacher licensing can be obtained from the [Secondary Transition to Teaching Program](#).

Academic Minors

Minors may be completed in a variety of academic areas, but are not required to complete the Bachelor of Science degree. Completion of a minor typically requires between 15 and 20 credit hours and may require students to take more than the basic 120 credit hours for degree completion. Minors are subject to the guidelines of the unit offering the minor, and students are required to apply to the appropriate department for verification of the minor field if it is to appear on the transcript. Minor fields will appear on students' official transcript but will not be identified on the diploma. Academic minors do not constitute a subject specific teaching license.

Students pursuing a minor should note the following restrictions:

- Students may not be awarded a minor in a College of Arts and Sciences field that is the same as their School of Education major.
- Students may count only one course simultaneously for their School of Education major and a College of Arts and Sciences minor.
- For minors outside the School of Education, the sponsoring department of the minor is responsible for informing the student of the approved requirements for the minor and for any advising associated with the minor. Any variance from the courses required in the minor must be approved by the department sponsoring the minor and submitted to the School of Education Recorder (ED 1000).
- Information on minors within the School of Education may be obtained from academic advisors in the Office of Teacher Education.
- No priority for class registration will be given for courses required in the minor.
- A Declaration of Academic Minor form must be submitted to the School of Education Recorder (ED 1000) prior to the last day of the semester before student teaching to assure timely processing.
- Minor(s) will not be added retroactively to a student's record after graduation.
- No course overlap is allowed between minors.

Additional Requirements

- Grade Point Average (GPA)
- Campus Residency
- Upper Division Coursework
- Course Currency
- Matriculation Date and Requirements
- Graduation
- Teacher Licensure for Students Outside the School of Education

Campus Residency Requirement

At least 30 of the last 60 credit hours required for a specific degree program must be completed while in residence at the Bloomington campus. These 30 credit

hours must include student teaching as well as methods course(s) in the major teaching area.

Graduation

Full-time students should file an application for graduation/ 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. On the Bloomington campus, students must apply online through [TEIS](#). 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.

The graduation ceremony is held by the Indiana University Alumni Association two times a year: December and May.

Degrees are conferred in December, May, June and July. Candidates for degrees in June and July may participate in the May commencement. Diplomas are mailed to students' home addresses after the degree is formally granted by the faculty and recorded by the University Registrar.

Matriculation Date and Degree Requirements

For an undergraduate student pursuing a degree in the School of Education, the applicable degree requirements are those in effect at the time he or she first enrolls (matriculates) at the Bloomington campus of Indiana University as a degree-seeking student. Students admitted for the fall semester who elect to take courses in the preceding summer will be bound by the degree requirements in effect for the fall for which they are admitted. A student who fails to complete a degree within seven years of matriculation will forfeit the automatic right to use the requirements in effect at the time of matriculation. Students in this situation with questions about remaining requirements should contact the Office of Teacher Education, ED 1000, (812) 856-8500.

Students with Indiana University credit earned as high school participants in the [Advance College Project](#) or the [OPEN](#) (On-campus Precollege Enrollment—Non-degree) Program will follow the degree requirements in place as of their first full-semester enrollment as degree-seeking students.

The School of Education reserves the right to change program requirements as the faculty deems necessary. Once a student has been admitted to IU-Bloomington, the requirements for program completion will be changed only under extraordinary circumstances or changes in state mandated licensing requirements.

Teacher Licensure for Students Outside the School of Education

For students not in the School of Education, teacher licensure and degree conferral are two separate processes. In Secondary and All-grades programs, students may earn licensure through the School of Education while enrolled and earning a baccalaureate degree in any of the following schools of the university:

- College of Arts and Sciences
- Media School

- School of Public Health
- School of Music

Candidates outside the School of Education must meet both the degree-granting school's graduation requirements and the licensure requirements for their teacher education program. That is, students must meet GenEd, professional education, and content area course requirements, and any other specific program requirements in the area in which they want to be certified, as outlined in this bulletin. They must also have completed a minimum of 120 credit hours. 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 these programs see an academic advisor in each of the schools every semester before registering.

All undergraduate students majoring in Early Childhood Education, Elementary Education, and Elementary/ Exceptional Needs must be enrolled in the School of Education. These students will receive both the degree and recommendation for licensure from the School of Education.

Grade Point Average (GPA)

All teacher education programs require a minimum 2.5 cumulative GPA for admission, retention, student teaching, graduation, and licensing. Students must complete all professional, area of concentration, academic minor, or license addition course with a minimum 2.5 GPA and a grade of C or higher in each course. Any student who receives a grade of C– or lower in an authorized professional education course must retake the course prior to proceeding in the program. Content area minimum grades and GPAs vary by program. Secondary and All-grades content area courses must have a C- or higher grade with an overall content area minimum GPA of 2.5 (except Mathematics Education, which requires a minimum 2.0 GPA in the content area); Early Childhood, Elementary Education and Elementary/Exceptional Needs programs require a minimum 2.0 GPA in each content area (Language Arts, Fine Arts, Math, Science and Social Studies) and a passing grade in each content area course.

Upper Division Coursework

All programs require the completion of at least 35 credit hours of upper division coursework (300 level or higher).

Currency of Courses

All professional education coursework must be completed within the seven years prior to graduation. EDUC coursework that is seven or more years old may be used in the program, if revalidated. Each program establishes requirements for course revalidation and may limit the amount of revalidated coursework allowed. The methods of revalidating professional and technology courses may include, but are not limited to:

1. Passing an examination specifically covering the material taught in the course,
2. Completion of a more advanced course in the same subject area, and
3. Presenting evidence of extensive professional experience that requires the application of material taught in the course or competence in the requisite skill areas. Students must meet the certification

standards in place at the time of application to the state to be recommended for a license.

Students who stop out of the program without approval from the Academic Standards Committee for longer than one year will be held to the program requirements in place at the time of re-entry. All students must meet the licensure standards in place at the time of application to the state to be recommended for a license.

Opportunities

In addition to completing the requirements for the degree, the School of Education actively encourages its students to explore their interests and develop new skills by taking full advantage of the many opportunities available on the Bloomington campus.

INSPIRE Living-Learning Center

The mission of the [INSPIRE Living-Learning Center](#) is to create a diverse community of motivated, creative students who want to make a difference. This community will explore ways to connect with others, encourage inquiry, develop partnerships, and nurture learning.

In this learning-focused community, students will explore questions such as:

- What does it mean to be a 21st century learner and leader in education?
- What makes an effective teacher in today's highly diverse and technological society?
- In what ways can we address core challenges affecting schools and communities?

Students will develop critical thinking and problem-solving skills as they inspire each other to live and work together for the greater good. The INSPIRE Living-Learning Center welcomes all undergraduate students, including upperclassmen, who will have opportunities to assume particular leadership roles in the community.

Global Gateway for Teachers

The structure of most teacher education programs makes it difficult for students to take part in a traditional study-abroad experience. Yet this kind of cultural immersion is vitally important for future teachers, whether it takes place overseas or in culturally different contexts within the United States. International and intercultural field placements help candidates develop the flexibility and perspectives necessary to work successfully with youth from different cultures in their own classrooms. Such experiences also help candidates bring a broader worldview to their future classrooms, a view greatly needed in the world today.

The [Global Gateway for Teachers](#) is designed to give students those international and intercultural experiences while also fulfilling degree requirements for student teaching. Participants have the opportunity to serve as student teachers in culturally diverse settings that include Chicago, the U.S. Southwest, and over a dozen other countries worldwide. In addition to full-time student teaching, all Global Gateway programs also feature required community engagement, service learning, and academic reporting. IUB's "cultural immersion" programs are recognized as some of the most rigorous and innovative intercultural experiences available.

Students can choose among three different cultural immersion experiences:

- The Overseas Program, with student placements in Australia, China, Costa Rica, Ecuador, England, Greece, Ireland, India, Italy, Japan, New Zealand, Norway, Russia, Scotland, Spain, Tanzania, Turkey, or Wales.
- Navajo Nation Program, with placements on the Navajo Reservation in Arizona, New Mexico, and Utah.
- Urban Program, with placements in Chicago Public Schools

The Global Gateway also offers an Experienced Teacher Program for inservice educators who want to improve their skills working with youth from diverse backgrounds.

Each Global Gateway program is a challenging experience for participants. Student teachers are required to spend at least eight weeks overseas, and a full semester on the Navajo Reservation or in Chicago. They must work long hours, adapt to unfamiliar cultures, and become actively involved in their placement communities. Participation requires a two-year commitment, beginning with a preparatory phase that includes monthly classes, readings, and a workshop, culminating in the student teaching "immersion" experience. Documented outcomes of participation include significant impact in terms of professional development and personal growth that can last far beyond the conclusion of the experience.

Other Opportunities

Student Organizations

Through [student organizations](#), students can explore new ideas, meet leading educators, and help shape the future of the IU School of Education. Student clubs are also a great way to expand professional networks and find out about new jobs and internship opportunities.

Career Connections

Pursuing a career in education could be the most satisfying choice students make in their lives. Whether students are just starting on their journey or changing direction, the [Career Connections](#) team can help them succeed at their professional goals. Students can enrich their knowledge of the job market, grow their professional network, and transition from college to career.

Career Connections provides a variety of activities, resources, and [professional development workshops](#) designed to help students make good decisions. By contacting Career Connections, students can take advantage of one-on-one career advising, resume development, interview preparation, job search strategies, and more. From their first day as a student in the School of Education, the office is ready to help students develop a personalized plan. The office creates strong relationships with students, faculty, alumni, and employers. Students can start with a [career checklist](#).

Collaboration and Outreach

Strong communities are built on a foundation of education. The IUB School of Education is actively engaged in creating experiences that bring students and faculty into

communities where they can be of service and make a difference through practice and research.

As a leader in education at the local, state, national, and international levels, IUB provides expertise and resources to build stronger communities, by working on issues that matter. Students can explore [collaboration and outreach activities](#) and get involved.

Policies & Procedures

The School of Education and campus policies described in the "Policies and Procedures" section of this Bulletin inform students how to process conventional requests related to their enrollment, academic standing, and academic records. For detailed information on the policies and procedures governing appropriate personal conduct while a student at Indiana University, students are encouraged to consult [The Code of Student Rights, Responsibilities and Conduct](#). This document identifies the basic rights, responsibilities, and expectations of all students and student groups at Indiana University. Both the School of Education Bulletin and the Code are designed to provide essential information that will help to improve students' overall experience at Indiana University.

Student Teaching Policies

- Completion of Student Teaching
- Calendar and Absences
- Additional Activity Guidelines
- Suspected Child Abuse

Completion of Student Teaching

- **Grading:** Student teaching is graded on a Satisfactory/Fail (S/F) basis. A Satisfactory (S) grade is based on the assessments completed during student teaching and on the recommendation of the university supervisor. In order for the candidate to pass the student teaching experience, the candidate cannot earn any scores of "1" and/or no more than one score of "2" in any category on the final evaluation.
- **Interruption/Termination of Student Teaching:** The final authority for the classroom students' academic progress rests with the supervising teacher. If the student teaching experience is determined as detrimental to student learning (based on observations, written documentation, and discussions with the university supervisor), the student teaching experience may be terminated.
- **Eligibility for Incompletes:** If student teaching is interrupted and the candidate is doing satisfactory work at the time and/or deemed by supervisors as benefiting from a remediation plan, a grade of Incomplete (I) may be recorded. An arrangement with the Office of Clinical Experiences is required to remove an Incomplete (I) grade. If a student receives a Fail (F) for student teaching, the Director of Clinical Experiences will consult with program faculty and the university supervisor to determine if the candidate could repeat the student teaching experience in its entirety.
- **Code of Student Rights, Responsibilities and Conduct:** During student teaching/practicum, teacher candidates are still held to the [Code of](#)

[Student Rights, Responsibilities and Conduct](#) and must behave in accordance with this code.

Calendar and Absences

- It is the policy of Indiana University that teacher candidates will follow the calendar of the respective school corporation. Fall teacher candidates will report the first teacher day of the school corporation. Spring teacher candidates will report the first day back from holiday break. Fall and Spring candidates will honor the school corporation's breaks (not IU breaks).
- There are no sick days in student teaching. All teacher candidates are expected to fulfill the required number of days of their student teaching assignment. Days missed must be made up. If a teacher candidate is going to be late or miss a day, he/she must notify the school office, the supervising teacher, and the university supervisor. The supervising teacher and university supervisor must be informed after the school is called. If extenuating circumstances occur, the university supervisor and supervising teacher will meet to discuss extending the experience and make a recommendation accordingly to the teacher candidate. Excessive absences will result in an extension of the student teaching experience or termination.

Additional Activity Guidelines

The following activity guidelines must be followed during the student teaching placement:

- A teacher candidate may not act as a paid substitute if the supervising teacher is absent. Teacher candidates may maintain leadership of the class if the supervising teacher is absent for a brief time and if the principal designates a teacher-in-charge who is an employee.
- Candidates are not employees of the school or under contract. They may not receive any payment from the school during the student teaching experience (this includes coaching or other extracurricular activities).
- Candidates may not take courses while student teaching, and are strongly discouraged from holding a job. (Exception: Students may take EDUC-M 202: Job Search Strategies for Educators while student teaching.)
- Candidates may not administer or witness corporal punishment.
- Candidates may not transport any student in their own vehicles.
- Candidates may not visit students in their homes or in private, except when accompanied by school personnel as part of an official school activity.
- Candidates should always confer with students in an open, visible, and easily accessible place.
- Candidates may not take any unsupervised responsibility for extracurricular events or activities, including school-sponsored trips.

Suspected Child Abuse

Under Indiana law any individual who has a reason to believe a child is a victim of abuse or neglect has the duty to make a report; therefore, each citizen of Indiana is

considered a “mandated reporter.” While reporting child abuse is everyone’s responsibility, Indiana law requires a more stringent standard of reporting in some professions. These professional reporters are staff members in a medical or other public or private institution, school, facility, or agency. These reporters are legally obligated by their profession to report alleged child abuse or neglect. School professionals are required to make a report to the Department of Child Services (DCS) or to cause a report to be made immediately by their school or corporation designee.

Student teachers must be aware of the [warning signs of child abuse](#). If a student teacher observes these warning signs, he or she must talk with the supervising teacher and/or the school’s principal immediately and follow the school’s protocol for making a report or having a report made. In addition, he or she must notify the university supervisor of the situation.

Grading Policies

- Calculation of Grade Point Average (GPA)
- Deferred Grades
- Incomplete Grades
- Extended X
- Grade Appeals and Retroactive Changes
- Graduation with Academic Honors/Distinction

Extended X

Indiana University allows students to retake up to three IU courses (or a total of 10 credit hours) and replace the grades earned in the first enrollment with the grades earned in the second enrollment, with some significant restrictions. Students wishing to pursue this option should read the full text of the policy on the [Registrar’s website](#). Additionally, School of Education students should contact their academic advisor or the School of Education’s Recorder, ED 1000, (812) 856-8500.

Incomplete Grades

The grade of Incomplete (I) used on the final grade reports indicates that the work is satisfactory as of the end of the semester but has not been completed. The grade of Incomplete may be given only when the completed portion of a student’s work in the course is of passing quality. Instructors may award the grade of Incomplete upon a showing of such hardship to a student as would render it unjust to hold the student to the time limits previously fixed for the completion of his/her work.

The time allowed for the removal of an Incomplete grade is one calendar year from the date of its recording. The dean of the student’s college or school may authorize adjustment of this period in exceptional circumstances. By assigning an Incomplete, an instructor implicitly authorizes and requires that the registrar automatically change an Incomplete to a Fail (F) at the end of the appropriate time period, if the student fails to complete the course work to the instructor’s satisfaction. Both the student and the instructor in whose course the student received the Incomplete will be notified of this change of grade.

Calculation of Grade Point Average (GPA)

The School of Education calculates two GPAs. The University GPA includes all course work taken at Indiana

University. The Degree GPA includes only courses counted in the program. 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. Credit points are awarded on the following basis:

A = 4.00

A- = 3.70

B+ = 3.30

B = 3.00

B- = 2.70

C+ = 2.30

C = 2.00

C- = 1.70

D+ = 1.30

D = 1.00

D- = 0.70

F = 0.00

Pass/Fail (P/F) and Satisfactory/Fail (S/F) Grades

When a student has requested the Pass/Fail (P/F) option for an enrolled course, the Office of the Registrar will notify instructors about those students registering for the option. A grade of Pass (P) is not counted in grade averages; a grade of F is included. A grade of P cannot be changed subsequently to a grade of A, B, C, or D. Students interested in taking classes under the Pass/Fail (P/F) option should obtain Pass/Fail option forms from the School of Education Recorder in ED 1000. All students should fill out the Pass/Fail option forms in full, obtain the appropriate signatures, and return them to the Recorder by the published date. (See Pass/Fail Option Deadline for the appropriate academic term in the [Official Calendar](#) for more information.) Education majors can choose the Pass/Fail option for a maximum of two elective courses and for a total of 6 credit hours per academic year. Oral and Written Expression classes may not be taken as Pass/Fail for any degree program. Common Ground GenEd courses may not be taken Pass/Fail.

The Satisfactory/Fail (S/F) 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 a Satisfactory/Fail basis, and the class must be notified during the first class session that the course will be graded on a Satisfactory/Fail basis. The grade of Satisfactory (S) carries no grade points and consequently is not considered in calculating grade point averages. The grade of Fail (F) is used in GPA calculations.

Deferred Grades

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 or Enrollment Bulletin.

Grade Appeals and Retroactive Grade Changes

Appeals of grades should be resolved with the instructor who recorded the disputed grade. If the student and instructor cannot resolve the matter, the student should discuss it further with the chair of the department offering the course. Appeals unresolved at the department level may be pursued through the [Student Grievance and Appeals Procedures](#). Appeals of grades or requests for other actions after the conclusion of a course should be made as soon as possible. Such requests will not be considered after one calendar year from the end of the semester in which the course in question was taken. Note that grades of Incomplete (I) or Withdrawal (W) may not be recorded for a course when a student has taken the final exam, or completed the final paper or project for the course.

Graduation with Academic Honors/ Distinction

The School of Education recognizes high cumulative GPAs with the designations Distinction (3.60 – 3.74 GPA), High Distinction (3.75 – 3.89 GPA), and Highest Distinction (3.90 - 4.0 GPA).

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.

Course Enrollment and Credit Policies

- Credit by Examination
- Distance Education Courses
- Transfer Credit Hours
- Withdrawal from Courses
- Credit Overload
- Community College Credits
- Graduate Level Credits

Distance Education Courses

Indiana University students in the Teacher Education Program may use no more than 18 credit hours of distance education course work in meeting the requirements for teacher licensure in the major. Distance education strategies include correspondence, online, and independent study classes. Authorized professional education courses cannot be taken through distance education except when offered by Indiana University.

The oral expression requirement may not be met by distance education.

Community College Credits

No more than 60 credit hours earned at a 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.

Transfer Credit Hours

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 60 credit hours earned at a 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. To maintain the integrity of the teacher education programs, students are strongly urged to complete all professional education requirements on the Bloomington campus.

Students who earn the Statewide Transfer General Education Core (STGEC) milestone at any campus of any Indiana state public institution of higher education prior to matriculation at Indiana University Bloomington will not be subject to IU Bloomington GenEd Common Ground requirements. Students who transfer to IU Bloomington after partially completing STGEC requirements at another IU campus or at another Indiana state educational institution will have their transfer credit applied, course by course, to IUB GenEd Common Ground requirements in accordance with established course articulations and transfer credit policies. (Courses that are associated with a particular STGEC competency area at one institution or campus will not necessarily apply to that (or any) STGEC competency area at another institution or campus.)

Completion of the Statewide Transfer General Education Core does not add to, subtract from, or alter degree requirements. This includes school requirements, major requirements, minor requirements, or requirements for an undergraduate degree. Students must therefore work closely with an advisor to determine what relation, if any, exists between requirements for general education and other degree requirements.

Unofficial transfer credit evaluations completed by anyone other than the Office of Admissions is not a contract; it is an estimate of whether past coursework and experiences meet current Indiana teaching license requirements. Individual faculty members and advisors do not have the authority to determine program substitutions. Final approval is granted by the Academic Standards Committee.

Credit by Examination

Students may receive credit for certain courses by successful performance on the SAT, SAT II Subject Tests, College Board Advanced Placement Tests, International Baccalaureate Higher Level (IBH) exams, and, with permission of the Dean, examinations offered by academic departments while at Indiana University. The appropriate department of the College of Arts and Sciences reviews the placement tests in order to make recommendations about advanced standing. Students

who believe that they are prepared for advanced study or that they are eligible for special credit because of superior preparation are urged to accelerate their college programs by taking the requisite exams. Students may thus graduate early, or they may use the time gained to complete additional coursework and experiences, such as license additions, to further prepare them for their professional careers.. Credit will be recorded with the grade of Satisfactory (S) unless the examination clearly merits an A grade and the department requests the use of a grade other than Satisfactory. Failure to pass the examination carries no penalty. Fees for special credit and credit by examination are waived for undergraduate students enrolled in an IU degree-seeking program for at least 12 credit hours in either the fall or spring semester. Regular credit-hour rates apply for students enrolled in fewer than 12 credit hours. For policies governing credit offered for foreign language exams, please see the [College of Arts and Sciences Bulletin](#).

Withdrawal from Courses

The School of Education follows the deadlines concerning withdrawals from courses as prescribed in the Official Calendar published in the [Enrollment and Student Academic Information Bulletin](#).

Petitions for late withdrawal after the periods specified above will not be authorized by the Associate Dean except for urgent reasons beyond the student's control related to extended illness or equivalent distress. The desire to avoid a low grade is not an acceptable reason for withdrawal from a course.

If students withdraw with the Associate Dean's consent, their grade in the course shall be W if they are passing at the time of withdrawal and F if they are not passing. As with all grades, instructors will assign the appropriate grade. The grade will be recorded on the date of withdrawal. Failure to complete a course without authorized withdrawal will result in a grade of F. The grade of W may not be recorded for a course when a student has taken the final exam, or completed the final paper or project for the course.

If a student voluntarily withdraws from school while on probation, that student may reenter school on probation at any time. 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 Indiana University, grades have been earned that raise the cumulative grade point average to a minimum of 2.5.

Credit Overload

Students who wish to enroll in more than the maximum number of credits allowed in a semester need official permission from the School of Education. A credit overload consists of more than 19 credits in Fall or Spring Semester, or more than 20 credits overall in Summer (or more than 6 credits in a 4- week session, or more than 10 credits in a 6- or 8- week session).

In order to request an overload, students should fill out the necessary form and meet with his or her advisor. If the GPA is 3.0 or above, and there are no pending Incompletes, the advisor will consult with faculty and then make a decision.

If the GPA is below 3.0, the student may submit a request to the Academic Standards Committee, which will consider the student's rationale for requesting to take an overload, past course history, and the advice of program faculty. Faculty and the Academic Standards Committee will base their decision on what they believe will best ensure that students succeed in their programs.

Applications for a credit overload should be submitted well before the beginning of the semester for which the student is requesting an overload. Requests cannot be considered after the first week of the semester. Requests that go before the Academic Standards Committee may require up to a month to consider.

Graduate Level 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; or
2. Undergraduate students in the last semester of their senior year may take graduate courses that may later be applied to a graduate program.

Undergraduate students who meet either of these conditions must, further, have an undergraduate GPA of 3.0 or higher. 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.

Even if the student has successfully completed a graduate-level course, it will satisfy degree requirements for a bachelor's degree only by special permission of the Dean. Approval for graduate-level courses to be applied toward the requirements for a bachelor's degree is not guaranteed, but rather is granted on a case-by-case basis. To request such approval, the following procedure should be followed:

1. The student obtains permission from the instructor of the course and the Associate Dean for Graduate Studies to enroll in the graduate-level course;
2. The student submits an appeal to the Academic Standards Committee;
3. The Committee reviews the exception request and notifies the Recorder of the decision;
4. The Committee notifies the student of the decision.

In those cases in which undergraduates are permitted to count graduate-level course work toward a bachelor's degree, no more than 12 credit hours will be counted. Graduate courses taken while a student is an undergraduate and counted toward the requirements of a bachelor's degree may not count toward a graduate degree at Indiana University (and may also not count toward graduate degrees at other universities). Exceptions may be made for students in the Global Gateway for Teachers Program, but must be approved by the director of that program.

Academic Standing

- Class Standing
- Academic Standing

- Academic Probation
- Dismissal
- Reinstatement

Class Standing

Class standing is determined by the number of hours completed in a student's current academic program.

- Freshman, 0-29 hours
- Sophomore, 30-59 hours
- Junior, 60-89 hours
- Senior, 90+ hours

Academic Probation

Students are on academic probation when their cumulative or major grade point average is below 2.50. They are also on probation for the duration of the regular semester following the one in which they failed to attain at least a 2.50 grade point average. Students on academic probation must comply with any restrictions the Associate Dean for Teacher Education deems necessary.

At the close of each semester and summer sessions the academic progress of students in the School of Education is reviewed. Students will receive notification at their official university e-mail address if they have been placed on probation and are, or may be, subject to dismissal. Upon receiving notification, the student on probation should see the School of Education Academic Support Advisor as soon as possible. Students on academic probation have one semester to meet the minimum academic standards required.

If an unconditionally admitted student's cumulative, content, and/or professional education GPA falls below the minimum requirement, then the student will fall into one of two probation categories:

1. **Academic Probation Contract (APC):** when a student's cumulative GPA falls between a 2.450 and 2.499.
 1. This level of probation allows unconditionally admitted students to remain in the School of Education and continue in the Teacher Education Program (TEP). Students are permitted to enroll in authorized courses, but must raise their cumulative GPA to a 2.5 or higher and/or earn a minimum of 2.7 GPA for the semester. Failure to meet these standards at the end of the probation semester may result in a student being placed on a Continuation Contract, which will automatically change the student's TEP admission status to "Admission Criteria Not Met."
 2. If an APC student is placed on a Continuation Contract, then the School of Education will require that the student withdraw from any TEP authorized courses. Failure to withdraw from authorized TEP courses will result in administrative removal.
 3. Failure to comply with the APC contract requirements, or to communicate with a member of the Student Support Team for the School of Education, may result in dismissal from the School of Education.
 4. The Student Support Team reserves the right to place an Administrative Hold on an

APC student's account at any time during the semester in which he/she is on probation. This hold only allows students to drop/add within their existing enrollment, and prevents a student from enrolling for a future semester/summer session. The hold can only be removed by meeting with the Student Support Advisor or a member of the Student Support Team.

2. **Continuation Contract (CC):** when a student's cumulative GPA falls between a 2.350 and 2.449.
 1. This level of probation allows unconditionally admitted students to remain in the School of Education, but they are not allowed to enroll in any TEP authorized courses. The student's TEP admission status will be changed to "Admission Criteria Not Met."
 2. If the student is already enrolled in TEP authorized courses for the upcoming semester, he or she must withdraw from the courses or be administratively withdrawn.
 3. The student must also make satisfactory academic progress, which is defined by a semester GPA of 2.7 or higher, by raising the cumulative GPA to a 2.45 or higher, or by raising the cumulative GPA to a 2.5 or higher.
 4. Failure to meet these standards at the end of the probation semester, or to communicate with the Student Support Team of the School of Education, may result in dismissal from the School of Education.

Dismissal

Dismissal from the School of Education happens when a student's GPA falls below a 2.350, or he or she has failed to meet the conditions of probation.

1. Unconditionally admitted students in this category will immediately have their TEP status changed to "Admission Criteria Not Met," and will not be eligible to take any TEP authorized courses. If a student is already enrolled in TEP authorized courses for the semester, he or she must withdraw from them immediately or be administratively withdrawn.
2. An Administrative Hold will be placed on the student's academic record, and they must meet with the Student Support Advisor to determine a course of action.
3. Students facing dismissal may be encouraged to consider transferring to another college/school/unit at IU to avoid official dismissal from the School of Education. By proactively taking this step, a student can avoid having the dismissal recorded on his or her academic record and transcripts.
4. The School of Education will provide a list of students scheduled for dismissal to the Registrar's Office at the end of each semester.
5. A student who has been officially dismissed from the School of Education will be unable to register for any IU coursework for one semester.
6. Students who are dismissed from the School of Education may petition the Academic Standards Committee of the School of Education for conditional admission after one full semester (summer sessions

not included) if they have raised their overall GPA to a 2.5 or higher and met all other admission requirements. If the student is readmitted, the course load may be restricted or adjusted if the Associate Dean for Teacher Education, in consultation with faculty and advisors, considers it in the student's best interest to do so. Students should contact the Student Support Team for further information concerning eligibility to petition.

Reinstatement

Students who have been academically dismissed from the School of Education are required to wait at least one semester (summer sessions not included) before applying for reinstatement. Applications for reinstatement are submitted to the Academic Standards Committee. Conditions concerning course load limits or related academic requirements may be required by the Academic Standards Committee.

Academic Standing

Academic Good Standing requires a 2.5 cumulative GPA, and the following:

1. Students must earn a C or higher in each professional education course. Any course in this category with a grade of C- or lower must be repeated. If the course is part of a group of courses taken during the same semester (a cluster or block), the course must be retaken before proceeding to the next cluster or block. If it is a non-authorized professional education course (not part of a cluster or block), it must be retaken before student teaching.
2. To student teach, students must attain a cumulative GPA of 2.5 in all required professional education courses and meet other student teaching requirements as specified by the program.
3. Candidates for the Elementary, Early Childhood, and Elementary/Exceptional Needs must maintain a minimum GPA of 2.0 in content courses within each of the following areas: Fine Arts, Language Arts, Mathematics, Science, and Social Studies.
4. Elementary students must attain a 2.5 GPA in the area of concentration, academic minor, or license addition.
5. Secondary and All-grades majors must maintain a minimum GPA of 2.5 in their content areas, except for Mathematics Education majors, who must maintain a minimum 2.0 GPA in the content area.

Student Rights and Responsibilities

- Academic and Personal Conduct
- Alert Forms on Professionalism
- Confidentiality of Records

Academic and Personal Conduct

Indiana University and the School of Education expect students to follow the fundamental principles of academic and personal integrity in behavior and the pursuit of learning. Campus security requires all criminal activity as defined in the Clery Act of 2012 to be reported to campus authorities for action and inclusion in annual crime reports.

Indiana University [Student Code of Rights, Responsibilities, and Conduct](#) requires university personnel to report all incidents of academic misconduct to the IU Dean of Students and expects incidents of personal misconduct such as classroom incivility to be reported. For detailed information about policies and procedures, including due process requirements, refer to the code, especially Part II: Student Responsibilities and Part III: Procedures for Implementation of the Code.

Confidentiality of Records

Indiana University, in compliance with the campus-wide General Education Provisions Act, Section 438, titled Family Educational Rights and Privacy Act (FERPA), provides that all student records are confidential. An implicit and justifiable assumption of trust is placed in the School of Education as custodian of personal data submitted by students entering the School or generated during their enrollment. This mutual relationship of trust between the School of Education and the individual student requires that such data be held in confidence.

Confidential academic information is released by the School of Education only to the student and to person(s) whom the student authorizes in writing to be appropriate recipients of the information. Students may review their records upon request and may ask for deletions or corrections of the record in a hearing process described in detail in the [Code of Student Rights, Responsibilities, and Conduct](#). References, recommendations, and other similar documents may carry a voluntary waiver relinquishing the student's right to review this specific material. The student may also release the record to others by signing a written release available in the offices that maintain records. Further details regarding the provisions of the Privacy Act and a list of offices where student records are kept may be found in the [Code of Student Rights, Responsibilities, and Conduct](#).

Upon request of a third party, certain information is made available to the public by the Office of the Registrar. Public information is limited to name; address; e-mail address; phone; major field of study; dates of attendance; admission or enrollment status; campus; school, college, or division; class standing; degrees and awards; activities; sports; and athletic information. Records of arrests and/or convictions and traffic accident information are public information and may be released to anyone making inquiry. Public information shall be released freely unless the student files the appropriate form requesting that certain public information not be released. Additional information can be obtained at the website of the Office of the Registrar under [Student Privacy and FERPA](#).

Alert Forms on Professionalism

School of Education Alert Forms on Professionalism are designed to provide faculty and staff a system to identify nonacademic behaviors or dispositions that indicate a student may not be successful in teaching. Students are expected to demonstrate the knowledge, skills, and dispositions expected of beginning teachers. These expectations are set forth by the Interstate New Teacher Assessment and Support Consortium (INTASC).

When a student acquires an alert, the Associate Dean for Teacher Education will confer with the faculty/staff who filed the alert and will meet with the student to discuss

corrective actions, including the possibility of dismissal from the Teacher Education Program. All decisions related to disciplinary action can be appealed by the student using the School of Education's [Student Grievance and Appeals Procedures](#).

Bloomington Programs

The School of Education at Indiana University-Bloomington offers teacher education programs leading to Indiana teaching licenses in Early Childhood Education, Elementary Education, Secondary Education, Elementary/Exceptional Needs, and All-grades settings, as outlined below. The Secondary and All-grades programs require at least one major chosen from those outlined. All programs require 120 credits, except Elementary/Exceptional Needs (130+ credits).

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 120 credit hours needed for a degree.

Students who think they have the competence required for a content requirement 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. Students must submit a written appeal to the Academic Standards Committee with the chairperson's recommendation for a waiver or substitution in the program.

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 oral expression requirement may not be met by distance education.

Indiana University Bloomington offers the following programs.

Elementary

- Early Childhood Education: Pre-K, K-3
- Elementary (Theory into Practice): K-6
- Elementary/Exceptional Needs (Teaching All Learners): K-6 and Mild Intervention

Secondary (5-12)

- Anchor Secondary Education: Middle/Junior High/High School
- Community of Teachers (CoT): Middle/Junior High/High School

Secondary Content Fields

- Exceptional Needs: Mild Intervention (CoT only)
- Health Education
- Journalism
- Language Arts/English
- Mathematics
- Science: Chemistry, Earth-Space Science, Life Science/Biology and Physics
- Social Studies: Economics, Geographical Perspectives, Government and Citizenship,

Historical Perspectives, Psychology, and Sociology (Students complete a primary and secondary field; the primary field must be Historical Perspectives or Government and Citizenship)

- Theatre

All-grades Programs (P-12)

- Music Education
- Physical Education
- Visual Art
- World Languages

Additional Licensing Specializations Available

(Additions can be added to primary license area)

- Computer Educator (21 credits)
- English as a Second Language (22 credits)
- Health (contact School of Public Health for program details)
- Journalism (29 credits)
- Middle Grades Mathematics (32-33 credits)
- Physical Education (contact School of Public Health for program details)
- Reading (24 credits)
- Secondary Special Education: Mild Intervention (27 credits)
- Theatre Secondary (32 credits)

Academic Minors (These minors do not lead to teacher certification.)

- Counseling (15 credits)
- Education Policy (15 credits)
- Educational Studies (15 credits)
- International and Comparative Education (15 credits)

Certificate

- Higher Education and Student Affairs (15 credits)

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, to teach in kindergarten through grade 3 classrooms, and to work in other settings that employ early childhood professionals. The course of study incorporates four years of coursework, including two years of general education and two years of professional education. It 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 usually apply to the Early Childhood Education program in their sophomore year. Admission applications are due March 1 for the fall semester start of authorized professional education coursework. 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 requires 45 credits of content courses and 75 credits of professional education coursework, for a total of 120 credits. The professional component of the program includes course work in the psychology of learning, student diversity, technology of instruction, social cultural foundations of teaching, legal and ethical obligations, and the methods for teaching coupled with field experiences and student teaching. Field experiences are initiated as soon as possible and continue throughout the student's program. The authorized professional education courses include three semesters of course work and a semester of full-time student teaching in a K-3 classroom.

Elementary Education/Exceptional Needs Program

The goal of the [Teaching All Learners \(TAL\) Program](#) is to prepare undergraduate teacher candidates with knowledge of effective strategies and curricula associated with teaching in classrooms with students who have a wide range of developmental levels and abilities. Graduates of this program will be prepared to work as consultant teachers, as co-teachers in inclusive settings, as teachers in self-contained classrooms for students with exceptional needs, and as general elementary education teachers. Successful completion of this program will result in dual license recommendation for K-6 Elementary (both Primary and Intermediate) and K-6 Exceptional Needs.

In Teaching All Learners (TAL), the emphasis is on:

- 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 requires at least 48 credits of content coursework and at least 83 credits of professional education coursework, for a total of at least 131 credits. The professional education incorporates courses in special education methods and strategies as well as basic teaching strategies appropriate to the elementary classroom. Application to the program is earlier than most programs; applications are due October

1 of the sophomore year, and professional courses begin that spring. The authorized professional courses in the program begin in the spring of the sophomore year. Although there is some flexibility, by the junior year most general education requirements should be completed.

Elementary Education Program

The [Elementary Education \(Theory into Practice\) Program](#) is a four-year program for students who want to teach children in kindergarten through grade six. 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 teacher candidates 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, candidates 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 emerging teachers to 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.

Students will typically apply to the TIP program in the sophomore year, by March 1 to begin authorized professional education courses in the fall semester or by October 1 to begin in the spring semester.

In addition to content requirements, students in this program complete a license addition, minor, or area of concentration, each of which enables students to gain in depth knowledge in a subject of their choice. Professional education courses includes a series of subject specific methods courses, work in the psychology of learning, applying technology in education settings, multicultural issues, the history of U.S. education, an examination of the purpose of schooling in America, an ongoing set of increasingly demanding field experiences and related seminars. These courses culminate in a semester-long student teaching experience.

This program requires 45 credits of content coursework, a minimum of 9 additional credits in an area of concentration, minor outside the School of Education, or license addition, and 66 credits of professional education coursework, for a total of 120 credits.

The area of concentration, minor, or license addition requirement is designed to provide the prospective elementary teacher with in depth knowledge in one school-related curriculum subject. All courses in these areas must be completed with C or better and an average minimum GPA of 2.5. Students should consult an academic advisor to plan an approved sequence to fulfill the area of concentration, minor, or license addition requirement. An area of concentration may be selected from the following areas:

- The Arts

- Language Arts/Humanities
- Mathematics
- Science
- Social Studies

Secondary Education Programs

The [Secondary Education Programs](#) lead to a Bachelor of Science: Secondary Education degree in specific content fields. The content fields include exceptional needs, language arts/English, mathematics, chemistry, earth/space science, life sciences, physics, and social studies. The School of Education, in cooperation with the School of Public Health, offers a program in Health Education; and the College of Arts and Sciences cosponsors a licensing program in Theatre Education. The Media School cosponsors journalism.

Successful completion of a secondary education program requires meeting both academic content and performance-based standards as assessed at different points by the School of Education. The secondary education teacher license in Indiana mandates a content field, a target population based on early and late adolescence or young adulthood developmental levels, and multiple assignments at the middle school/junior high or high school levels (grades 5-12).

The Bloomington campus offers two secondary programs:

- [Anchor Program](#): The program incorporates coursework, a variety of field experiences, and a semester of student teaching.
- [Community of Teachers Program](#): This program incorporates course work and an extended seminar that sets specific tasks to be documented in a portfolio, and a combination of field experience and student teaching with a mentor teacher in the field.

Both programs consist of general education, content, and professional education courses and require 120 credits to graduate. To be licensed, a student must have at least one of the following major content areas. Credit earned in general education may be used where applicable to meet the course requirements in any major content area.

- Health Education
- Journalism
- Language Arts/English
- Mathematics
- Science/Biology
- Science/Chemistry
- Science/Earth-Space
- Science/Physics
- Social Studies/Government & Citizenship
- Social Studies/Historical Perspectives
- Special Education/Exceptional Needs
- Theatre & Drama

In the Anchor Program, students follow a curriculum that combines content knowledge with a solid foundation in the history, theory, and philosophy of education; adolescent development; classroom management; and the use of technology in education. The program culminates in a semester-long student teaching experience in a middle school or high school classroom. There, students manage

a class, prepare and deliver lessons, and assess student performance under the guidance of a supervising teacher.

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

- **The Seminar:** The central requirement of the CoT program is a seminar (EDUC-S 400) that is conducted each semester by the same faculty member. Each seminar group includes students from different majors ranging from beginners through student teachers. Each semester, the seminar's focus is determined by the students and the seminar leader; and under the umbrella of the seminar, each student organizes and carries out an individualized program of preparation. The seminar replaces six of the professional education courses of the anchor program: EDUC-W 200, EDUC-P 312, EDUC-P 313, EDUC-H 340, EDUC-M 300, and the first special methods course; as well as all fieldwork courses associated with the program. Completion of any of the courses can be counted as progress toward the completion of the CoT program.
- **The Apprenticeship:** CoT students spend one day a week in a school, working with a teacher of their choice who has consented to be a mentor. The mentor relationship continues throughout students' professional preparations, including student teaching.
- **The Portfolio:** The activities of the mentor relationship are guided by a list of 16 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.

All-grades Education Programs

The All-grades programs in music education, physical education, visual arts, and world language education lead to a Bachelor of Science degree in those content fields. The Jacobs School of Music and the School of Public Health offer the degree programs in those respective fields. Detailed information and advising about those particular programs is provided by those schools.

Successful completion of the Bachelor of Science in music education, physical education, visual arts, and world language programs requires meeting both academic content and performance-based standards, as assessed at different points by the respective schools. The All-grades teacher license in Indiana mandates a content field; a target population at developmental levels of early and middle childhood, early and late adolescence and young adulthood; and multiple assignments in the school settings of kindergarten, elementary, middle school/junior high or high school grades P-12.

The All-grades programs include general education, content, and professional education components and require a total of 120 credits to complete. Information on each program can be found at the following links:

- [Music Education](#)

- [Physical Education](#)
- [Visual Arts](#)
- [World Languages](#)

License Addition Programs

Students completing a primary teaching license may add license additions in the following areas. Current additions range between 18 and 32 credits. It may not be possible to complete the additions as part of the basic 120 credit hour degree plan. See a School of Education Academic Advisor for program details and applications.

- [Computer Educator License Addition](#): The Computer Education License (CEL) program will equip teachers to use technology integration methods, manage a computer lab, and provide enrichment experiences for students in settings at the same level as their original license. The license addition also permits secondary teachers to teach specific technology courses in middle, junior, and high school settings. The 21 credit hour program is available to currently licensed teachers and teacher candidates who are completing an initial license in a recognized Teacher Education Program.
- [English as a New Language License Addition](#): A license addition in English as a New Language (ENL) will prepare teachers to work with students of different linguistic and cultural backgrounds in the classroom. Candidates must demonstrate oral proficiency in English as well as competence in a world language equivalent to two semesters of university world language or two years of high school world language. Requirements include a combination of graduate and undergraduate courses.
- [Health Education](#): Contact the School of Public Health for details.
- [Journalism License Addition](#): This license addition is available to students completing a Secondary or All-grades settings primary license. The journalism addition prepares students to supervise student media publications. The addition is offered by the Media School and requires 29 credits of course work in the field.
- [Mathematics Middle Grades License Addition](#): This 32 credit hour program is available to students completing or holding an elementary level license (middle grades are part of the secondary license) who are interested in teaching mathematics in departmentalized middle schools. It includes 17 credit hours of mathematics, 9 hours of professional education and a 6 credit hour practicum.
- [Physical Education](#): Contact the School of Public Health for details.
- [Reading License Addition](#): Students interested in specializing in reading instruction may add this 18 credit hour addition to their primary license program. The program features linguistics, professional roles, methods, and a practicum.
- [Secondary Special Education/Exceptional Needs License Addition](#): Teacher candidates completing a secondary license may add a 27 credit hour license addition to their primary fields. This addition prepares teachers to work with mild intervention strategies for special education students at the secondary level. The program focuses on socially

and emotionally disturbed behaviors, assessment, intervention, and assistive technology. The course work is coupled with field experiences and a practicum.

- [Theatre License Addition](#): Secondary license students can add the theatre license addition to their program in order to teach theatre arts. The program includes 32 credits of course work; this includes 21 in theatre content, 3 in teaching methods, 2 in field experiences and a 6 credit student teaching practicum.

Minors and Certificate

The School of Education offers minors for students interested in the field of education but not teaching. Each minor requires the completion of 15 credit hours of coursework.

- [Counseling Minor](#): This minor is designed for students interested in exploring the counseling role across many disciplines and focusing on interpersonal communication, advanced listening skills, empathetic understanding of alternate perspectives, and providing assistance in personal and social change. This program is open to all undergraduate students.
- [Education Policy Minor](#): The School of Education and School of Public and Environmental Affairs have constructed a 15 credit hour undergraduate minor in policy that explores management and organizational behavior, budgeting, program evaluation, and policy analysis.
- [Educational Studies Minor](#): This minor is designed for students who are exploring education as a potential major field of study, student development, or learning theory but do not want a teaching license. The program requires 15 credit hours of course work in the foundations, educational psychology, and electives in the education field of interest. This program is not available to Education majors.
- [International and Comparative Education Minor](#): This minor is designed for undergraduates who want to explore and compare how education works around the globe, both inside and outside schools. This minor will introduce students to an interdisciplinary field that blends the best of the liberal arts and professional practice.
- [Higher Education and Student Affairs Certificate](#): This certificate is designed for students who are interested in exploring the role of student affairs in higher education. The program has an emphasis on the essential knowledge, intellectual competencies and practical skills necessary to work within a higher education setting.

Courses

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.

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.

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-. Courses numbered 100–299 are lower division undergraduate courses; 300–499 are upper division undergraduate courses; 500 + are graduate courses.

School of Education Departments

- Elementary Education (EDUC-E)
- Foundations of Education (EDUC-F)
- Educational Leadership and Policy Studies (EDUC-H)
- Special Education (EDUC-K)
- Language Education (EDUC-L)
- Methods (EDUC-M)
- Mathematics Education (EDUC-N)
- Educational Psychology (EDUC-G+P+Y)
- Science Education (EDUC-Q)
- Secondary Education (EDUC-A+S)
- Instructional Systems Technology (EDUC-R)
- Multicultural/Urban Education (EDUC-T)
- Higher Education and Student Affairs (EDUC-U)
- Computer Education (EDUC-W)
- Reading (EDUC-X)

Elementary Education (E)

EDUC-E 201 Multicultural Education & Global Awareness (1-3 cr.) Examines educators' and students' responsibilities in a complex and interdependent world. Students will be guided to develop the skills, knowledge, and attitudes needed to live effectively in a world of limited resources, ethnic diversity, cultural pluralism, and increasing interdependence, and confidence with which to face the future.

EDUC-E 210 Learning in Social Context (9 cr.) 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.

EDUC-E 215 Curriculum and Pedagogy (3 cr.) Addresses 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.

EDUC-E 300 Elementary Education for a Pluralistic Society (3 cr.) P: Sophomore status. An overview of the principles of multicultural education. An introduction to major ethnic and minority groups in the United States. An historical view of the status of culturally different learners in elementary schools. A focus upon teaching strategies and curricular innovations for culturally diverse classrooms.

EDUC-E 305 Infusion of Technology (3 cr.) 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. Instead of 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.

EDUC-E 310 Legal/Ethical Issues (1-3 cr.) 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.

EDUC-E 317 Practicum Early Childhood Education (3-4 cr.) Methods and materials used in the education of children from three to six years of age. Observation and participation. Graded: S/F.

EDUC-E 320 Envisioning Multiple Literacies (9 cr.) 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.

EDUC-E 321 Science for Early Childhood (1 cr.) 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-four years). Open to non-early childhood majors by permission of the instructor.

EDUC-E 322 Diversity and Social Justice I (3 cr.) 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.

EDUC-E 324 Teaching Mathematics and Science for All Students (9 cr.) 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.

EDUC-E 325 Social Studies in the Elementary Schools (3 cr.) P: Teacher Education Program admission. Emphasizes the development of objectives, teaching strategies, and evaluation procedures that facilitate the social learning of young children. Special attention given to concept learning, inquiry, decision making, and value analysis.

EDUC-E 326 Diversity and Social Justice II (3 cr.) Students will develop curriculum 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.

EDUC-E 328 Science in the Elementary Schools (1-3 cr.) P: Q 200; Select one from BIOL-Q201, GEOL-G105 or PHYS-P199. The focus of this course will be on developing teacher competencies in writing performance objectives, question asking, evaluating, and sequencing. These competencies will reveal themselves in the preparation and development of science activities and the teaching strategies involved in presenting those activities to elementary school children.

EDUC-E 330 Infant Learning Environments (3 cr.) Appropriate instructional strategies to enhance infant-toddler development, care giving 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.

EDUC-E 335 Introduction to Early Childhood Education (3 cr.) This course has a dual focus. The first involves an overview of the field including an 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.

EDUC-E 336 Play as Development (3 cr.) P: Teacher Education Program admission. 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.

EDUC-E 337 Classroom Learning Environments (3 cr.) 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 them to stimulate children's development, are major focuses.

EDUC-E 338 The Early Childhood Educator (3 cr.) 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.

EDUC-E 339 Methods of Teaching Language Arts in the Elementary School (2-3 cr.) P: Teacher Education Program admission. Describes the methods, materials, and techniques employed in the elementary language arts program.

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

EDUC-E 341 Methods of Teaching Reading II (2-3 cr.) P: EDUC-L 409 or department consent. Describes the methods, materials, and techniques employed in diagnosis

and corrective instruction in elementary school reading programs.

EDUC-E 342 Survey of Reading and Language Arts Methods (K-12) (3 cr.) 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.

EDUC-E 343 Mathematics in the Elementary Schools (1-3 cr.) P: EDUC-N101 or MATH-T101 and MATH-D116 and D117 or MATH-M/S/V118, and EDUC-N103 or MATH-T103. Emphasizes the developmental nature of the arithmetic process and its place as an effective tool in the experiences of the elementary school child.

EDUC-E 348 Foundations of Early Care and Education I: Focus on Birth to Age 3 (1-7 cr.) P: Teacher Education Program admission. Students will examine the foundations of the fields of early childhood education and early intervention. They will explore the teacher/caregiver role; review contemporary theories of best practices with young children; and begin developing the knowledge and skills needed to facilitate healthy growth, development, and learning in all young children.

EDUC-E 349 Teaching and Learning for All Young Children I: Focus on Birth to Age 3 (1-7 cr.) P: Teacher Education Program admission. Students will connect theory with typically and atypically pedagogical skills in real-life settings with typically and atypically developing young children, birth to age three. They will learn how to become keen observers of children and will acquire proficiency in designing, implementing, and assessing environments that are developmentally appropriate and literacy-rich.

EDUC-E 350 Personal and Professional Growth Groups (1 cr.) Prepares students for the emotional, social, and intellectual challenges of student teaching; and to help students make a successful transition from undergraduate to professional culture.

EDUC-E 351 Foundations of Early Care and Education II (1-10 cr.) P: Teacher Education Program admission. Students will examine how historical, social, cultural, and political factors influence the growth, development, and learning of the preschool/kindergarten child. They will examine how these factors influence the preschool/kindergarten child's educational experiences and how programs should be designed to address the needs of all children.

EDUC-E 352 Teaching and Learning in Preschool/Kindergarten II (1-10 cr.) 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.

EDUC-E 353 Foundations of Early Care and Education III (1-5 cr.) Students will examine how historical, social, cultural, and political factors influence the growth, development, and learning of the K-3 child. They will examine how these factors influence the K-3 child's educational experiences and how programs should be designed to address the needs of all children.

EDUC-E 354 Teaching and Learning for All Young Children III: Focus on K/Primary (1-12 cr.) 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.

EDUC-E 425 Senior Seminar in Teaching and Schooling (3 cr.) Assists students in reflecting on their university education and on their experiences in the public schools. Students will explore in depth an educational issue 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.

EDUC-E 431 Seminar in Early Childhood Education 1-4 (1-2 cr.) The early childhood seminar, held each semester of the program, assures the interrelatedness of theory and practice and provides continuity to all the other professional activities. It will serve to help the student develop an awareness of himself as a person and as a professional. Graded S/F.

EDUC-E 432 Practicum in Early Childhood Education 1-4 (1-8 cr.) The practicums in early childhood education inter-relate theory and practice, and help provide continuity to the overall program. The practicums help the student by providing opportunities to integrate various components of professional development through application of pedagogical knowledge and skills. Graded S/F.

EDUC-E 449 Trade Books and the Teacher (3 cr.) Emphasis on the use of trade books for teaching language arts and reading K-8. Historical and contemporary folk literature will be used to examine objectives and techniques of instruction.

EDUC-E 450 Senior Seminar and Student Teaching I (1-15 cr.) 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. (Sem. I and II)

EDUC-E 451 Senior Seminar and Student Teaching II (1-15 cr.) 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-third grade) in E 450 will student teach in a preschool during E 451, and those who teach in a preschool classroom for E 450 will engage in their early primary placement for E 451. At the completion of E 451, students will present a professional portfolio, demonstrating that they meet professional standards of practice. Graded S/F

EDUC-E 490 Research in Elementary Education (1-3 cr.) Individual research. May be repeated.

EDUC-E 495 Workshop in Elementary Education (1-6 cr.) For elementary school teachers. Gives 1 credit hour for each week of full-time work. May be repeated. Graded S/F.

Foundations of Education (F)

EDUC-F 110 Windows on Education (1-3 cr.) First-year seminar to support incoming freshmen interested in teaching as a career. The course will facilitate students' efforts to navigate university life while making an informed decision regarding career choices.

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

EDUC-F 201 Exploring the Personal Demands of Teaching Field Experience (2 cr.) First course in a two semester sequence examining the personal demands of teaching in an Interpersonal Process Laboratory. Particular emphasis is put on interpersonal communication skills (self-disclosure, active listening, questioning, observation). Graded S/F.

EDUC-F 202 Exploring the Personal Demands of Teaching Field Experience (1 cr.) Expands the skills gained in F 201 into a field experience (school classroom). Designed to assist students in career decision-making through a self-examination and discussions of the pre-service teacher's interactions, understanding, and communication with students in the classroom. Graded S/F.

EDUC-F 203 Topical Exploration in Education (1-3 cr.) 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. May be repeated.

EDUC-F 204 Seminar INSPIRE LLC (1 cr.) The course is designed as a discussion-based seminar where students are guided to explore big, probing questions with education in mind, such as: What does it mean to be a learner and leader at this historical moment in the 21st century? What does it mean to be a part of a learning community? And, how can what I do as a university student help prepare me for a rewarding personal, professional, and public life? In addition to seminar discussions and special guest lectures and presentations from School of Education faculty, students will investigate these questions through a service-learning experience, small group self-directed inquiry projects, and field trips/excursions. Graded S/F. May be repeated.

EDUC-F 205 Study of Education and the Practice of Teaching (1-3 cr.) 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.

EDUC-F 350 Departmental Honors (1-3 cr.) Offered by a given department for its honor students. Course may be designated by a department to substitute for another of its courses. May be repeated.

EDUC-F 400 Honors Seminar (1-3 cr.) Content varies, but always involves the investigation in depth of significant topics in education. An interdisciplinary approach is taken. Graded S/F. May be repeated.

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

Educational Leadership and Policy Studies (H)

EDUC-H 200 Introduction to P-12 Education Policy (3 cr.) This introductory course examines the major issues and reform movements in public P-12 education policy today. The course will rely predominantly on a case study approach combined with group work, short lectures, and guest speakers representing leaders in the field of education in the State of Indiana.

EDUC-H 205 Introduction to Educational Thought (3 cr.) P: English composition. This introduction to central ideas and philosophies in the field of educational studies explores questions about the nature of education, its social aims, and the ideas and practices embodied by various approaches to education in order to provide a deeper understanding of what it means to be an educator.

EDUC-H 305 Education across Time and Culture (3 cr.) Drawing on anthropology, history, and sociology, the course explores the ways that the purposes of education relate to their unique cultural conceptions and contexts, as well as to social challenges that societies have faced historically. Includes a broad survey of educational cultures. Course ends with an exploration of the most salient and pressing educational challenges facing societies across the globe.

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

EDUC-H 341 American Culture and Education (1-4 cr.) An opportunity to participate in a cooperative learning venture as students investigate the sociological, psychological, historical, and philosophical foundations of American education, relating findings, observations, and experiences at Professional Development School sites with current practices and the future of education.

EDUC-H 350 Schooling Around the World (3 cr.) Introduces students to the rise of schooling as a historical phenomenon, compares different national and sub-national educational policies and schooling systems, examines educational globalization, and explores the varied purposes of school systems and their consequences for human learning and development.

EDUC-H 380 Latino Education across the Americas (3 cr.) P: Sophomore status. An overview of important patterns and issues in Latino education. Includes study of major Latin American educational trends and traditions.

Focus on the cultural contexts of Latino education, challenges faced by Latinos in contemporary U.S. schools, and strategies for improving Latino educational achievement.

EDUC-H 427 Education through Travel (2-6 cr.) Provides an opportunity to visit historical and cultural areas in foreign countries.

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

Special Education (K)

EDUC-K 201 Schools, Society, and Exceptionality (1-3 cr.) Provides 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.

EDUC-K 205 Introduction to Exceptional Children (2-3 cr.) Provides 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.

EDUC-K 285 Foundations in Special Education (2 cr.) A study of the historical and philosophical foundation contributions of Special Education to the development of Public Education.

EDUC-K 305 Teaching the Exceptional Learner in the Elementary School (3 cr.) 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.

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

EDUC-K 307 Methods for Teaching Students with Special Needs (3 cr.) Prepares future teachers to work with students with diverse abilities in inclusive settings. Participants learn to use learning modalities, varied rates, and complexity of instruction, and to make use of individual interests and preferences. Additionally, differentiating and/or individualizing instruction.

EDUC-K 308 Teaching Infants/Toddlers and Young Children with Special Needs (3 cr.) Prepares future teachers to plan and implement programs for infants/

toddlers and preschoolers with special needs. Preservice teachers learn the principles of differentiated, adaptive, and individualized instruction. Preservice teachers also develop an understanding of consultation and interdisciplinary techniques, integrative programming, and interagency cooperation.

EDUC-K 343 Education of the Socially and Emotionally Disturbed I (3 cr.) P: EDUC-K 205 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.

EDUC-K 344 Education of the Socially and Emotionally Disturbed II (3 cr.) P: EDUC-K 343 or consent of instructor. A survey of educational curricula, procedures, and materials for socially and emotionally disturbed children. Development of teaching skills is emphasized.

EDUC-K 350 Introduction to Mental Retardation (3 cr.) P: EDUC-K 205 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.

EDUC-K 351 Vocational Assessment and Instruction for Special Needs Secondary Students (3 cr.) 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.

EDUC-K 352 Education of Students with Learning Disorders (1-3 cr.) 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. May be repeated.

EDUC-K 361 Assistive Technology for Elementary School Students with Disabilities (2-3 cr.) Prepares future teachers with the knowledge required to integrate assistive technology into curricula for students with mild to moderate disabilities.

EDUC-K 362 Team Approaches to the Education of Students with Disabilities (3 cr.) 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.

EDUC-K 363 Educational Research: Approaches and Issues (1 cr.) 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.

EDUC-K 370 Introduction to Learning Disorders (3 cr.) Survey of historical development and current status of definitions, classifications, assessment, and treatment procedures for learning-disabled students.

EDUC-K 371 Assessment and Individualized Instruction in Reading and Math (3 cr.) Emphasizes assessment and remediation procedures that address reading and math problems of mildly handicapped students.

EDUC-K 380 Curriculum and Methods in Educating the Mentally Retarded (3 cr.) A survey of educational programs for educable mentally retarded children. Emphasis is placed on study and observation of curriculum content, organization of special schools and classes, and teaching methods and materials.

EDUC-K 405 Building Inclusive Middle and Secondary Schools: Approaches and Issues (1 cr.) Students will compare and contrast apprenticeship/school experiences, address specialized areas, and explore challenges and issues confronting special education at the middle- and high-school level (e.g., theory vs. practice). Graded S/F. May be repeated.

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

EDUC-K 422 Teaching Social Skills (3 cr.) Addresses the social context in which classroom instruction and student interaction take place. The course will provide a framework for 1) observing skills that characterize social competence in school, 2) assessing problems with social behaviors, 3) planning instruction and interventions to teach social skills, and 4) monitoring instruction and interventions.

EDUC-K 426 Assessment and Instruction (3 cr.) Addresses the wide range of learning problems of low-achieving students, including those with mild disabilities, learning disabilities, and other special needs. It will cover development of individualized and group instructional programs such as assessment practices, curriculum design, classroom organization, and effective teaching practices and remedial techniques for teaching.

EDUC-K 441 Transition Across the Lifespan (3 cr.) Gives prospective teachers the information and skills necessary to effectively teach students with disabilities at the high school level. An overview of characteristics of secondary students with mild disabilities, school programs, transition from school life to adult life, curriculum issues, and strategies of effective instruction for students with disabilities will be covered.

EDUC-K 448 Families, School, and Society (3 cr.) Addresses approaches for providing services to families with members who are developmentally disabled, chronically ill, at-risk, or who have other types of impairments. Focusing on the family as a system, it examines the challenges of parents and siblings, presents techniques for parent-professional communication, building collaboration, and increasing family empowerment.

EDUC-K 452 Classroom Management (3 cr.) Shows students how to plan and implement interventions that improve the motivation and self-management skills of students in the classroom. It will focus on procedures for

teaching students how to regulate their behavior, and will address the array of skills they need to learn in order to take responsibility for their actions.

EDUC-K 453 Management of Academic and Social Behavior (3 cr.) 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.

EDUC-K 465 Service Delivery Systems and Consultation Strategies (3 cr.) 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.

EDUC-K 480 Student Teaching Special Education (3-15 cr.) Provides experiences for each student in his or her respective area of exceptionality, under the direction of a supervising teacher in an educational school setting. Graded S/F. May be repeated.

EDUC-K 488 Supervised Teaching in Special Education (3-12 cr.) Provides students an opportunity to teach exceptional children under the supervision of a licensed special education teacher and a university special education supervisor. Graded S/F. May be repeated.

EDUC-K 490 Research in Special Education (1-3 cr.) Variable course title. Individual research. May be repeated.

EDUC-K 495 Laboratory/Field Experiences in Special Education (1-6 cr.) Provides the student with 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. May be repeated.

EDUC-K 207 Practical Aspects of Disability Law for Music Teachers (1 cr.) Overview of disability laws in the United States as it applies to K-12 pre-service teachers of students with disabilities. All music majors will be required to co-enroll in K207 along with EDUC-M342 and M301.

Language Education (L)

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

EDUC-L 403 Assessment of Literature, Culture and Language (3 cr.) Define assessment literacy for working with culturally and linguistically diverse students. Topics include the assessment process, curriculum design, backwards planning, ongoing, traditional, and alternative classroom assessment, high stakes testing, language proficiency testing, and principles of designing useful,

meaningful, and equitable classroom assessments for and of learning.

EDUC-L 405 Secondary Language and Literature Instruction K-12 (3 cr.) Explores the role of world knowledge, language knowledge, and literacy knowledge in second language literacy development in K-12. Topics include critical literacy, culturally responsive curriculum, differentiation, miscue analysis, strategies for promoting comprehension, writing, and vocabulary development across the curriculum, current research, and effective assessment, assistance, and pedagogy.

EDUC-L 407 Language Education Issues for English Teachers (3 cr.) P: EDUC-E 341 or X400. Study of growth in language as a developmental process and how social, cultural, and economic environments are intrinsic parts of language learning. Explores the close relationship between how home language, dialect, and a second language is developed. Addresses how speaking, listening, writing, reading, and observing are interrelated.

EDUC-L 408 Teaching Young Adult Literature in a Diverse Society (3 cr.) P: Sophomore status. Explores the possibilities of reading literature written for, by, and about young adults in the middle and secondary classroom. We will work on engaging diverse young adults so that they become lifelong readers and responsible citizens, creating curricula and instructional activities that enable students to read the word and the world, and connecting with struggling readers while challenging proficient readers.

EDUC-L 409 Critical Issues for Reading Professionals (3 cr.) P: EDUC-X 470. Focus on practitioner inquiry, reflective practice, culturally responsive literacy curriculum, and creating professional learning communities.

EDUC-L 436 Methods and Materials for Teaching ESL (3 cr.) Emphasizes practices, strategies, and materials needed by teachers in English as a second language setting. Whole language approaches, including developing comprehension, speaking, writing and reading will be utilized via hands on experiences with a variety of materials.

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

EDUC-L 442 Teaching English Language Learners: Bilingual and English as a New Language (3 cr.) P: EDUC-L 441. Introduces undergraduate student to the theory-based instructional methods and activities that are used in bilingual and English as a New Language education programs. In addition, they are introduced to second language development, theoretical applications, and the sociocultural issues involved in teaching language minority students.

EDUC-L 490 Research in Language Education (1-13 cr.) Individual research in applied linguistics. May be repeated.

EDUC-L 491 Alternative Assessment Applications in Language Education (3 cr.) This course introduces students to classroom applications of the interdisciplinary

theoretical tenets that underlie alternative assessment practices. Students will use this knowledge in the ongoing assessment of students' content and literacy development in language education, particularly bilingual and ENL programs.

EDUC-L 121 Academic Writing for Multilingual Students (3 cr.) P: Successful completion of English Language Improvement courses and workshops requisite to attempting to meet the Composition Proficiency Requirement. A course in academic composition designed to improve the reading, writing, and critical thinking skills of students whose first language is not English and whose academic interests would be better served by taking two composition courses rather than one. Emphasis will be placed upon reading and writing within the multiple rhetorics of the academy; students will practice, through revision, three essential academic skills and rhetorical tasks: summary, analysis, and argument. Another emphasis will be upon surface features typically associated with writing outside the first language. L121 will be built around a sequence of short essays, many revised in light of thoughtful criticism by the instructor. Special attention will be paid to the demands of writing in American universities, with emphasis upon practices of attribution. This course is not designed to fulfill the Composition Proficiency Requirement, but rather to complement English W131 Multilingual by serving as practice ground for students not yet prepared to meet the demands of that course. Placement will be determined through cooperation with Second Language Studies and the Department of English.

Methods (M)

EDUC-M 101 Laboratory/Field Experience (0-3 cr.) Laboratory or field experience. Graded S/F. May be repeated.

EDUC-M 130 Introduction to Art Education (3 cr.) Historical, sociological, and philosophical foundations of education, and the general processes and techniques of teaching as they apply to art teaching.

EDUC-M 135 Individualized Instruction in Art (1-3 cr.) A studio art course for non-art majors, taught in an online format. Students select topics and media from a range of prepared options. Past experiences in art making are not required; work is assessed based on meeting personal and course objectives rather than talent. May be repeated.

EDUC-M 200 Artifacts, Museums, and Everyday Life (3 cr.) In a combination of museum visits and classroom exercises, students will develop museum-going skills by exploring a range of artifacts reflecting varied media, world cultures, and inquiry disciplines. Discussion, guided conversational techniques, readings, and analytical writing assignments draw on "learning from objects" literature, art history, criticism, and museum education materials.

EDUC-M 201 Laboratory/Field Experience (0-3 cr.) Laboratory or field experience for sophomores. Graded S/F. May be repeated.

EDUC-M 202 Job Search Strategies for Educators (1 cr.) P: At least junior standing. Provides 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. Graded S/F.

EDUC-M 230 Methods and Materials for the Art Teacher (3 cr.) An introduction to the care and creative use of hand tools typically found in public schools, using free and inexpensive materials in two and three dimensions.

EDUC-M 235 Looking At and Talking About Art (3 cr.) 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.

EDUC-M 300 Teaching in a Pluralistic Society (3 cr.) P: Sophomore status. Introduces 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.

EDUC-M 301 Laboratory/Field Experience (0-3 cr.) Laboratory or field experience. Graded S/F. May be repeated.

EDUC-M 302 Mathematics Throughout the Secondary Curriculum (1-3 cr.) Students engage in making connections between the mathematics content of certain required mathematics courses and the teaching and learning of secondary school mathematics. Students analyze important "big ideas" in mathematics. Additionally, students prepare and collect lesson plans for use during student teaching and beyond. Graded S/F. May be repeated.

EDUC-M 303 Laboratory/Field Experiences: Junior High/Middle School (0-3 cr.) Laboratory or field experience. Graded S/F. May be repeated.

EDUC-M 311 General Methods for Kindergarten/Elementary Teachers (1-3 cr.) Explores individualized and interdisciplinary learning methods, measurement and evaluation, teaching process and curriculum development, and organization of the elementary schools. May be repeated.

EDUC-M 312 General Methods for Junior High/Middle School Education (1-3 cr.) Individualized and interdisciplinary learning methods, measurement and evaluation, teaching process and curriculum development and organization of the junior high/middle school. May be repeated.

EDUC-M 314 General Methods for Senior High/Junior High/Middle School Teachers (1-3 cr.) 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. May be repeated.

EDUC-M 321 Secondary School Mathematics Curriculum and Assessment (3 cr.) Critical examination of standards and other influences on secondary mathematics programs. Critical examination of past and current secondary mathematics curricula, text materials,

and other resources available to support and guide secondary mathematics programs. Development of knowledge and skills related to assessment tools and strategies in secondary mathematics.

EDUC-M 323 The Teaching of Music in the Elementary Schools (2 cr.) P: MUS-E 241 or Z 241. Not open to music majors. Fundamental procedures of teaching elementary school music, stressing music material suitable for the first six grades. May be repeated.

EDUC-M 330 Designing Visual Learning Experiences for Children (3 cr.) An introduction to art education theory and related social issues. Supervised art teaching in elementary schools is an important part of this course.

EDUC-M 332 Art Experiences for Elementary Teachers, Part I (2 cr.) 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.

EDUC-M 333 Art Experiences for the Elementary Teacher (2 cr.) P: Fine Arts: Art class. The selection, organization, guidance, and evaluation of individual and group art activities. Includes laboratory experiences with materials and methods of presenting projects.

EDUC-M 337 Methods and Materials for Teaching Instrumental Music (2-3 cr.) Teaching methods and materials; organization of the instrumental curriculum.

EDUC-M 338 Methods and Materials for Teaching Choral Music (2-3 cr.) Organization and development of choral groups; voice production, rehearsal techniques; tone, diction and phrasing; materials suitable for school choruses at secondary level.

EDUC-M 339 General Music Methods K-12 (2-3 cr.) A detailed study of curriculum, practices, and procedures that attend the teaching of general music K-12. Includes methods and materials for teaching music theory, history, and literature in high school. Includes 30 to 40 clock hours of practical experience in schools.

EDUC-M 341 Foundations of Teaching Social Studies (3 cr.) Introductory course in which students will explore perspectives on selected issues and topics of interest to the informed secondary school social studies teacher.

EDUC-M 342 Methods and Materials for Teaching Elementary Music (3 cr.) 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.

EDUC-M 343 Methods and Materials for Teaching Choral Music (1-6 cr.) A study of vocal pedagogy, development of musicianship, rehearsal techniques, program management, and choral literature for elementary through high school choirs.

EDUC-M 344 Methods and Materials for Teaching Instrumental Music (3 cr.) A study of instrumental pedagogy, development of musicianship, rehearsal techniques, and appropriate methods and literature for elementary through high school bands and orchestras.

EDUC-M 346 Exploring Secondary School Science Teaching (3 cr.) An introduction to the study of teaching science includes a review of the issues currently surrounding science teaching, observation/participation in a local middle or secondary school, and assisting either a student or practicing teacher.

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

EDUC-M 401 Laboratory/Field Experience for Seniors (0-3 cr.) Laboratory or field experience. Graded S/F. May be repeated.

EDUC-M 403 Laboratory/Field Experiences (0-3 cr.) Laboratory or field experience. Graded S/F. May be repeated.

EDUC-M 410 Methods of Teaching Junior High/Middle School Social Studies (2-4 cr.) This course is part of the professional education sequence for junior high/middle school social studies teachers. Its goals include understanding and applying knowledge of adolescent development, instructional goals, objectives, methods and materials. Evaluation of learning and teaching is emphasized. A teaching laboratory is a core part of the course.

EDUC-M 411 Laboratory/Field Experience (1-3 cr.) Laboratory or field experience. Graded S/F. May be repeated.

EDUC-M 412 Teaching of Writing in Middle and Secondary Schools (3 cr.) P: Teacher Education Program admission. Study of current trends, issues, theories, research in literacy; emphasizing the teaching and learning of writing in secondary schools. Addresses linguistic and cultural diversity issues in composition as it explores the complex varied nature of "good" writing and "effective" communication, tracing the implications for composition pedagogy.

EDUC-M 416 Inquiry into Secondary English Methods: High School (1-5 cr.) P: EDUC-M 428. Study of current trends, issues, theory, and research in teaching and learning English/Language Arts. Explores language, composition, literature, and media arts; developing multicultural curricula; and engaging students in meaningful inquiry facilitating students' responsibility for themselves and their world.

EDUC-M 417 Methods of Teaching Junior High/Middle School Language Arts (2-4 cr.) Methods, techniques, content, and materials applicable to the teaching of language arts in the junior high/middle school. Experiences provided to assess on-going programs in public schools and to study materials appropriate for these programs.

EDUC-M 420 The Student Teaching Seminar: Understanding Schools (1-3 cr.) C: Student teaching course. This seminar will address several issues related to the process of becoming a teacher. Graded S/F.

EDUC-M 421 Methods of Teaching Middle/Junior High School Social Studies (3 cr.) Develops concepts and theories from social science, humanities, and education into practices of successful social studies instruction. Integrates social issues and reflective thinking skills into the social studies curriculum. Emphasis on curriculum development skills and building a repertoire of teaching strategies appropriate for middle/secondary school learners.

EDUC-M 422 Teaching Mathematics in the Secondary School (3 cr.) Development of knowledge and skills related to analysis and design of mathematics instruction in secondary school mathematics with attention to selection of appropriate mathematical tasks and tools and the development of classroom discourse communities.

EDUC-M 423 Student Teaching: Early Childhood (1-16 cr.) P: Senior status and completion of all professional education coursework with a C or better grade. Full time supervised student teaching for a minimum of ten weeks in a preschool identified by the university. The experience is directed by a qualified supervising teacher and has university provided supervision. Graded S/F. May be repeated.

EDUC-M 424 Student Teaching: Kindergarten-Primary (1-16 cr.) P: Senior status and completion of all professional education coursework with a C or better grade. 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. Graded S/F. May be repeated.

EDUC-M 425 Student Teaching: Elementary (1-16 cr.) P: Senior status and completion of all professional education coursework with a C or better grade. Full-time supervised student teaching in grades 1-6 for a minimum of 10 weeks in an elementary school accredited by the state of Indiana or an equivalent approved school out of state. The experience is directed by a qualified supervising teacher and has university-provided supervision. Graded S/F. May be repeated.

EDUC-M 428 Inquiry into Secondary English Methods: Middle School (1-5 cr.) Methods of English instruction are informed by one's inquiry into one's students and by teacher and students' inquiries into the literacy practices of reading, writing, speaking, listening, viewing and discussing. We will read and discuss pedagogical approaches; then develop, demonstrate and evaluate our own lesson plans and instructional units.

EDUC-M 430 Art Education in School & Museum Settings (3 cr.) P: EDUC-M 401 or M404. Advanced study of curriculum developments in art education and methods of teaching visual arts in Pre-K-12 schools, museums and other professional settings.

EDUC-M 431 Art Education for Atypical Situations (3 cr.) The study of problems to be found when teaching art to handicapped students, community groups, and other special categories of students. Teaching experiences are in addition to regular class meetings.

EDUC-M 432 Teaching Foreign Language 5-12 (1-3 cr.) Development and practice of skills and techniques of teaching foreign language, selection of content and materials, and evaluation of student and teacher performance. Micro teaching lab included.

EDUC-M 434 Administration of School Bands (2 cr.) P: Senior standing; M 344 (to be taken during the student teaching semester). Teaching, organization, and administration of school wind and percussion ensembles.

EDUC-M 435 Young Adult Literature (3 cr.) Variable course title. Highlights and analyzes recent young adult literature, acknowledging significant earlier texts and their distinguished features. It also considers curricular and pedagogical issues salient to the adoption of multicultural curricula.

EDUC-M 436 Administration of School Orchestra (2 cr.) P: Senior standing; M 344 (to be taken during the student teaching semester). Teaching, organization, and administration of school orchestras.

EDUC-M 440 Teaching Problems and Issues Seminar (3 cr.) 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.

EDUC-M 441 Methods of Teaching Senior/Junior High/Middle School Social Studies (2-4 cr.) Develops concepts and theories from social science, humanities, and education into practices of successful social studies instruction. Integrates social issues and reflective thinking skills into the social studies curriculum. Emphasis on curriculum development skills and building a repertoire of teaching strategies appropriate for middle/secondary school learners. Includes micro-teaching laboratory. May be repeated.

EDUC-M 442 Teaching Secondary School Social Studies (1-4 cr.) Includes consideration of philosophical and psychological perspectives, development and practice of skills and techniques, selection of content and materials, and evaluation of student and teacher performance. Micro-teaching laboratory included.

EDUC-M 445 Methods of Teaching Foreign Language (1-4 cr.) P: EDUC-M 432. 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.

EDUC-M 446 Methods of Teaching Senior High/Junior High/Middle School Science (1-5 cr.) P: EDUC-M 346. Designed for students who plan to teach biology, chemistry, earth science, general science, or physics in the junior high/middle school or secondary school. May be repeated.

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

EDUC-M 452 Methods of Teaching English in the Senior High/Junior High/Middle School (1-5 cr.)

Methods, techniques, content, and materials applicable to the teaching of English in secondary schools, junior high schools, and middle schools. Experiences provided to assess ongoing programs in public schools and to study materials appropriate for these programs. May be repeated.

EDUC-M 454 Grammar for Teachers (1 cr.) Provides an opportunity for preservice teachers to learn about current insights and strategies in the teaching of grammar from the disciplines of sociolinguistics, composition, and education. The class will examine attitudes and beliefs about grammar in the society at large, as well as investigating trends and research in the teaching of grammar. Students will learn about grammar in oral language as well as written language, with an emphasis on description and diversity. The class will develop a perspective on error through investigation of student work. Specific classroom strategies for helping students conceptualize a language of wider communication and for helping students learn to edit their work will be the goal.

EDUC-M 456 Methods of Teaching Physical Education (3 cr.) 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.

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

EDUC-M 458 Methods of Teaching Health and Safety (3 cr.) For health and safety majors only.

EDUC-M 463 Methods in Speech and Hearing Therapy (3 cr.) 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.

EDUC-M 464 Methods of Teaching Reading (3 cr.) Focuses on middle, junior high, and senior high school. Curriculum, methods, and materials for teaching students to read more effectively. May be repeated.

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

EDUC-M 470 Practicum (3-8 cr.) Instructional experience under the direction of an identified supervising teacher, with university-provided supervision in the endorsement or minor area, and at the level appropriate to the area, 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. Graded S/F. May be repeated.

EDUC-M 471 Undergraduate Seminar in Music Education (1-2 cr.) P: Permission of the instructor required. A practical orientation to the personal and professional problems that attend the student teaching experience. On-site visitation.

EDUC-M 472 Teaching Art in the Elementary School (3 cr.) 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 M 301, which encompasses off-campus experiences in the elementary schools.

EDUC-M 474 Undergraduate Seminar in Music Education (1-2 cr.) 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.

EDUC-M 478 Methods of Teaching High School Speech (2-4 cr.) Public school participation required.

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

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

EDUC-M 483 Teaching Social Studies 5-12 (1-3 cr.) 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 (N)

EDUC-N 101 Teach and Learn Elementary Math (3 cr.) P: Completion of one of the following: MATH-X 018, M 018, M 014, M 025, M 118, M 119, M 211, D 116, D 117, A 118, S 118 or V 118, or have a minimum score of 35 on IUB 'ALEKS' math placement test. To develop an understanding of mathematics content and pedagogy relevant to be a successful elementary school teacher. Focus is on content and methods that are consistent with recent recommendations about mathematics learning and teaching and the Indiana Academic Standards. Pedagogical methods address reasoning about numbers, quantities, and operations.

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

EDUC-N 103 Teaching and Learning Elementary School Mathematics II (3 cr.) P: MATH-T 101 or EDUC-N 101 with a grade of C or better. Helps preservice teachers develop an understanding of mathematics content and pedagogy relevant for a successful elementary school teacher. Focus is on content and methods that are consistent with recent recommendations about mathematics learning and teaching, and the state of Indiana academic standards. Pedagogical methods address geometry, measurement, and algebra.

EDUC-N 310 Mathematics in Middle School (3 cr.) P: EDUC-E 343 or department consent. Emphasizes the developmental nature of mathematical ideas and processes and the role of mathematics in the elementary school curriculum. Public school participation required.

EDUC-N 443 Teaching Elementary Mathematics Problem Solving (1-6 cr.) P: EDUC-E 343 or department consent. 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. (Sem. II) May be repeated.

Educational Psychology (G+P+Y)

EDUC-G 203 Communication for Youth Serving Professionals (3 cr.) Students study counseling theories and techniques for application to teaching. They learn methods of building community in the classroom, and ways to encourage student participation and respect for others. Students learn techniques and attitudes of group dynamics and leadership. Other topics of communication covered: conflict resolution, active listening, and parent-teacher communication.

EDUC-G 204 Asian American Mental Health (3 cr.) This course addresses issues of Asian American ethnicity, culture, and race as they relate to mental health, psychopathology, and mental health services.

EDUC-G 206 Introduction to Counseling Psychology (3 cr.) This course provides an introduction to the fields of counseling and counseling psychology. We will focus mainly on a survey of 11 major theories of counseling and psychotherapy. This course will be useful for students who are interested in the helping professions (e.g., teaching, social work, psychology, counseling, nursing, etc.).

EDUC-G 207 Introduction to Student-Athlete Counseling Psychology and Mental Health (3 cr.) Introduces issues related to psychological functioning of student-athletes, and educates future professions (e.g., coaches, administrators, teachers, counselors, academic advisors) working with student-athletes. Provides basic

understanding of issues that uniquely impact athletic participants. Students will understand how to identify and access resources that help athletes deal with psychosocial stressors.

EDUC-G 208 Prevention of Adolescent Risk Behavior: Counseling Perspectives (3 cr.) This course will provide an overview of the principles of prevention interventions with a focus on the role of counselors and other helping professionals in the development and dissemination of prevention. Prevention of the following adolescent risk/problems that will be covered in the course: alcohol and drug use, risky sexual behaviors, suicide and self-harm, delinquency, obesity, and bullying. Further, the course will address the settings in which prevention of adolescent risk behaviors occurs including, but not limited to, schools and community agencies.

EDUC-P 232 Activity as a Framework for Learning, Work and Doing in Rich Contexts (3 cr.) In this course we will examine Cultural Historical Activity Theory as an approach to understanding joint human activity as a lens for examining learning, working, and doing across contexts.

EDUC-P 248 Elementary School Child: Physical, Emotional and Social Development (3 cr.) Addresses child development in the school context. Promotes understanding of healthy physical, emotional, and social development in a school environment marked by diversity of cultural, social, and personal traits. Includes the role of the teacher in understanding and responding to child needs in this environment.

EDUC-P 249 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.

EDUC-P 250 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, and disability awareness. May be repeated.

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

EDUC-P 254 Educational Psychology for Teachers of All Grades (1-4 cr.) 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.

EDUC-G 302 Resources for Counseling Youth (3 cr.) P: Sophomore status and EDUC-G 203. This course

will provide an orientation to the psychological needs of children and adolescents, including but not limited to developing an understanding of potential risk factors as well as the key roles all youth workers and teachers have in helping young people begin to conceptualize their future personal and career goals. Special attention will be given to counseling interventions and the resources available in schools and other community youth-serving agencies. A service-learning component working directly with youth in either a school or local agency is a requirement of this course.

EDUC-P 312 Learning: Theory into Practice (3 cr.)

P: Sophomore status, This course is concerned with understanding the process of teaching and learning, particularly within a secondary school context. Preservice teachers will be helped to see that learning takes place as an interaction of social, emotional, developmental, and cognitive forces. Units focus on theories of learning and teaching, motivation, the learning process, and assessment.

EDUC-P 313 Adolescents in a Learning Community (3 cr.)

P: Sophomore status. Adolescent development in a school context. Understanding adolescents as people and how they function in a community of learners, with particular emphasis on their interaction with others in a school environment marked by a diversity of cultural, social, and personal traits. Includes the role of the teacher in understanding and responding to adolescent needs in this environment. For students seeking admission to a teacher education program.

EDUC-P 314 Life Span Development (3 cr.)

P: EDUC-P 251, P 254, P 312, P 313, PSY-P 101 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.

EDUC-P 348 Child Development I (3 cr.) Students will examine historical as well as contemporary theories of child growth and development for typically and atypically developing children throughout the early childhood period. All facets of development will be examined, including physical, emotional, social, language, and cognitive development. Particular focus will be on prenatal-to-age 3 development.

EDUC-P 351 Foundations of Child Development: Focus on 3- to 8-year-old children (1-3 cr.) Students will examine child growth and development for typically and atypically developing children, including physical, emotional, social, language, and cognitive development. Particular focus will be on 3- to 8-year-old children.

EDUC-G 352 Counseling for Career Issues (3 cr.)

P: Sophomore status and EDUC-G 203. This course serves as an introduction to career counseling and assisting people with issues related to work. It will address career development theories and intervention strategies for assisting individuals with career decisions (e.g., choice of a college major). The course will also include resources related to career counseling, such as career assessments and sources of occupational information.

EDUC-G 355 Positive Psychology (3 cr.) This course focuses on the scientific study of what is positive about people and institutions. Historically, psychology has tended to focus on individuals' pathology, weaknesses, and problems. In contrast, positive psychologists call for greater attention to strengths, happiness, positivity, and that which is worth celebrating. This course presents an overview of theories and research on positive psychology as well explore positive psychological interventions and applications in psychotherapy and in domains relevant to students' lives, including school, work, family, and romantic relationships.

EDUC-G 375 Multicultural Counseling Related Skills and Communication (3 cr.)

P: Sophomore status and EDUC-G 203. The course serves as an introduction to multicultural counseling, skills, and communication. We will explore how culture influences behavior and how that knowledge can be applied in counseling-related skills. You will be asked to examine your own culture and how that has shaped your identity and world view as well as how that will impact you as a helping professional. We will also explore other cultures, understand the complexities related to intersectionality, and how this information can be utilized to best meet the needs of different groups.

EDUC-P 407 Psychological Measurements in the Schools (2-3 cr.)

Application of measurement principles in classroom testing; construction and evaluation of classroom tests; evaluation of student performance; interpretation and use of measurement data; assessment of aptitudes, achievement, and interests via standardized tests; school testing programs.

EDUC-Y 420 Approaches and Issues in Educational Research (1-3 cr.)

Introduction to basic designs, methods and principles in educational research. Students will learn to interpret and critique published research studies, and will learn rudiments of data collection and analysis.

EDUC-P 444 Applied Cognition and Learning Strategies (3 cr.)

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.

EDUC-P 450 Child Development Seminar (3 cr.)

Students will revisit child development theories, issues, and trends; and will discuss the direct application of this information in the preschool, kindergarten, and primary grade classrooms in which they are student teaching.

EDUC-P 465 Childhood Socialization (3 cr.)

Social development in childhood. Topics include: socialization settings, including family, day care, and school; identity development, including self-concept and self-esteem and race, ethnic, and gender identity; language and communication; and interactive competence, including altruism and pro-social development, aggression, and friendship and peer relations.

EDUC-G 485 Principles of Guidance (2 cr.)

Guidance personnel, principles, techniques, and devices in public

school systems, colleges, and universities, and in industrial and business fields.

EDUC-P 490 Research in Educational Psychology (1-3 cr.) Variable course title. May be repeated.

EDUC-P 361 Adolescence and Emerging Adulthood (3 cr.) P: Prerequisite: General Psychology or equivalent introductory course in psychology (e.g., PSY-P 100, 101, 102, or 103/106). This course examines major theories and findings concerning biological, cognitive, social, and emotional development during adolescence and emerging adulthood. A primary objective of this course is to help students become knowledgeable about the latest research on adolescent development and the transition to adulthood.

Science Education (Q)

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

EDUC-Q 211 Elementary Science Methods I (1 cr.) The focus of this course is on strategies necessary for teaching biological concepts to children in the elementary school. Emphasis is placed on writing behavioral objectives and making lesson plans. Field experiences during which students teach biology concepts to children are an integral part of the course.

EDUC-Q 212 Elementary Science Methods II (1 cr.) The focus of this course is on strategies necessary for teaching biological concepts to children in the elementary school. Emphasis is placed on writing behavioral objectives and making lesson plans. Field experiences during which students teach physical science concepts to children are an integral part of the course.

EDUC-Q 213 Environmental and Earth Science Methods (2-3 cr.) This course prepares students to teach environmental and geology-astronomy topics. Science activities that develop elementary level understanding will be presented in class and utilized in field teaching and field trip situations. Modules for outdoor and laboratory experiences constitute the elective hour.

EDUC-Q 328 Field Experience/Methods Linkage Elementary (0 cr.) Science lesson preparation. Students prepare solutions, assemble equipment, and perform whatever additional practice is needed to prepare for taking a science lesson into a school. Graded S/F.

EDUC-Q 400 Management and Environment: Instructional Methods (3 cr.) For pre-service and experienced teachers. Ideas on curriculum trends and instructional techniques coupled with current national and international topics in environmental education; new resource materials and related bibliographies. An examination of a holistic scheme for teaching/learning about the environment.

EDUC-Q 405 Integrated Science for Science Education (1-4 cr.) P: EDUC-E 328. C: EDUC-E 328. Lab for integrated science course for elementary education majors with science area of concentration. May be repeated.

EDUC-Q 446 Field Experience/Methods Linkage (0-3 cr.) Science lesson preparation. Students prepare

solutions, assemble equipment, and perform whatever additional practice is needed to prepare for taking a science lesson into a school. Graded S/F.

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

Secondary Education (A+S)

EDUC-S 301 Social and Cultural Contexts of Teaching (8 cr.) This interdisciplinary, team-taught seminar provides a foundation for preparing teachers who are caring advocates of youth from all cultural, racial, socioeconomic, and linguistic backgrounds. Perspectives from educational psychology; social, cultural, philosophical and historical foundations; and multi-cultural education are integrated around themes of teaching and learning in a multicultural society.

EDUC-S 302 curriculum Teaching and Learning in Inclusive Classes (8 cr.) Through case based learning students explore and develop connections among learning theories, curriculum design, teaching strategies, media and educational technology to foster high levels of student learning within inclusive classrooms.

EDUC-S 303 Topics in Secondary Education (0.5-3 cr.) Variable course title. Various topics will be covered in this course in order to incorporate timely professional issues in the secondary curriculum. May be repeated.

EDUC-A 308 Legal and Ethical Issues for Teachers (3 cr.) P: Sophomore status. Focuses primarily on legal concerns affecting teachers in public schools. Topics addressed include tort liability, church/state relations, expression rights, children with disabilities, conditions of employment, discrimination and harassment, student testing, collective bargaining, teacher lifestyle choices, copyright concerns, teacher contracts and dismissal, record-keeping practices, and student discipline.

EDUC-S 400 Field-Based Seminar in Teacher Education (1-6 cr.) P: Community of Teachers Program admission. Instructor's permission required. 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. Graded S/F. May be repeated.

EDUC-S 401 Teaching Social Justice in the Middle and Secondary School (3 cr.) This interdisciplinary seminar accompanies the student's special methods course and field experience. It focuses on literacy in multicultural context, multicultural curriculum design, and culturally relevant pedagogy. Curriculum projects are implemented in a middle or secondary school setting.

EDUC-S 402 Capstone Seminar: Professional Growth and Practice (4 cr.) This seminar is linked to the student teaching experience. It includes counseling theory and practice, legal and ethical issues in teaching and critical reading in the content areas. The seminar meets daily for two weeks prior to and one week after student teaching and at arranged times during student teaching.

EDUC-S 405 The Middle and Junior High School (3 cr.) Provides future middle and junior high teachers with an understanding of how early adolescent students

and school structures affect curriculum, instruction, and classroom management decisions. The course meets the middle/junior high school endorsement requirement for elementary school majors.

EDUC-S 490 Research in Secondary Education (1-3 cr.) Variable course title. Individual research. May be repeated.

Instructional Systems Technology (R)

EDUC-R 311 Introduction to Instructional Technology (3 cr.) Offers an introduction to the field and profession of instructional technology. It includes the historical and accepted views of the field as well as direction in applying instructional design processes toward the student's primary field of study. May be repeated.

EDUC-R 341 Multimedia in Instructional Technology (3 cr.) Focuses on the development of skills using the latest multimedia tools for instructional technology. Significant attention is made to interface design, message design, and appropriate matching of media tools with specific goals and contexts. May be repeated.

EDUC-R 347 Impact of Games and Simulations in Instruction (3 cr.) Examines the potential of gaming, simulations, and virtual environments for the purpose of instruction. It also addresses their social, cognitive, and affective impact on users. Taxonomies, goals, production roles, and techniques are examined in detail. May be repeated.

EDUC-R 441 Development and Management in Instructional Technology (3 cr.) Focuses on the role of the instructional technology manager/consultant by observing ongoing projects in a wide variety of contexts and examining management strategies. Students will generate reports and technology prototypes from these observations to satisfy stated goals.

EDUC-R 481 Specialized Project in Instructional Technology (3 cr.) A capstone course that focuses on an individual or group project. The goal is to bring closure to the knowledge and skills addressed in the cognate course sequence. The project development is to be instructional technology focused with content and context in the student's major.

Multicultural/Urban Education (T)

EDUC-T 450 Cultural/Community Forces and the Schools (3 cr.) Promotes modification of instructional strategies within diverse educational settings by providing opportunities to analyze community forces and cultures through cultural orientation workshops, culturally focused readings, direct residential participation in community-related activities, and biweekly preparation of cultural summary reports.

Higher Education and Student Affairs (U)

EDUC-U 205 Human Development Opportunities for College Students (1-3 cr.) Variable course title. 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. Graded S/F. May be repeated.

EDUC-U 206 Orientation to College Life (1-3 cr.)

P: Freshman or sophomore standing or consent of the instructor. Variable course title. Focuses 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. Graded S/F. May be repeated.

EDUC-U 207 Leadership Training (1-3 cr.) Variable course title. 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. Graded S/F.

EDUC-U 208 Training for Paraprofessionals in Student Affairs (1-3 cr.) Variable course title. 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. Graded S/F.

EDUC-U 209 Life Planning (1-3 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. Graded S/F.

EDUC-U 210 Survival Skills at IU (1-3 cr.) Variable course title. Focuses on survival skills for new students. Topics may include strategies for building self-esteem, increasing assertiveness, managing time, goal setting, and other nonacademic skills that can assist novice students. Graded S/F.

EDUC-U 211 Community Development (1-3 cr.)

Variable course title. Topical seminar focusing 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. Graded S/F.

EDUC-U 212 Current Issues in Undergraduate Life (1-3 cr.)

Variable title course. Topical seminar addressing 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. Graded S/F. May be repeated.

EDUC-U 215 Foundations Undergraduate Success at Research Universities (3 cr.)

The course will challenge students to critically think about themselves and their roles as learners at a research university; develop cognitive, study, and communication skills necessary for academic success as a college student; and, engage in personal, educational, and career exploration strategies leading to clear plans for success at Indiana University and beyond.

EDUC-U 300 Introduction to Higher Education

Administration (3 cr.) This course will provide an introduction to the organization and policy that guides higher education. Multiple aspects of Higher Education are considered including the evolution of student affairs as

a field, the impact of policy on college students, and the organizational structure of institutions.

EDUC-U 310 The Role of Students and Student Affairs in Higher Education (3 cr.) Given the focus of this course on the undergraduate student as a paraprofessional on campus, this course will focus on the role of undergraduate students in administration work on college campuses.

EDUC-U 320 Today's College Student (3 cr.) This course will explore the characteristics of today's college student. As a class we will interrogate the following question: Who are today's college students? In order to unpack this question further we will examine how the identities, demographics, and experiences of college students changed over time to create the "contemporary" college student. Additionally, we will seek to understand current trends in higher education and their implications on today's college student.

EDUC-U 330 Culture and Diversity in Higher education (3 cr.) The identities, values and beliefs of college students has continued to change throughout the history of Higher Education. In order to serve all students on their campus, administrators in Higher Education must be sensitive to the changing needs of students. Understanding campus climate, diverse student identities, and the role of social justice in education, all influences a practitioner's ability to become culturally competent. This course covers discusses the role of culture in Higher Education and how practitioners can work to create inclusive practices.

EDUC-U 450 Foundation Resident Leadership (1-2 cr.) Prepares undergraduate students with the foundational knowledge necessary to be engaged within the context of residential programs to advance the residential experience. Graded S/F.

EDUC-U 495 Seminar in Leadership Training (1-3 cr.) 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. May be repeated.

Computer Education (W)

EDUC-W 200 Using Computers in Education (1-3 cr.) Develops proficiency in computer applications and classroom software; teaches principles and specific ideas about appropriate, responsible, and ethical use to make teaching and learning more effective; promotes critical abilities, skills, and self-confidence for ongoing professional development.

EDUC-W 201 Beginning Technology Skills (1 cr.) Brings the student to a technology skill level that meets minimum-level competencies with technology, including basic functionality with operating systems, file management, e-mail, word processing, presentation software, and hardware operation. Graded Pass/Fail after completion of standardized assessments.

EDUC-W 204 Programming for Microcomputers in Education (3 cr.) Develops programming skills necessary for using a computer and for understanding computer

programming as it applies to teaching. Not offered for credit if W 201 or W 202 has been taken.

EDUC-W 205 Microcomputer Graphics for Teachers (3 cr.) P: EDUC-W 200 or its equivalent. 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.

EDUC-W 210 Survey of Computer-Based Education (3 cr.) P: W 200 or permission of instructor. The first course for the computer endorsement program. Students will explore issues of infusing technology into the K-12 curriculum, increase range and depth of computer applications and peripherals, and participate in professional development activities. Learning is assessed through computer-based assignments and teaching portfolio creation.

EDUC-W 220 Technical Issues in Computer-Based Education (3 cr.) P: W 210. C: W 210. Examines computer hardware, operating systems, software applications, and peripheral devices in classroom settings, including networking, communications, and multimedia. Problem-based laboratory exercises supplement lectures and demonstrations.

EDUC-W 301 Integrating Technology into Teaching Part I (1 cr.) P: W 201. Provides students with skills and experiences that allow for effective and appropriate integration of technology into teaching and learning activities. Focus will be on reviewing current models of effective technology integration, surveying available technology in schools, and developing classroom lessons and activities.

EDUC-W 310 Integrating Technology Into K-12 Classrooms (3 cr.) P: W 210. Students will explore various pedagogical approaches, design and implement technology-based lessons for K-12 classrooms, participate in professional development activities, and reflect on the integration of technology in the classroom. Learning will be documented and assessed through written assignments and a teaching portfolio.

EDUC-W 401 Integrating Technology into Teaching Part II (1 cr.) P: W 201 and W 301. Provides students with skills and experiences that allow for effective and appropriate integration of technology into teaching and learning activities. Students will have the opportunity to implement and evaluate a technology-integrated classroom activity in an advanced field experience.

EDUC-W 410 Practicum in Computer-Based Education (3-8 cr.) The culminating experience for the candidates seeking to be licensed in computer instruction. Either 8 weeks of full-time fieldwork or 16 weeks of half-time fieldwork in an educational setting that incorporates instructional computing.

EDUC-W 435 Technology Leadership in K-12 (3 cr.) P: W 210. Focuses on issues typically encountered by technology leadership personnel at schools. Topics include planning for, implementing, and integrating technology into classroom activities; staff development and training; acceptable Internet use; acquiring funding for

technology initiatives; building stakeholder collaboration; and managing technology systems in school settings.

EDUC-W 450 Internship in Instructional Computing (1 cr.) P: EDUC-W 210 or permission of instructor. Complete semester-long internship experience with a classroom teacher or other individual or group in an appropriate setting. Exchange regular reflections with the practicum supervisor. A corequisite for the Computer Endorsement Cohort. (Enrollment in this course should be for one credit each semester for up to six credits for the Cohort.)

Reading (X)

EDUC-X 100 Practice in Reading and Study for Self-Improvement (1-3 cr.) Variable course title. 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. (Offered at regional campuses only.) Grades S/F. May be repeated.

EDUC-X 101 Techniques in Textbook Reading (2-3 cr.) Variable course title. 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. Graded S/F.

EDUC-X 150 Reading/Learning Techniques I (1-3 cr.) Variable course title. Emphasis on mechanics of reading, flexibility in reading, styles of learning, listening comprehension, vocabulary development, word attack, reading comprehension, and reading rate. Graded S/F. May be repeated.

EDUC-X 151 Reading/Learning Techniques II (1-3 cr.) Variable course title. Develops higher levels of learning skills, with instruction and practice in critical reading and listening, understanding and applying principles, and methods of learning. Graded S/F.

EDUC-X 152 Reading/Learning Techniques III (1-3 cr.) Variable course title. Offered in two options: as a reading rate course with major topics covering reading rate development, comprehension power, skimming, and scanning; or as individualized study for students who want to work in a special area in conjunction with an instructor on an individually designed program. Graded S/F. May be repeated.

EDUC-X 153 Reading and Reasoning for the New College Student (2-3 cr.) Emphasis on transition to college-level analytical and critical reading, including argument analysis; convergent, divergent, and constructive reading of texts; and concept/theme building through reading. Experiences in the main library and career services center are provided. Students will address issues of commitment and persona; responsibility for college learners. May be repeated.

EDUC-X 155 Critical Reading and Research Seminar (3 cr.) Focus is on academic literacy for high achieving or honors students, including critical reading on challenging materials, inquiry, acclimation to the environment of high expectations, and both social and intellectual diversity of a university campus. Readings and inquiry center on a theme selected for particular groups.

EDUC-X 156 College and Life Long Learning (1-2 cr.) This course features peer coaching. Students enrolled in this class will meet once per week as a class and once per week one-on-one with a trained undergraduate peer coach at a time mutually convenient. The peer coach will assist enrolled students with goal setting, academic habits such as time management, and learning about achieving the results they want. May be repeated.

EDUC-X 157 Key Strategies for Academic Success (1-3 cr.) Three one-hour modules cover personal aspects of learning, college-level intellectual skills and strategies, and performance on examinations. These modules may be taken singularly or in any combination and/or order for a maximum of three credit hours.

EDUC-X 158 Culture of College (3 cr.) Presents a comprehensive view of college as a culture to be learned and understood while developing academic and personal skills that support success. Intended for students on academic probation or entering students who would benefit from sustained support for a full semester. May be repeated.

EDUC-X 159 Connecting with Campus Resources (2 cr.) Students construct a plan for academic success in consultation with instructors and peer mentors, seek out resources and experiences to fulfill that plan, and complete collaborative and writing activities to enrich their insights. Focus is on learning to function as active members of the campus learning community.

EDUC-X 160 Mastering Academic Skills for Reinstated Students (3 cr.) A team approach is taken to support students who have successfully petitioned for reinstatement after academic dismissal. Students meet regularly with an instructor, peer mentor, and counseling intern while completing four course units geared toward developing the academic skills and understanding necessary for success.

EDUC-X 400 Diagnostic Teaching of Reading in the Classroom (3 cr.) P: EDUC-L 409. Diagnosis of reading difficulties and solution to problems through research, conference, and practice in the use of materials and equipment.

EDUC-X 401 Critical Reading in the Content Area (1-3 cr.) Aids elementary and secondary teachers in the development of instructional strategies that assist students in the comprehension, critical analysis, and integration of ideas presented in print material of various subject matter areas.

EDUC-X 425 Practicum in Reading (1-8 cr.) P: Completion of all professional education coursework. Students will work in selected elementary and secondary classrooms, diagnosing reading problems and developing students' reading competence. Graded S/F. May be repeated.

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

EDUC-X 470 Psycholinguistics for Teachers of Reading (1-3 cr.) P: Sophomore status. Explores the linguistic and cognitive dimensions of language. Discusses

relationships among the systems of language and among the various expressions of language. Always includes topics on semantics, grammar, and dialect.

EDUC-X 490 Research in Language Education (1-6 cr.)
Variable course title. Individual research. Graded S/F. May be repeated.

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