## Contents

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>155</td>
<td>History of the School of Education</td>
</tr>
<tr>
<td>155</td>
<td>Mission of the School of Education</td>
</tr>
<tr>
<td>155</td>
<td>Accreditation</td>
</tr>
<tr>
<td>155</td>
<td>Program Framework</td>
</tr>
<tr>
<td>155</td>
<td>Principles of Teacher Education</td>
</tr>
<tr>
<td>156</td>
<td>Program Format</td>
</tr>
<tr>
<td>156</td>
<td>Indiana License Types and Coverage</td>
</tr>
<tr>
<td>157</td>
<td>Requirements for Admission to the Undergraduate Program</td>
</tr>
<tr>
<td>157</td>
<td>Transfer Credit Policy</td>
</tr>
<tr>
<td>157</td>
<td>Admission to the Teacher Education Program</td>
</tr>
<tr>
<td>157</td>
<td>Academic Expectations</td>
</tr>
<tr>
<td>157</td>
<td>Student Responsibilities</td>
</tr>
<tr>
<td>157</td>
<td>Specific Degree Requirements</td>
</tr>
<tr>
<td>158</td>
<td>Assessment in the Teacher Education Program</td>
</tr>
<tr>
<td>158</td>
<td>Academic Policies and Procedures</td>
</tr>
<tr>
<td>158</td>
<td>Probation, Dismissal, and Reinstatement</td>
</tr>
<tr>
<td>158</td>
<td>Grading Policy</td>
</tr>
<tr>
<td>158</td>
<td>Pass/Fail Option</td>
</tr>
<tr>
<td>158</td>
<td>Incomplete Grades</td>
</tr>
<tr>
<td>159</td>
<td>Withdrawal from Courses</td>
</tr>
<tr>
<td>159</td>
<td>EX Policy</td>
</tr>
<tr>
<td>159</td>
<td>Determination of GPA</td>
</tr>
<tr>
<td>159</td>
<td>Grade Change Appeal</td>
</tr>
<tr>
<td>159</td>
<td>Good Standing</td>
</tr>
<tr>
<td>159</td>
<td>Bulletin Designation</td>
</tr>
<tr>
<td>159</td>
<td>Other Special School or Program Requirements, including Graduation Policies</td>
</tr>
<tr>
<td>159</td>
<td>Revalidation of Professional Education Courses</td>
</tr>
<tr>
<td>159</td>
<td>Campus Residency Requirement</td>
</tr>
<tr>
<td>159</td>
<td>Correspondence Courses</td>
</tr>
<tr>
<td>159</td>
<td>Temporary and Permanent Intercampus Transfers</td>
</tr>
<tr>
<td>159</td>
<td>Honors Program</td>
</tr>
<tr>
<td>159</td>
<td>Undergraduate Students in Graduate Courses</td>
</tr>
<tr>
<td>159</td>
<td>Graduation</td>
</tr>
<tr>
<td>160</td>
<td>Application for Licensure</td>
</tr>
<tr>
<td>160</td>
<td>Career Services</td>
</tr>
<tr>
<td>160</td>
<td>School Awards and Scholarships</td>
</tr>
<tr>
<td>160</td>
<td>School Organizations</td>
</tr>
<tr>
<td>160</td>
<td>General Education</td>
</tr>
<tr>
<td>161</td>
<td>Communication and Quantitative Skills</td>
</tr>
<tr>
<td>161</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>161</td>
<td>Understanding Society and Culture</td>
</tr>
<tr>
<td>161</td>
<td>Depth, Breadth, and Adaptiveness</td>
</tr>
<tr>
<td>161</td>
<td>Values and Ethics</td>
</tr>
<tr>
<td>161</td>
<td>Integration/Application</td>
</tr>
<tr>
<td>161</td>
<td>Suggested Sequence for General Education</td>
</tr>
<tr>
<td>161</td>
<td>Professional Education</td>
</tr>
<tr>
<td>162</td>
<td>Student Teaching</td>
</tr>
<tr>
<td>162</td>
<td>Degree Tracks and Program Requirements</td>
</tr>
<tr>
<td>162</td>
<td>Bachelor of Science in Early Childhood Education</td>
</tr>
<tr>
<td>162</td>
<td>Bachelor of Science in Education/Elementary Education</td>
</tr>
<tr>
<td>164</td>
<td>Bachelor of Science in Education with Middle School/High School Teaching License</td>
</tr>
<tr>
<td>165</td>
<td>All-Grade Licensure Programs</td>
</tr>
<tr>
<td>165</td>
<td>Statement on Graduate Programs</td>
</tr>
<tr>
<td>165</td>
<td>Post-Baccalaureate Licensure Programs</td>
</tr>
<tr>
<td>165</td>
<td>Graduate Degree Programs</td>
</tr>
<tr>
<td>166</td>
<td>IUPU Columbus</td>
</tr>
<tr>
<td>166</td>
<td>Undergraduate Courses in the School of Education</td>
</tr>
<tr>
<td>169</td>
<td>School of Education Administrative Officers and Faculty</td>
</tr>
</tbody>
</table>
History of the School of Education

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

Education classes have been offered in Indianapolis since 1914, when the Extension Division of Indiana University was founded. Enrollments and course offerings in Indianapolis grew steadily and by 1969 it was possible to earn a bachelor’s degree in education at Indianapolis. In 1969, regional campuses of Indiana University and Purdue University merged to form IUPUI. In 1972 the IUPUI Division of Education was formally established with offices in the Marrott Building on North Meridian Street. In 1975 the School of Education in Bloomington and the Division of Education in Indianapolis merged to become a single School of Education with two campuses, and the School of Education at IUPUI moved into a new Education/Social Work Building at 902 West New York Street.

Today, Indiana University’s School of Education is one of America’s most respected educational institutions for the preparation of teachers, administrators, and specialists in all areas of education. The School of Education has full equality with the other professional schools of the university and grants the degrees of Bachelor of Science in Early Childhood Education, Bachelor of Science in Education, Master of Science in Education, Specialist in Education, and Doctor of Education. Students may earn the B.S. degree in education entirely at IUPUI. IUPUI offers select graduate programs in education and enrolls a growing number of doctoral students. The Indiana University School of Education at IUPUI awards nearly 300 degrees annually, and boasts well over 10,000 alumni.

Accreditation

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and by the North Central Association of Colleges and Secondary Schools. In addition, the Indiana Professional Standards Board has approved all teacher education programs offered through the School of Education at IUPUI.

Title II

In 1998, the U.S. Congress enacted an amendment to the Higher Education Act that required a testing process for all teacher education programs. For the 1999–2000 cohort of program completers, the School of Education at IUPUI had an institutional pass rate of 90 percent on aggregate basic skills tests and a 98–100 percent aggregated pass rate on content area tests.

Program Framework

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

Principles of Teacher Education

Principle 1: Conceptual Understanding of Core Knowledge

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

This principle is demonstrated by the ability to:
- Set learning goals that reflect command of the subject matter.
- Design and implement instruction that develops students’ conceptual frameworks.
- Interact with learners, providing accurate and in-depth information.
- Improve learners’ communication and quantitative skills through meaningful learning engagements.
- Model effective communication and problem solving.
- Use a variety of media and technology.
- Distinguish high quality educational materials.
- Write and speak with clarity.

Principle 2: Reflective Practice

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

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

Principle 3: Teaching for Understanding

Definition: The ability of teachers to draw on their knowledge and frameworks to plan, implement, and assess effective learning experiences and to develop supportive social and physical contexts for learning.

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

Principle 4: Passion for Learning

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

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

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

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

- Act as a change agent.
- Communicate in ways that demonstrate a sensitivity to a broad range of diversity.
- Mediate when learners need help to resolve problems or change attitudes.
- Collaborate with parents, teachers, administrators, and other community members involved in the lives of students.
- Embed knowledge of community into teaching.
- Challenge negative attitudes.

**Principle 6: Professionalism**

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

This principle is demonstrated by the ability to:

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

**Program Format**

The undergraduate teacher education program is called “Learning to Teach/Teaching to Learn.” The program has several distinct elements:

1. A recommended sequence of general education,
2. A professional education component, and
3. Student teaching or other supervised practicum experience.

For secondary education majors or those pursuing license to teach at the secondary level, preparation in the teaching area or an academic major constitutes a fourth distinct program component. Each component is briefly described below; additional detail is provided later in the bulletin.

**General Education**

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

The general education requirements for elementary and early childhood majors are identical, and define the strong generalist preparation that is imperative for elementary teachers and early childhood educators. Students pursuing initial license at the secondary level are expected to fulfill the general education requirements articulated by the major department.

Students are encouraged to complete a program of general education by enrolling in course clusters or learning communities designated for education majors whenever they are available. In particular, students are urged to follow the general education template for the first 30 credit hours of their program.

The sequence has been planned to provide the strongest foundation in learning and to build the most powerful connections between the content of the individual courses.

**Professional education** The professional education component of “Learning to Teach/Teaching to Learn” develops the knowledge, disposition, and skills required for entry to the profession. Some courses focus on knowledge, dispositions, and skills that underlie all teacher education regardless of the developmental focus. Other courses and field experience focus on what it takes to promote effective teaching and learning at a particular developmental level or in a particular school setting. At IUPUI, the professional education component (41-42 credit hours) is not a collection of isolated courses, but rather a carefully articulated program of study.

Courses are taken in blocks and in a prescribed order.

**Teaching Area** Candidates pursuing a secondary (middle school/high school) or all-grades license must meet the content standards for the disciplines or subject areas they intend to teach. Typically, this is done by completing 36-51 credit hours in a major with appropriate supporting areas. Elementary and early childhood majors do not have a teaching area per se. However, their general education component includes a requirement for an academic concentration in a selected area of study. The concentration is intended to be responsive to the interests and talents of individual students and to the public expectation that all teachers will have some area of particular expertise. Course lists for concentrations are available from Education Student Services.

**Student teaching** The 16 credit hours of student teaching and the accompanying integrated seminar represent the culminating experience in the Learning to Teach/Teaching to Learn program. By assuming full responsibility for a class of students, candidates demonstrate their achievement of standards, and reflect both on student learning and on their own effectiveness as teachers.

At IUPUI, all students are prepared to teach at two developmental levels and can expect to complete two separate student teaching assignments.

**Indiana License Types and Coverage**

IUPUI’s educator preparation programs at both the graduate and undergraduate level were developed to meet the license framework adopted by the Indiana Professional Standards Board (IPSB) in 1999. The new framework establishes requirements not in terms of courses to be taken, but rather in terms of the standards that program graduates are expected to meet. The license framework addresses the principles set forth by the Interstate New Teacher Assessment and Support Consortium (INTASC) and includes both content standards for different subjects and teaching areas, and developmental standards associated with particular educational settings (early childhood, elementary, middle school, high school).

IUPUI offers programs leading to the following licenses:

**Early Childhood License**

Preparation to teach preschool through second grades

Developmental Standards: Early Childhood

School Settings: Preschool and Elementary; Primary

Content Standards: Generalist, Early Childhood and Elementary; Primary Generalist

**Elementary License**

Preparation to teach kindergarten through sixth grades

Developmental Standards: Early Childhood and Middle Childhood

School Settings: Elementary; Primary and Elementary; Intermediate

Content Standards: Elementary; Primary Generalist and Elementary; Intermediate Generalist

**Middle School/High School Content Area License**

Preparation to teach sixth through twelfth grades in a particular content area

Developmental Standards: Early Adolescence and Adolescence/Young Adult

School Setting: Middle School/ Junior High School and High School

Content Standards: Language Arts, Social Studies, Science, Mathematics, or Foreign Language

**All-Grades License**

Preparation to teach kindergarten through twelfth grades

Developmental Standards: Early Childhood, Middle Childhood, Early Adolescence, and Adolescence/Young Adult

School Settings: Elementary; Primary, Elementary; Intermediate, Middle School/ Junior High School; and High School

Content Standards: Fine Arts, Health and/or Physical Education

**Exceptional Needs License**

Preparation to teach children with special needs

The program requires that this license be coupled with one of the licenses above. The developmental standards and school setting of the license will be the same as the partner license.

Content Standards: Exceptional Needs

Planning is underway for a program leading to licensure in English as a New Language. The ENL license will be coupled with an early childhood, elementary, middle school/high school, or all grades license.
The School of Education at IUPUI also offers programs at the graduate level that lead to the following licenses:

- School Services (Counselor)
- Building Level Administrator
- District Level Administrator

Requirements for Admission to the Undergraduate Program

Entering students with strong academic credentials who indicate education as their choice among academic programs may be dually admitted to University College and the School of Education. Students admitted to University College who subsequently make a decision to pursue an education degree or complete a program leading to an initial teaching license may transfer to the School of Education when they attain a minimum 2.5 overall grade point average (GPA). Education majors transferring to IUPUI from other colleges and universities may be dually admitted to the University College and the School of Education if their GPA is 2.5 or better, or admitted to University College if they have not yet achieved a 2.5 overall GPA. Students must attain a 2.5 overall GPA to transfer to the School of Education.

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

Transfer Credit Policy

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

Students in secondary or all-grade programs must have a minimum grade point average (GPA) of 2.5 in the transfer courses that would apply toward their teaching major. Early childhood and elementary majors must earn a GPA of 2.0 or better in any transfer course used to meet general education requirements.

IUPUI's Teacher Education Program—Learning to Teach/Teaching to Learn—is built on a coherent sequence of professional education courses and field experiences. To support program integrity and continuity, students interested in completing a program leading to initial licensure through the School of Education are encouraged to complete the entire professional education component at the IUPUI campus. Requests for transfer credits for professional education courses will be reviewed on an individual basis in consultation with program faculty; feedback will be provided in a timely fashion.

Admission to the Teacher Education Program

Students wishing to earn a license to teach at any developmental level (early childhood, elementary, middle, or high school) must apply to the Teacher Education Program and be formally admitted before they will be authorized to enroll in any professional education courses. The standards for admission to the Teacher Education Program, listed below, apply both to education majors and to majors in other schools who are seeking an initial teaching license. A student must:

1. Attain a minimum overall grade point average (GPA) of 2.5.
2. Complete required courses.
   - Elementary and early childhood majors must achieve a grade of C or higher in ENG W131, ENG W132, a literature elective, GEOL G110, HIST H105, EDUC W200, EDUC Q200, BIOL N100, and MATH M130/132, M136 or EDUC N443.
   - Students pursuing a secondary or all-grade license must
     - Achieve a grade of C or higher in ENG W131 and EDUC W200.
     - Complete three-fourths of the general education course requirements, with a minimum GPA of 2.5.
     - Complete at least one-half of the courses in the major, with a minimum GPA of 2.5.
3. Receive qualifying scores on all sections of the Professional Assessments for Beginning Teachers PRAXIS I: PPST. See Education Student Services for information about the test and qualifying scores.
4. Complete a formal application. Applications for admission to the Teacher Education Program are due early in the semester, the semester before the students want to begin professional education courses (e.g., in February for the fall semester and in October for the spring semester).

Since space is limited and admission is competitive, students interested in Teacher Education are urged to meet application deadlines. The application and supporting information are available from the School of Education home page on the Web at education.iupui.edu.

Academic Expectations

Student Responsibilities

The School of Education has established academic requirements concerning admission, course of study, majors and minors, and campus residence, all of which must be met before a degree is granted. Students are held responsible for understanding the requirements and for meeting the conditions prior to graduation. A student pursuing a secondary (middle school/high school) or all-grades license while enrolled in a degree-granting program in another school must satisfy requirements of the degree-granting school as well as School of Education requirements for licensure.

Students are encouraged to:

1. Develop a strong foundation for meeting the campus “principles of undergraduate learning” by following the course sequence presented in this bulletin and by enrolling in course clusters or learning communities designated for education majors whenever they are available.
2. Plan a program with an Academic Advisor in the School of Education or with the designated education advisor in University College, and meet with that advisor at least once each semester.
3. Check the IUCARE (INSITE) report at least once each semester (insite.indiana.edu). For questions about IUCARE or accessing INSITE, please see an advisor or visit Education Student Services.
4. Apply for admission to the Teacher Education Program during the semester when program prerequisites will be completed.

Specific Degree Requirements

Students must enroll in a program at the School of Education at IUPUI and meet all of the requirements for that program. For the Bachelor of Science in Education or Early Childhood Education, students must:

1. Meet the regular matriculation requirements of the university.
2. Be admitted to the Teacher Education Program.
3. Complete the requirements for licensure, as outlined in this bulletin.
4. Complete at least 35 credit hours of junior- and senior-level courses (courses numbered 300 or above).
5. Complete at least 30 of the last 60 credit hours required for a specific degree program at IUPUI. These 30 credit hours include student teaching as well as methods courses in the major teaching area.
6. Complete the professional education courses as stipulated in the specific program, and all of the general education and subject-matter courses required for recommendation by Indiana University for an initial teaching license.
7. Complete of a minimum of 124 credit hours of academic credit (see specific program requirements). Some programs require additional hours for graduation.
8. Maintain a minimum cumulative grade point average (GPA) of 2.5 in all courses taken at Indiana University.
9. Achieve a minimum grade of C in each professional education class while maintaining a cumulative GPA of 2.5 in professional education courses.
10. Earn a C or better in courses that relate directly to the content taught in the elementary (K-6) curriculum.

Students pursuing a middle/high school or all-grades license must:

1. Meet conditions 1 through 9 above.
2. Achieve a minimum GPA of 2.5 in the teaching area(s).
3. Take some of the course work in the major at IUPUI.
Assessment in the Teacher Education Program

Students recommended for a teaching license by IUPUI will be expected to demonstrate the knowledge, disposition, and skills expected of beginning teachers. It is IUPUI’s responsibility to ensure that students recommended for an initial license have met all relevant standards set by the Indiana Professional Standards Board.

The Learning to Teach/Teaching to Learn Curriculum and Assessment Handbook outlines assessment procedures employed at different points in the program. In addition to traditional feedback in the form of course grades, students will receive feedback on their performance relative to standards for the teaching profession. Movement through the program will be contingent on satisfactory performance at each assessment point. A student who receives one or more negative indicators on the Block I Rubric or who fails to achieve a passing score on the Block II Performance Task will be notified in writing and advised of options by a Student Assessment Committee of the faculty. As a rule, a student will not advance to Block III course work until he or she is authorized by the Student Assessment Committee. If the student teaching portfolio submitted at the conclusion of the initial student teaching placement does not receive a passing score, the student will receive feedback and have the opportunity to revise and resubmit it after the second student teaching placement.

Prior to graduation, all students must also pass the PRAXIS II test(s) in their area(s) of specialty, while early childhood and elementary education majors must pass an additional test in the area of reading. Beginning with students who matriculate in fall semester 2002, only those who maintain an appropriate GPA, pass the tests required by the Indiana Professional Standards Board, and successfully complete all components of the unit assessment system will be recommended to the state for an initial teaching license.

Dismissal

Once dismissed, students are placed on the all-university checklist, which means that they may not enroll in courses on any Indiana University campus.

Reinstatement

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

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

Voluntary Withdrawal While on Probation

If a student voluntarily withdraws from the School of Education while on probation, that student may enter another school at the university if the student’s grade point average is acceptable to that school. Some schools require an application process. The student may reenter the School of Education in good standing if, by taking academic course work in other divisions or schools of the university, grades have been earned that raise the cumulative grade point average to a minimum of 2.5, and the student has made progress toward fulfilling program requirements.

Stopping Out

Once admitted to the Teacher Education Program, a student who intends to “stop out” of the program, education courses, or any school of the university for one or more semesters must notify Education Student Services in writing in order to be guaranteed readmission to the program. Upon reentering the program, the student must meet any new program requirements.

Grading Policy

Pass/Fail Option

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

There are two restrictions to the Pass/Fail option:

1. The Pass/Fail option may not be used for any course in a subject in which the student wishes to be certified to teach. This is, all courses in the teaching area (or supporting areas) and all professional education courses must be taken for a letter grade. No courses identified to meet unit requirements in literature, fine arts, science, or historical inquiry. Secondary and all-grade license candidates may use the Pass/Fail option only for elective credit hours or for courses that satisfy the general education requirements.

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

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

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

Incomplete (I) Grades

If a student is not in attendance during the last several weeks of a semester, the instructor may report a grade of Incomplete (I) (indicating that the work submitted is satisfactory but that the entire course has not been completed) if the instructor has reason to believe that the absence was beyond the student’s control. If this is not a valid assumption, the instructor shall record a grade based on the work submitted to date. The student must have completed 75 percent of the course requirements and must have an I grade contract completed and on file. The time allowed for the removal of an I grade is one calendar year from the date of its initial recording, unless, in exceptional circumstances, the dean of the student’s college or school authorizes adjustment of this period. By assigning a grade of I, an instructor implicitly authorizes and requires that the registrar automatically change an I to an F at the end of the appropriate time period if the student fails to complete the course work to the instructor’s satisfaction. Both the student and the instructor in whose course the student received the Incomplete will be notified of this change of grade.

Withdrawal from Courses

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

A student must refer to the Schedule of Classes to determine the last date for an automatic W from a class for each semester or summer session. The Schedule is available online at registrar.iupui.edu. After the automatic withdrawal date has passed, the instructor and the Assistant Dean of Student Services make a determination whether to assign a W or an F. Ordinarily the only acceptable reason for withdrawal is illness or obligation of employment. Students withdrawing from a class during the second half of a regular semester or summer session may be assigned a W only for compelling nonacademic reasons, and only if the student’s work up to that point is passing. It is the student’s responsibility to start the withdrawal procedure by getting the form from Education Student Services and securing the appropriate signatures. The application for withdrawal must be processed within 10 days of its receipt.
Important: Students withdrawing from a course to which a Laboratory/Field Experience is linked must withdraw from the Field Experience as well as from the course itself; such a withdrawal is not automatic. Failure to withdraw from both sections may result in a grade of F in the Laboratory/Field Experience.

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

The University Faculty Council has stated that:

Any undergraduate who has retaken a course previously failed shall have only the second grade in that course counted in the determination of the overall grade point average by the Office of Records and Admissions. The student’s transcript shall record both grades. Any grade point average calculated in accord with this policy shall be marked FX denoting that a grade of F has been replaced by the grade in the course when taken subsequently.

The FX policy can take effect only if the failed course was repeated after the beginning of the academic year 1976-77. The IUPUI School of Education FX policy has been revised, effective since fall 1996. The new policy allows approved undergraduate students seeking their first degree to repeat a maximum of 15 credit hours subject to school/division approval. Students in education must submit a petition form before the FX policy can take effect. Petitions are available from Education Student Services, 3131 Education/Social Work Building.

Determination of GPA

The School of Education uses the grade point average (GPA) indicated on the IUCARE program for all audits, including those for admission to the Teacher Education program, probation and dismissal, and graduation. Students can ascertain their IUCARE grade point average (GPA) with INSITE, available on the Web (insite.indiana.edu).

Note: Only credit hours are transferred to Indiana University. Grades earned at other institutions are disregarded after credit conversion is verified. Only the grades made in courses taken at Indiana University will be used to compute a student’s grade point average.

Grade Change Appeal

Students wishing to appeal a grade in any course in the School of Education should follow the IUPUI grade appeal procedure as outlined in this bulletin. Grade appeal forms are available from the Registrar’s Office, online from registrar.iupui.edu, or from Education Student Services ES 3131.

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

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

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

Good Standing

A student is determined to be in “good standing” in the School of Education when the undergraduate grade point average (GPA) meets or surpasses the minimum 2.5 standard, and when the student has no pending issues with the Student Assessment Committee.

Bulletin Designation

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

Due to changes adopted by the Indiana Professional Standards Board, most programs at IUPUI are under review and revision. Students are encouraged to see an academic advisor each semester for current program information.

Other Special School or Program Requirements, Including Graduation Policies

Revalidation of Professional Education Courses

Professional education courses must be current in order to be acceptable in undergraduate certification programs. No professional education or technology courses can be more than 10 years old at the time of student teaching. Course work that is older, whether taken at IUPUI or another university, will need to be revalidated, retaken, or updated; the student should consult with a School of Education academic advisor. A candidate’s content knowledge must be similarly up-to-date. Individuals pursuing a secondary teaching license who have courses in the teaching area(s) more than 10 years old must also consult with an academic advisor about updating or revalidating the work.

Campus Residency Requirement

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

Correspondence Courses

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

Temporary and Permanent Intercampus Transfers

To register for a single semester or for the summer session(s) at another campus of Indiana University, the student must file a Temporary Intercampus Transfer Request with the Education Student Services Office on the campus currently being attended. To transfer permanently from one campus to another campus of Indiana University, the student must file an Intercampus Transfer Request with the Education Student Services Office on the campus currently being attended. Advance notice is necessary to allow for the transfer of records and the validation of the student’s eligibility to continue studies. Contact Education Student Services for details and deadlines established by each campus.

Honors Program

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

Undergraduate Students in Graduate Courses

There are two conditions under which undergraduate students may enroll in graduate courses:

1. Undergraduate students in their junior or senior year may take graduate courses that will count in their undergraduate program if the graduate courses are relevant to their program of study and there is no similar undergraduate course available.

2. Undergraduate students in the last semester of their senior year may take graduate courses that may later be applied to a graduate program. Graduate courses taken prior to the last undergraduate semester may not be applied to a graduate program, and no course may be applied to both an undergraduate and a graduate program. Undergraduate students who meet either of these conditions must, further, have an undergraduate grade point average (GPA) of 3.0 or higher, obtain written permission from the course instructor, and obtain the approval of the Director of Graduate Studies.

Graduation

The School of Education requires a minimum of 124 credit hours to qualify for graduation, determined by specific degree requirements. Some programs require additional hours for graduation. Consult a School of Education academic advisor for specific requirements.
All degree candidates admitted to the Teacher Education Program in fall 2000 or after must have achieved passing scores on the relevant PRAXIS II: Specialties Test(s) to qualify for graduation and to be recommended for initial licensure.

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

Degree with Honors

The School of Education recognizes high cumulative grade point averages with the designations “Distinction,” “High Distinction,” and “Highest Distinction.” To earn a degree with honors, students must earn a minimum grade point average of 3.6 in all course work taken toward the B.S. in Education degree, must be in the top 10 percent of the class, and must complete at least four full semesters in residence at Indiana University campuses.

Application for Licensure

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

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

Career Services

Students and alumni are encouraged to register with the Career Center at IUPUI. The Career Center (1) assists registrants in locating teaching, administrative, and special service positions in schools, colleges, and universities, and as appropriate in business, industry, and governmental agencies; (2) assists registrants with the development of employment credentials, and upon request, sends that credential to prospective employers and other eligible agencies; (3) provides career counseling and planning services for students and alumni; (4) conducts research concerning supply and demand and employment trends, issues, and procedures; (5) assists employers in finding qualified candidates for vacant positions in their respective institutions and agencies; and (6) sponsors on-campus recruiting activities for education students.

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

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

School Awards and Scholarships

In 1987, IUPUI instituted a scholarship program in memory of the astronauts who perished in the Challenger shuttle tragedy. Each year since, this program has enabled IUPUI to recognize a group of scholars who, by way of their own careers, will keep alive the examples set by those courageous space pioneers. The Challenger Scholarship supports undergraduate students to pursue careers teaching science, social science, or engineering at any level, from primary to post-secondary.

The Everett E. Jarboe Award honors a graduating senior who exhibits academic excellence, campus and community leadership and service. The award was established to honor the first administrator of the School of Education at IUPUI who served from 1968-1973.

The Ruth Esther Holland Award supports outstanding undergraduate students in the field of elementary and secondary language education. Currently Professor Emerita, Holland taught language education at IUPUI from 1972-1989.

In 1996, the faculty and staff of the School of Education established two scholarships to help support students with financial need during the student teaching semester. Each year one Faculty/Staff Scholarship is awarded to a student who will student teach in the fall semester and one to a student who will student teach in the spring.

The Nicholas H. Noyes, Jr., Scholarship is awarded to an undergraduate student in teacher education at IUPUI. The recipient must be a member of Kappa Delta Pi honorary and have a grade point average (GPA) of at least 3.6.

A Global Education Prize is awarded to honor the work of Dr. Golam Mannan, Professor Emeritus in the School of Education. The prize goes to an international or minority student in the School of Education who has shown particular interest in global and multicultural issues in education.

The Patricia Tefft Cousin Scholarship was established by the Tefft and Cousin families, friends, and colleagues to honor the life and work of Pat Tefft Cousin, a member of faculty from 1986-1990. The scholarship goes to an outstanding undergraduate student majoring in elementary education who has a demonstrated interest in special education, literacy, or early childhood education.

The Barbara L. Wilcox Scholarship was established anonymously in 1996 to honor the contributions and accomplishments of Barbara Wilcox, a member of the Education faculty who served as Executive Associate Dean from 1992-2001.

A complete list of scholarships is available from the Curriculum Resource Center (CRC). Applications, which are available on the home page on the Web at education.iupui.edu, are typically due early in the spring semester.

School Organizations

Education Student Advisory Council (ESAC)

ESAC is the student organization of the School of Education. It is open to all undergraduate students, both elementary and secondary. ESAC sponsors both informational and social programs throughout the year, including workshops in areas of interest in curriculum and instruction, as well as job search strategies. More information on ESAC membership and sponsored events is available in the Curriculum Resource Center, Education/Social Work Building, (ES) 1125, or on the bulletin boards on the first-floor hallway in the ES building.

Kappa Delta Pi

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

School of Education Alumni Association

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

General Education

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

Students are encouraged to follow this template for the first 30 credit hours of the program. Both the particular sequence and the course clusters or
learning communities designated for education majors have been planned to provide the strongest foundation and to build the most powerful connections between the content of the individual courses.

Courses that build the general education foundation for early childhood and elementary education majors are listed below; they are organized by the Principles of Undergraduate Learning to which they are most directly related. Students pursuing a secondary or all-grades license are expected to fulfill the general education requirements articulated by the major department or school.

**Communication and Quantitative Skills**

**ORAL and WRITTEN EXPRESSION (9 cr.)**
- ENG W131: Elementary Composition I*
- ENG W132: Elementary Composition II*
- COMM R110: Fundamentals of Speech Communication*

**QUANTITATIVE REASONING (9 cr.)**
- MATH 130 and 132 or 136 or
- EDUC N443: Teaching Elementary School Mathematics Problem Solving

**QUANTITATIVE ELECTIVE (3 cr. selected from the following)**
- MATH M118: Finite Mathematics
- MATH M290: Mathematics and Art
- PHIL P162: Logic
- PHIL P265: Elements of Symbolic Logic
- POLS V205: Elements of Political Analysis
- PSY B305: Statistics
- SOC R251: Methods of Social Research
- STAT 301: Elementary Statistical Methods (I)
- STAT 302: Elementary Statistical Methods (II)

**TECHNOLOGY LITERACY (3 cr.)**
- EDUC W200: Using Computers in Education

**Critical Thinking**

**SCIENCE (12 cr.)**
- EDUC Q200: Introduction to Scientific Inquiry
- BIOL N100: Contemporary Biology
- GEOG/CHEM: GEOG G110 or CHEM C100
- PHYS P200: Physical Environment

**HISTORICAL PERSPECTIVES AND INQUIRY (3 cr. from the following)**
- HIST H105: American History*
- HIST H217: The Nature of History

**Understanding Society and Culture**

**GEOG G110: Human Geography**

**SOCIAL SCIENCE ELECTIVE (3 cr. from the following)**
- ANTH A103: Human Origins and Prehistory
- ANTH A104: Culture and Society
- ECON E101: Survey of Current Economic Issues and Problems
- POLS V101: Principles of Political Science
- SOC R100: Introduction to Sociology
- SOC R121: Social Problems
- SPEA V170: Introduction to Public Affairs

**LITERATURE (6 cr.)**
- Literature for Children and Youth
- ENG L390: Children's Literature

**EDUC E449: Trade Books and the Classroom Teacher**

**Literature Elective (3 cr. from the following)**

**FLAC F200: World Cultures through Literature**
- ENG L115: Literature for Today
- COMM T130: Introduction to Theater

**FINE ARTS (7 cr.)**
- HER H110: Art Appreciation
- MUS E241: Introduction to Music Fundamentals
- HPER P290: Movement Experiences for Preschool and Elementary Children

**Depth, Breadth, and Adaptiveness**

**Diversity Elective (3 cr. from the following)**
- ANTH A104: Culture and Society
- REL R212: Comparative Religion
- AFRO A150: Survey of the Culture of Black Americans
- POLS V217: Introduction to Comparative Politics
- WOST W105: Introduction to Women's Studies

**Concentration (9 additional cr. for a total of 12-15 cr.) in one of the following areas.**
- **Literature Elective for course lists for each concentration**
  - Afro-American Studies
  - American Studies
  - Anthropology
  - Art
  - Creative Writing
  - Geography
  - History
  - Language Studies
  - Literature
  - Mathematics
  - Movement and Dance
  - Music
  - Philosophy
  - Political Science/Government
  - Science
  - Sociology
  - Theater

**Values and Ethics**

Social science, historical inquiry, and diversity electives all address this principle, as do courses throughout the professional education component of the program.

**Integration/Application**

These principles are addressed in the professional education (41-42 cr.) and student teaching (16 cr.) components of each program (described below).

**Suggested Sequence for General Education**

A recommended sequence for completing the general education component is presented below. Please consult the Schedule of Classes or Education Student Services each semester to identify the “learning communities” and designated sections for education majors. Courses noted optional may be taken at any time but should be completed before entry into the Teacher Education Program

**First Semester (13-16 cr.)**
- First Year Seminar (1 cr.) and
- EDUC W200: Using Computers in Education (3 cr.)
- GEOG G110: Human Geography (3 cr.)
- ENG W151: Elementary Composition (3 cr.) and
- Social Science elective (3 cr.)
- HER H100: Art Appreciation (3 cr.) * (optional this semester)

**Second Semester (12-15 cr.)**
- EDUC Q200: Introduction to Scientific Inquiry (3 cr.) and
- BIOL N100: Human Biology (3 cr.)
- ENG W132 Elementary Composition II (3 cr.) and
- Historical Perspectives Elective (3 cr.)
- Literature Elective (3 cr.) (optional this semester)

**Third Semester (15-17 cr.)**
- MATH M130/132 (6 cr.) or M136 (6 cr.) or EDUC N443 (6 cr.)
- COMM R110 Speech Communication (3 cr.) and
- Diversity elective (3 cr.)
- HPER P290 Movement Experiences Preschool/Elementary (2 cr.) (optional this semester)

Electorate for concentration (3 cr.)

**Fourth Semester (14-17 cr.)**
- GEOG/CHEM integrator (3 cr.) and
- PHYS/AST integrator (3 cr.)
- Children's Literature ENG L390 or EDUC E449 (3 cr.) and
- MUS E241 Music Fundamentals (2 cr.)
- Quantitative reasoning elective (3 cr.) (optional this semester)
- Electives for concentration (3 cr.)

*Note: Course groupings connected by “and” denote clusters or learning communities developed for education majors. Courses noted by * indicate that special sections of the freestanding course will be designated for education majors. An additional 3 credit hours remains to be scheduled. Some courses, especially the freestanding courses and electives for the concentration may be scheduled during summer sessions.

**Professional Education**

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

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

All interns complete student teaching assignments in two school settings. For early childhood and elementary education majors, student teaching will comprise two 8-week placements, the first in Block IIIb and the second in Block IVb. Elementary majors will complete one primary placement and another intermediate placement while early childhood majors will complete a preschool/Kindergarten placement and a second placement in a primary classroom (grades 1-3).

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

Eligibility Requirements for Student Teaching

To be eligible for student teaching, an intern must have:

1. Been admitted to the Teacher Education Program.
2. Attended a Student Teaching Information Session and submitted an Application for Student Teaching before the end of the fall semester of the academic year preceding the year of the desired experience.
3. Passed scores on the Block I Rubric and Block II performance task and no issues outstanding with the Student Assessment Committee.
4. Senior or graduate standing in the university or be within two semesters and one summer session of graduation. (In no case should a student have competed fewer than 84 credit hours prior to the semester in which the student teaching and/or practicum is to be done.)
5. Completed at least three-fourths of the credit hours required for licensing in the teaching area(s).
6. Completed all professional education and education technology courses within ten years and attained a minimum grade point average (GPA) of 2.5 in all professional education courses with a minimum grade of C in each professional education course.
7. Earned a minimum overall GPA of 2.5 at Indiana University.

Application for Student Teaching

All students must sign up for and attend a Student Teaching Information Session and file an Application for Student Teaching. This application must be filed during the fall semester of the academic year preceding the year in which student teaching is to be done. (For example: students apply fall semester 2003 for student teaching assignments in either fall 2003 or spring 2004.)

Placements

The mechanics of student teaching placements are discussed at the Student Teaching Information Session. Final placement decisions reflect both recommendations from the intern’s major department or school and collaborative planning with partnership schools. Arrangements for placement and supervision are made by the Office of Student Teaching.

Assessment During Student Teaching

A student teaching portfolio submitted at the end of the first student teaching assignment is a key element of IUPUI’s performance assessment system. The requirements of the portfolio are outlined in the Learning to Teach/Teaching to Learn Curriculum Assessment Handbook. If the student teaching portfolio submitted at the conclusion of the initial student teaching placement does not receive a passing score, the student will receive feedback and have the opportunity to revise and resubmit after the second student teaching placement.

Interns also undergo formal observation by their mentor teachers and university supervisors.

Degree Tracks and Program Requirements

Bachelor of Science in Early Childhood Education

The B.S. in Early Childhood Education will prepare teachers with the knowledge, disposition, and skills to provide programs to children 0-8 years in a variety of educational settings. The program welcomes candidates who have completed the Associate of Science in Early Childhood Education. Candidates pursuing the B.S. in Early Childhood Education may matriculate only in fall semester.

GENERAL EDUCATION (68 credit hours)

Students in the early childhood program complete the general education requirements outlined above in the sample program of study. Students are encouraged to enroll in course clusters or learning communities designated for education majors whenever they are available.

PROFESSIONAL EDUCATION (42 credit hours)

Students in the early childhood program are authorized for professional education courses only after admission to Teacher Education. Courses are taken in the order indicated below. Unless otherwise noted, the prefix for all courses is EDUC. Field experience is closely integrated with courses and will be completed at sites designated by the program.

Block I

A: Diversity and Learning
Component Courses:
M320 Diversity and Learning: Teaching Every Child
Field Experience

B: Literacy and Numeracy in Early Childhood
Component Courses:
E345 Language Arts and Mathematics for Young Children
Field Experience

Block II

A: Early Childhood A
Component Courses:
E330 Infant Learning Environments
M324 Teaching about the Arts
Field Experience

B: Early Childhood B
Component Courses:
E328 Science in the Elementary Schools
E337 Classroom Learning Environments
Field Experience

Block III

A: Curriculum in a Democracy
Component Courses:
E338 The Early Childhood Educator
P249 Rhythmic Experiences for Children
Field Experience

B: Reflective Practitioner
Component Courses:
M424 Student Teaching: Kindergarten-Primary

Block IV

A: Individualizing Instruction
Component Courses:
K307 Methods of Teaching Students With Special Needs
E340 Reading Methods I
Field Experience

B: Reflective Practitioner
Component Courses:
M424 Student Teaching: Early Childhood

STUDENT TEACHING (16 credit hours)

The 16 credit hour Student Teaching and Senior Seminar will include specific experience at both early childhood (0-3 yrs)/preschool (3-5 yrs) and middle childhood (5-8 years; grades k-12) developmental levels.

Bachelor of Science in Education/Elementary Education

The elementary education program prepares graduates to meet standards for teaching in K-6 settings.

GENERAL EDUCATION (68 credit hours)

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

Students are encouraged to see an education advisor for course lists for the ‘concentration’ and to begin planning early to meet that requirement.
PROFESSIONAL EDUCATION (42 credit hours)

Students pursuing an initial license to teach in grades K-6 are authorized for professional education courses only after admission to the Teacher Education Program. Courses are taken in the order indicated. Unless otherwise noted, the prefix for all courses is EDUC. Field experiences are completed in professional development school sites designated by the program.

Block I

A: Diversity and Learning
Component Courses:
M320 Diversity and Learning: Teaching Every Child
Field Experience

B: Literacy and Numeracy in Early Childhood
Component Courses:
E345 Language Arts and Mathematics for Young Children
Field Experience

Block II

A: Literacy and Numeracy in Middle Childhood
Component Course:
E340 Methods of Teaching Reading I
M324 Teaching About the Arts
Field Experience

B: Scientific and Aesthetic Exploration
Component Courses:
E328 Science in the Elementary Schools
E343 Mathematics in the Elementary Schools
Field Experience

Block III

A: Individualizing Instruction
Component Courses:
K307 Methods for Teaching Students with Special Needs
E341 Methods of Teaching Reading II
Field Experience

B: Reflective Practitioner
Component Courses:
M425 Student Teaching: Kindergarten-Primary

Block IV

A: Curriculum in a Democracy
Component Courses:
E325 Social Studies in the Elementary Schools
H340 Education and American Culture
Field Experience

B: Reflective Practitioner
Component Courses:
M425 Student Teaching: Elementary

Student Teaching (16 credit hours)

All students complete two eight-week assignments, one during Block IIIB and the second during Block IVB. One assignment will be to grades K-3 (“primary”) and the second to grades 3-6 (“intermediate”).

Elementary Endorsements (12-21 credit hours)

Additional study in designated areas qualifies a student for endorsements to the elementary license. A minimum grade point average (GPA) of 2.5 is required for each endorsement.

KINDERGARTEN ENDORSEMENT (GRADUATE TRACK)

This track is available to students who already hold an elementary teaching license.

EDUC E506 Curriculum in Early Childhood Education (3 cr.)
EDUC E508 Seminar in Early Childhood Education (3 cr.)
EDUC E509 Internship in Early Childhood Education/Student Teaching (6 cr.)
EDUC E525 Advanced Curriculum in Early Childhood Education (3 cr.)

COMPUTING ENDORSEMENT

The addition of the “Computer Endorsement” to the standard elementary teaching license serves as an additional credential for those who wish to serve as leaders in the use of technology within their schools.

Prerequisite Courses:
EDUC W200 Using Computers in Education (3 cr.)
EDUC W204 Programming for Microcomputers in Education (3 cr.) or
CSI N331 Visual Basic Programming (3 cr.)
EDUC W210 Survey of Computer-Based Education (3 cr.)
EDUC W220 Technical Issues in Computer-Based Education (3 cr.)
EDUC W310 Computer-Based Teaching Methods (3 cr.)
EDUC W410 Practicum in Computer-Based Education (6 cr.)

Required:
EDUC W315 Introduction to Computer-Based Education (3 cr.)
EDUC W410 Practicum in Computer-Based Education (6 cr.)

Plans are underway for a graduate-level certificate in Technology Infusion. Interested students should consult an academic advisor in education.

READING ENDORSEMENT TO ELEMENTARY LICENSE

The holder of the reading minor is eligible to be a reading teacher at the level of the certification to which it is attached. The minor is valid for the duration of the certificate to which it is attached.

Required courses:
EDUC E340 Methods of Teaching Reading I (3 cr.)
EDUC E341 Methods of Teaching Reading II (3 cr.)
EDUC E401 Critical Reading in the Content Area (3 cr.)
EDUC X425 Practicum in Reading (6 cr.)
EDUC X470 Psycholinguistics for Teachers of Reading (3 cr.) or an advisor-approved linguistics course
EDUC E449 Trade Books and the ClassroomTeacher (1-3 cr.) or
ENGL 330 Children’s Literature (3 cr.)

Electives: Approved courses from reading, educational psychology, special education, and language-related areas.

SPECIAL EDUCATION (MILD INTERVENTION): DUAL CERTIFICATION PROGRAM FOR ELEMENTARY EDUCATION MAJORS (24 credit hours)

The field of special education has become more collaborative and inclusive. Special educators must be prepared to work collaboratively with general education personnel, and they must be well-versed in curriculum and instruction that meets the needs of all learners, including those with disability labels.

This program prepares students to teach in elementary schools, (grades 1-6) and to teach students with “mild” intervention needs. Mild intervention certification will replace licensure in the state of Indiana in the areas of learning disabilities and mild cognitive and emotional disabilities.

Students must enroll in either the full-time or part-time Learning to Teach/Teaching to Learn program beginning in the fall semester. In addition, students are required to take one of the following 3-credit seminars each semester while completing this program.

Professional Education courses:
Prerequisite/Corequisite (with Seminar 1) EDUC K201 Schools, Society, and Exceptionality (3 cr.), EDUC K305 Teaching the Exceptional Learner in the Elementary School (3 cr.)
Prerequisite/Corequisite (with Seminar 5) EDUC K307 Methods for Teaching Students with Special Needs (3 cr.)

Required Special Education courses:
Seminar 1 EDUC K490* (fall) Individually and Families in School and Society
Seminar 2 EDUC K490* (spring) Assessment and Instruction
Seminar 3 EDUC K490* (summer I) Collaboration and Service Delivery
Seminar 4 EDUC K490* (summer II) Assistive Technology in Education
Seminar 5 EDUC K490* (fall) Classroom Management and Behavior Support
Seminar 6 EDUC K490* (spring) Transition Across the Lifespan
Practicum EDUC K495 (6 cr.)

Field experience will be scheduled as part of the normal course block. For these candidates, one of the eight-week student teaching experiences will be a special education assignment.

TEACHING ENGLISH AS A NEW LANGUAGE

A program leading to a license in Teaching English as a New Language is under development. The primary audience is practicing educators; however, the program is also available to qualified students working toward an initial teaching license. The program combines work in English and education with supervised practicum experience. A minimum of two semesters of a college-level foreign language is required for admission.

*Note: K490 is a temporary course number for the Dual Certification Program seminars.
Bachelor of Science in Education with Middle School/High School Teaching License

GENERAL EDUCATION (a minimum of 45 credit hours)
Students pursuing an initial license to teach at the secondary level are expected to fulfill the general education requirements articulated by the major department/teaching area. Students are expected to enroll in EDUC W200 as a vehicle for developing technology literacy.

TEACHING AREAS
A minimum grade point average (GPA) of 2.5 is required for all courses in the teaching area(s). The course of study for the various secondary teaching areas is presented below.

ENGLISH (36 credit hours)
At present, individuals interested in teaching English at the middle school or high school level major in “English Education” in the School of Education. A review of requirements for the English major is currently underway to determine whether students might complete a double major meeting requirements for a major in English as well as covering the professional education courses required for licensure. Students should consult an academic advisor in the School of Education for requirements well before applying to the program.

FOREIGN LANGUAGES (36 cr.)
Program leading to French, German, Spanish
All three language majors require a minimum of 36 credit hours covering language, literature, culture and civilization, and electives. A review of requirements for each major is currently underway. Students should consult an academic advisor in the School of Education for requirements well before applying to the program.

Prior to admission into EDUC M445 Methods of Teaching Foreign Languages, all language majors must take a departmental proficiency examination. The examination may be taken more than once, but the student must pass the examination before being admitted to student teaching. The examination will test the student’s oral proficiency and knowledge of language structure.

MATHEMATICS (38 credit hours)
Students pursuing the standard senior high/junior high/middle school teacher certification program in mathematics for a first undergraduate degree at IUPUI must be enrolled in the IUPUI School of Science and must meet degree requirements for the IUPUI School of Science as well as for teacher certification.

Students pursuing a license to teach secondary mathematics can matriculate in the Teacher Education Program during fall semesters only. Requirements are currently under review in light of the new license framework. At present they include:

- CSCI 230 Computing I (3 cr.)
- MATH 163 Integrated Calculus and Analytic Geometry I (5 cr.)
- MATH 164 Integrated Calculus and Analytic Geometry II (5 cr.)
- MATH 201 Multivariate Calculus (4 cr.)
- MATH 262 Linear Algebra and Differential Equations (3 cr.)
- MATH 300 Foundation of the Number Systems (3 cr.)
- MATH 351 Elementary Linear Algebra (3 cr.)
- MATH 453 Algebra I (3 cr.)
- MATH 463 Advanced Geometry (3 cr.)
- MATH 583 History of Elementary Mathematics (3 cr.)
- STAT 311 Introductory Probability I (3 cr.) or STAT 511 Statistical Methods I (3 cr.)

SCIENCE (51 credit hours)
Students pursuing licensure to teach in biology, chemistry, earth science, or physics at the secondary level as part of a first undergraduate degree must be enrolled in the School of Science at IUPUI. They must meet degree requirements of the School of Science as well as School of Education requirements for licensure.

The license framework adopted by the Indiana Professional Standards Board in June 1999 represented a significant departure from earlier regulations. Rather than the traditional single discipline license in science, the new framework will license middle and high school teachers for the following interdisciplinary areas:

- Life Science (comprising biology and ecology)
- Physical Science (comprising chemistry and physics)
- Earth/Space Science (comprising geology, astronomy, and geography)

In addition, Indiana has adopted new science standards for K-12 that also has implications for science teacher preparation.

Work is currently underway to reconcile new license requirements with various departments’ requirements for the major so that students can develop necessary supporting areas and complete all School of Education requirements. Interested students should consult with a School of Education academic advisor or with the designated advisor in the department of interest.

SOCIAL STUDIES (includes History and Political Science) (52 cr.)
What is referred to as “social studies” in middle school or high school actually comprises content from seven different university departments: history, political science/government, geography, economics, sociology, anthropology, and psychology. At present, individuals interested in teaching social studies at the secondary level major in “social studies education” and earn a B.S. from the School of Education.

Requirements combine broad-based work in various academic departments, and professional education and student teaching in the education department. A review of the program requirements in various departments is underway with the goal of enabling students to complete a double major in education and either history or political science while still meeting the supporting area requirements of the license framework.

Students should plan their program of study with an Academic Advisor in the School of Education and with a relevant departmental advisor in the School of Liberal Arts.

SPEECH COMMUNICATION AND THEATER (36 cr.)
As a result of the new license framework, a review of requirements is currently underway. Students should plan their program of study with an academic advisor in the School of Education and with a relevant departmental advisor from the School of Liberal Arts in the Speech Communication/Theater department.

PROFESSIONAL EDUCATION (25 credit hours)
Students pursuing an initial license to teach in middle/high school are authorized for professional education courses only after admission to the Teacher Education Program. Courses should be taken in the order indicated. Unless otherwise indicated, all prefixes are EDUC. Field experiences for each block are completed with mentor teachers designated by the School of Education.

H341/H520 Educational Foundations (3 cr.)
Component Courses:
- M322 Diversity and Learning: Reaching Every Adolescent Field Experience
- Middle School Block (7 cr.)
Component Courses:
- S420 Teaching and Learning in the Middle School
- M469 Content Area Literacy Field Experience
- High School Block (4 cr.)
Component Courses:
- S430 Teaching and Learning in the High School
- Field Experience
- Content Block (4 cr.) spring only
Component Courses:
- M322 Diversity and Learning Field Experience
- Student Teaching (16 cr.)
Component Courses:
- M451 Student Teaching in the Middle School—8 weeks
- M480 Student Teaching in the High School—8 weeks

STUDENT TEACHING (16 credit hours)
For students pursuing a license to teach at the secondary level, student teaching comprises the final semester. Back-to-back placements in a middle school and high school setting are arranged through the School of Education. Either developmental level may be scheduled first; order will depend on student preference and on the availability of mentor teachers.
Endorsements to Secondary License
Additional study in designated areas qualifies a student for endorsement to the secondary license. A minimum grade point average (GPA) of 2.5 is required for each endorsement.

COACHING ENDORSEMENT (18 credit hours)
HPER A480 Care and Prevention of Athletic Injuries (1 cr.)
HPER P397 Kinesiology (3 cr.)
HPER P450 Principles and Psychology of Coaching (3 cr.)
BIOL N217 Human Physiology (5 cr.)

COMPUTER ENDORSEMENT (18 cr.)
The addition of the “Computer Endorsement” to the standard secondary teaching license serves as an additional credential for those who wish to serve as leaders in the use of technology within their schools.

Prerequisite Courses:
EDUC W200 Using Computers in Education (3 cr.)

Required:
EDUC W204 Programming for Microcomputers in Education (3 cr.) or
CSCI N331 Visual Basic Programming (3 cr.)
EDUC W210 Survey of Computer-Based Education (3 cr.)
EDUC W220 Technical Issues in Computer-Based Education (3 cr.)
EDUC W310 Computer-Based Teaching Methods (3 cr.)
EDUC W410 Practicum in Computer-Based Education (6 cr.)

DRIVER AND TRAFFIC SAFETY EDUCATION ENDORSEMENT (12 credit hours)
HPER S350 Content and Materials in Safety Education (2 cr.)
HPER S456 Traffic Safety Education for Teachers (4 cr.)
HPER S458 Driver Education Multiple Instruction Techniques (3 cr.)
HPER S360 Highway Safety Administration (3 cr.)

JOURNALISM MINOR (27 credit hours)
Communications Theory and Writing (18 credit hours)
JOUR J110 Foundations of Journalism and Mass Communications (3 cr.)
JOUR J200 Reporting, Writing, and Editing I (3 cr.) P:
JOUR J100
JOUR J201 Reporting, Writing, and Editing II (3 cr.)
JOUR J300 Communications Law (3 cr.)
JOUR J410 The Media as Social Institutions (3 cr.)
JOUR J425 Supervision of School Publications (3 cr.)
Reporting and Editing (select one pair) (6 credit hours)
JOUR J341 Newspaper Reporting (3 cr.) and
JOUR J351 Newspaper Editing (3 cr.)
JOUR J342 Magazine Reporting (3 cr.) and
JOUR J352 Magazine Editing (3 cr.)
JOUR J343 Broadcast News (3 cr.) and
JOUR J353 Advanced Broadcast News (3 cr.)
JOUR J344 Photojournalism (3 cr.) and
JOUR J354 Photojournalism Editing (3 cr.)
Elective (select one) (3 credit hours)
JOUR J210 Visual Communications (3 cr.)
JOUR J463 Computer Publication Design I (3 cr.)
JOUR J210 Visual Communications (3 cr.)
JOUR J220 Visual Communications (3 cr.)
JOUR J343 Broadcast News (3 cr.)
JOUR J344 Photojournalism (3 cr.)
JOUR J354 Photojournalism Editing (3 cr.)

RESEARCH ENDORSEMENT TO SECONDARY LICENSE (Middle School/High School Program) (24 credit hours)
Required:
EDUC M469 Content Area Literacy (3 cr.)
EDUC X300 Diagnostic Teaching of Reading in the Classroom (3 cr.)
EDUC X401 Critical Reading in the Content Area (3 cr.)
EDUC X425 Practicum in Reading (6 cr.)
EDUC X470 Psycholinguistics for Teachers of Reading (3 cr.) or an advisor-approved linguistics course.
EDUC X460 Books for Reading Instruction (Adolescent Literature) (3 cr.) or
ENG L376 Adolescent Literature (3 cr.)
Electives:
Approved courses from reading, educational psychology, special education, and language-related areas.

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

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

Teaching Areas
PHYSICAL EDUCATION
Because of changes in the state license framework, the requirements for Physical Education students pursuing a teaching license are currently under review. Students are encouraged to contact Dr. Betty Jones, chair of Teacher Education in the School of Physical Education, for a current list of requirements in the teaching area.

VISUAL ARTS
The art education program is currently under review, and students are encouraged to consult with Dr. Cindy Bixler Borgmann, coordinator of Art Education in the Herron School of Art.

Professional Education and Student Teaching
The professional education and student teaching requirements for students in all-grades programs are currently under review. Students should consult an academic advisor in the School of Education for specific information.

Statement on Graduate Programs
Post-Baccalaureate Licensure Programs
Students who already hold a baccalaureate degree may apply to the Teacher Education Program in the School of Education. A formal transcript evaluation and an orientation session are required before enrollment. There is a fee for the transcript evaluation. Information and the transcript evaluation request form are available on the School of Education Web site (education.iupui.edu) or by calling Education Student Services at (317) 274-6801. Students who have earned a baccalaureate degree are expected to enroll in graduate-level sections.

Beginning Summer 2001, IUPUI will offer a field-based, post-baccalaureate program leading to an initial license to teach science in middle school and high school settings. Qualified candidates can complete the program in a 15-month period (four consecutive semesters: summer/fall/spring/summer). Applicants must have:
- earned a B.S. or B.A. degree from an accredited college or university,
- maintained a cumulative grade point average (GPA) of 3.0,
- completed a major in a field of science,
- passed all components of Praxis I or the PreProfessional Skills Test. (Note: Praxis and PPST are required by the Indiana Professional Standards Board (IPSB); IUPUI does not have authority to waive the requirement.)

Credits earned in the post-baccalaureate program can be applied toward the master’s degree. Interested individuals should contact the Director of Graduate Education.

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

IUPUI provides unique opportunities for collaborative studies (for example, education and museum studies) or interprofessional work (for example, courses that enroll students from education, nursing and social work to emphasize service integration at the school site).
Courses in this section are listed alphabetically by prefix letter and in ascending numerical order within each of the sections. Unless otherwise specified, the prefix to all courses is EDUC.

**Elementary Education**

E325 Social Studies in the Elementary Schools (3 cr.) B-I Emphasizes the development of objectives, teaching strategies, and evaluation procedures that facilitate the social learning of young children. Special attention given to concept learning, inquiry, decision making, and value analysis.

E328 Science in the Elementary Schools (3 cr.) B-I The focus of this course will be on developing teacher competencies in writing performance objectives, question-asking, evaluating, and sequencing. These competencies will reveal themselves in the preparation and development of science activities and the teaching strategies involved in presenting those activities to elementary school children.

E330 Infant Learning Environments (3 cr.) B-I P: P251 and M101 or taken concurrently. Appropriate instructional strategies to enhance infant-toddler development, caregiving skills, and knowledge of appropriate learning environments. Students will apply strategies and knowledge in providing care and educational experiences. Open to students from allied health, psychology, pediatric nursing, and social work.

E337 Classroom Learning Environments (3 cr.) B-I This course focuses on the curriculum aspects of early childhood programs designed to meet ethnic and cultural differences, and on planning, utilizing, and evaluating learning environments. Selection of materials and activities, and the acquisition of skills for using these to stimulate children’s development, are major focuses.

E338 The Early Childhood Educator (3 cr.) B-I P: E337. Includes the role of the teacher as a professional educator, including professional responsibilities, legal rights and responsibilities of teachers and students, school and community relations, and involvement in professional organizations. A major emphasis is on parent involvement and parent education.

E339 Methods of Teaching Language Arts in the Elementary School (2-3 cr.) B-I Describes the methods, materials, and techniques employed in the elementary school language arts program.

E340 Methods of Teaching Reading I (2-3 cr.) B-I Describes the methods, materials, and techniques employed in elementary school developmental reading programs.

E341 Methods of Teaching Reading II (2-3 cr.) B-I P: E339 and E340. Describes the methods, materials, and techniques employed in diagnosis and corrective instruction in elementary school reading programs.

E343 Mathematics in the Elementary Schools (1-3 cr.) B-I Emphasizes the developmental nature of the arithmetic process and its place as an effective tool in the experiences of the elementary school child.

E345 Language Arts and Mathematics for Young Children (6 cr.) Methods of developing language, cognition, reading and mathematical readiness, mathematical thinking through play, the arts, and directed experiences; design of curriculum and appropriate teaching strategies for young children.

E449 Trade Books and the Classroom Teacher (3 cr.) Emphasizes the use of trade books in language and reading in elementary classrooms.

E490 Research in Elementary Education (1-3 cr.) B-I Individual research.

E495 Workshop in Elementary Education (cr. arr.) B-I For elementary school teachers. Gives one credit hour for each week of full-time work.

**Foundations of Education**

F200 Examining Self as a Teacher (3 cr.) B-I Designed to help a student make a career decision, better conceptualize the kind of teacher the student wishes to become, and reconcile any preliminary concerns that may be hampering a personal examination of self as teacher. Students will design a major portion of their work.

F203 Topical Exploration in Education (1-3 cr.) B A one-semester course on a particular topic, established at the request of a faculty member and by the approval of the Academic Affairs Committee. Applies only as elective credit.

H340 Education and American Culture (3 cr.) B-I The present educational system: its social impact and future implications viewed in historical, philosophical, and sociological perspective.

**Special Education**

K201 Schools, Society, and Exceptionality (1-3 cr.) B-I This course is designed to provide an overview of the many complex issues related to special-education policy and practice in the United States. Content will include an introduction to the definitions and characteristics of various exceptionalities; an exploration of the options available for instructing exceptional children in public school settings; and discussion of the many important topics and issues related to planning and implementing special education in American public schools.

K305 Teaching the Exceptional Learner in the Elementary School (3 cr.) B-I 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, developing a responsive curriculum, teaching and management strategies, and teachers as persons and professionals. (Sem. I and II)

K306 Teaching Students with Special Needs in the Secondary Classrooms (3 cr.) This course includes an overview of skills and knowledge necessary for effective instruction of students with disabilities in inclusive secondary programs.

K307 Methods for Teaching Students with Special Needs (3 cr.) This course prepares future teachers to work with students with diverse abilities in...
inclusive settings. Participants learn to use learning modalities, varied rates and complexity of instruction, and making use of individual interests and preferences. Additionally, differentiating and/or individualizing instruction for all learners and developing classroom management skills are emphasized.

K490 Research in Special Education (1-3 cr.) B-I Individual research and study in special education.

K490 Topical Seminars for Special Education Dual Certification Program (3 cr.) I Seminar 1: Individuals and Families in School and Society The purpose of this seminar is to learn the perspectives of individuals with disabilities and their families regarding the impact of disabilities in their daily lives. A life-span approach will be used to discuss issues related to birth and early childhood, school-age years, and adulthood. Additional topics include labeling, legal issues, person-centered planning, and academic, social/emotional, behavioral, and environmental issues.

Seminar 2: Assessment and Instruction This seminar teaches students how to gain knowledge of formal and informal assessment techniques, how to link assessment to curriculum and instruction, and how to effectively choose, construct, deliver, and evaluate curriculum and instruction to students with diverse learning needs.

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

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

Seminar 5: Classroom Management and Behavior Support The purpose of this course is to provide students with basic knowledge and skills for (1) developing and maintaining proactive classroom environments; (2) teaching children social problem-solving and self-control skills; (3) managing and preventing school-based crisis behaviors; and (4) working with parents and other professionals.

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

K495 Laboratory/Field Experiences in Special Education (cr. arr.: max. 9) B-I P: Consent of instructor. This course provides the student a field-based, supervised experience with individuals with severe handicaps. It allows the opportunity to interact within school/work/community settings on a daily basis (three hours a day, five days a week). Specific assignments, which are mutually agreed upon among student, cooperating teacher, and practicum supervisor, are also required.

Language Education L441 Bilingual Education: Introduction (3 cr.) B-I Introduction to the development of bilingual/bicultural education in the United States and its antecedents, rationale, and theories. Comparison of existing bilingual/bicultural programs.

L442 Methods for Bilingual Teaching (3 cr.) B-I P: L441. Methods of teaching the content areas in a bilingual setting, including techniques of linguistic analysis.

L490 Research in Language Education (1-3 cr.) B-I Individual research and study in language education.

Methods M101 Laboratory/Field Experience (0-3 cr.) B-I Laboratory or field experience. Grade: S or F.

M201 Laboratory/Field Experience (0-3 cr.) B-I Laboratory or field experience for sophomores. Grade: S or F.

M300 Teaching in a Pluralistic Society (3 cr.) B-I This course is designed to introduce students to teaching as a profession. Students focus upon the "self as teacher," learning styles, cultural pluralism, and classroom teaching strategies that respond positively to the personal and ethnic diversity of the learner.

M301 Laboratory/Field Experience (0-3 cr.) B-I Laboratory or field experience for juniors. Grade: S or F.

M303 Laboratory/Field Experiences; Junior High/Middle School (0-3 cr.) B-I Laboratory or field experiences at the junior high or middle school level. (May be repeated.) Corequisite with M314, M330, or M336. Grade: S or F.

M304 Laboratory/Field Experience (0-3 cr.) B-I Laboratory or field experience. Grade: S or F.

M305 Laboratory/Field Experience (0-3 cr.) B-I Laboratory or field experience. Grade: S or F.

M306 Laboratory/Field Experience (0-3 cr.) B-I Laboratory or field experience. Grade: S or F.

M307 Laboratory/Field Experience (0-3 cr.) B-I Laboratory or field experience. Grade: S or F.

M314 (M315) General Methods for Senior High/Junior High/Middle School Teachers (3 cr.) B-I General methodology and organization; knowledge about the teaching process, including general methods, instructional media, measurement, curriculum development and organization of the senior high/junior high/middle school; and techniques to promote individualized and interdisciplinary learning.

M316 Secondary General Methods (1-4 cr.) B-I This is an introductory course in general teaching strategies for secondary schools, with an emphasis on adolescent learning and current issues in curriculum and instruction.

M317 Student Commonality and Diversity (1-3 cr.) B-I Examines the implications of diversity and the value of cultural sensitivity in education. Students will become familiar with differences in learning and communication styles on the basis of race, gender, ethnicity, religion, socioeconomic class, and language as well. They will also become familiar with multicultural education in practice, and its effects on the curriculum, classroom, and school structure.

M320 Diversity and Learning: Teaching Every Child (6 cr.) This course integrates information from education psychology and multicultural and special education to prepare students to teach children in their early childhood and middle childhood years. The content includes adolescent development, learning theory, motivation, and assessment. Students reflect critically on personal assumptions and develop attitudes and beliefs supportive of multicultural education and inclusion.

M322 Diversity and Learning: Reaching Every Adolescent (6 cr.) This course integrates information from education psychology and multicultural and special education to prepare students to teach adolescents and young adults. The content includes adolescent development, learning theory, motivation, and assessment. Students reflect critically on personal assumptions and develop attitudes and beliefs supportive of multicultural education and inclusion.

M324 Teaching About the Arts (1-3 cr.) B-I Introduction to the importance of the arts in elementary-school curriculum. Students are given a foundation of methods and materials in art and music that will enable them to integrate the arts into the general curriculum, supplement art lessons given by school art specialists, and encourage student discussion and understanding of art and music in the world today.

M330 Foundations of Art Education and Methods (3 cr.) B-I P: H340, P254, M300 and 15 credit hours of studio art courses. An introduction to art-education theory and related social issues. Supervised art teaching in elementary schools is an important part of this course.

M371 Foundations of Art Education (4 cr.) I Historical, sociological, and philosophical foundations of art education; curriculum development; individualized and interdisciplinary learning; instructing K-12 audiences; K-12 school organization; and general processes and practices of teaching art, including the creative problem-solving process, along with interpreting, understanding, and judging art. School and museum field experiences included.

M401 Laboratory/Field Experience for Seniors (0-3 cr.) B-I Laboratory or field experience. Grade: S or F.

M403 Laboratory/Field Experiences (0-3 cr.) B-I Laboratory or field experiences at the high school level. (May be repeated.) Corequisite with the required special methods course. Grade: S or F.

M411 Laboratory/Field Experience: Middle and Secondary School (1-3 cr.) B Laboratory or field experience in middle or secondary school science classes. (May be repeated.) Corequisite with M446 Methods of Teaching Senior High/Junior High/Middle School Science.
M423 Student Teaching: Early Childhood (1-16 cr.) B-I Full-time supervised student teaching for a minimum of eight weeks in a preschool identified by the university. The experience is directed by a qualified supervising teacher and has university-provided supervision. Grade: S or F.

M424 Student Teaching: Kindergarten-Primary (1-16 cr.) Full-time supervised student teaching for a minimum of eight weeks in a kindergarten or primary grade in a school accredited by the state of Indiana. The experience is directed by a qualified supervising teacher and has university-provided supervision. Grade: S or F.

M425 Student Teaching: Elementary (1-16 cr.) B-I Full-time supervised student teaching in grades 1-6 for a minimum of ten weeks in an elementary school accredited by the state of Indiana, or in an equivalent approved school out of state. The experience is directed by a qualified supervising teacher and has university-provided supervision. Grade: S or F.

Methods Courses for Subject Matter Concentrations: General Information
P: (1) junior standing; (2) 20 credit hours in the subject in which the methods course is to be taken if in the major field, 15 credit hours in the minor field; (3) admission to the Teacher Education Program; (4) a minimum grade of 2.5 in all education courses and in courses in the major and minor areas (any exceptions are noted under specific subject concentration). Students applying for student teaching must take their methods course on the campus to which they are applying. Methods courses concern problems of teaching the subject indicated, including the methods, procedures, devices, materials, and outstanding research in the field.

M442 Teaching Secondary School Social Studies (4 cr.) B-I Develops concepts and theories from social science, humanities, and education into practices of successful social studies instruction. Integrates social issues and reflective thinking skills into the social studies curriculum. Emphasis on curriculum development skills and on building a repertoire of teaching strategies appropriate for middle/secondary school learners. Includes micro-teaching laboratory.

M445 Methods of Teaching Foreign Languages (1-4 cr.) B-I Development and practice of skills and techniques for teaching foreign languages, selecting content and materials, and evaluating student and teacher performance. Micro-teaching laboratory included. This course should be taken during the semester immediately preceding student teaching. (Sem. I only)

M446 Methods of Teaching Senior High/Junior High/Middle School Science (1-5 cr.) B-I P: 35 credit hours of science. Designed for students who plan to teach biology, chemistry, earth science, general science, or physics in the junior high/middle school or secondary school. Assignments and credit will be differentiated for graduate students.

M451 Student Teaching: Junior High/Middle School (1-16 cr.) B-I Full-time supervised student teaching for a minimum of 10 weeks in a junior high or middle school accredited by the state of Indiana, or in an equivalent approved school out of state. The experience is directed by a qualified supervising teacher and has university-provided supervision. Grade: S or F.

M454 Methods of Teaching English in the Senior High/Junior High/Middle School (1-5 cr.) B-I Methods, techniques, content, and materials applicable to the teaching of English in secondary schools, junior high schools, and middle schools. Experiences provided to assess ongoing programs in public schools and to study materials appropriate for these programs.

M456 Methods of Teaching Physical Education (3 cr.) B-I P: M314 General Methods. Development and organization of teaching materials for various teaching styles found in the elementary and secondary public schools. Involves class management concepts and demonstration of teaching skills in laboratory sessions.

M457 Methods of Teaching Senior High/Junior High/Middle School Mathematics (2-4 cr.) B-I P: 30 credit hours of mathematics. Study of methodology, heuristics of problem solving, curriculum design, instructional computing, professional affiliations, and teaching of daily lessons in the domain of secondary and/or junior high/middle school mathematics. (Sem. I only)

M460 Content Area Literacy (1-3 cr.) B-I Focuses on middle, junior, and senior high school. Curriculum, methods, and materials for teaching students to read and learn more effectively in all content areas.

M470 Practicum (3-8 cr.) B-I Instructional experience under the direction of an identified supervising teacher, with university-provided supervision in the endorsement or minor area, and at the level appropriate to the area. Placement will be in an accredited school within the state of Indiana unless the integral program includes experience in an approved and accredited out-of-state site. The practicum may be full- or part-time, but in every instance the amount of credit granted will be commensurate with the amount of time spent in the instructional setting. Grade: S or F.

M472 Teaching Art in the Elementary School (3 cr.) I P: M371, HER C311. Develops understanding and appreciation of teaching, with emphasis on teaching in the elementary schools. Includes curriculum and lesson planning, organization of materials and ideas, and techniques of classroom management. To be taken concurrently with M301, which encompasses off-campus experiences in the elementary schools.

M473 Teaching Art in the Secondary Schools (3 cr.) I P: M371, HER C311. Develops understanding and appreciation of teaching, with emphasis on teaching art in the secondary schools. Includes advanced studies of curriculum and lesson planning, classroom organization, and management techniques. Must be taken concurrently with M401, which encompasses Herron Saturday School experience.

M480 Student Teaching in the Secondary School (1-16 cr.) B-I Full-time supervised student teaching for a minimum of ten weeks in a junior high/middle school or senior high school accredited by the state of Indiana, or in an equivalent approved school out of state. The experience is directed by a qualified supervising teacher and has university-approved supervision. Grade: S or F.

M482 Student Teaching: All Grades (1-16 cr.) B-I Full-time supervised student teaching in the areas of visual arts, music, physical education, special education, or school library/media services for a minimum of ten weeks at an elementary school, junior high/middle school, and/or senior high school accredited by the state of Indiana, or at an equivalent approved school out of state. The experience is directed by a qualified supervising teacher and has university-provided supervision. Grade: S or F.

M484 Teaching and Learning in the Middle School (3 cr.) Middle schools operate on unique philosophical and organizational foundations. This course will explore the design of middle schools and the ways teachers work to meet the needs of a diverse range of learners including those with specific needs. Preservice teachers will develop the skills needed to provide challenging learning opportunities to young adolescent learners.

Mathematics Education


Educational Psychology

P249 Growth and Development in Early Childhood (3 cr.) B-I Focuses on the cognitive, social, affective, and physical development of the child during the early years of life. The goal of understanding the growing child from multiple perspectives guides the study of theory and research on child development. Theoretical study is integrated with observations of, and experiences with, children in a way that increases the insights and competence of the teacher of young children. Addresses the unique developmental problems of special groups of children such as members of minority groups and children who are handicapped or economically deprived.

P251 Educational Psychology for Elementary Teachers (1-4 cr.) B-I The application of psychological concepts to school learning and teaching, using the perspective of development from childhood through preadolescence. Special attention is devoted to the needs of the handicapped.

P254 Educational Psychology for Teachers of All Grades (1-4 cr.) B-I The application of psychological concepts to school learning and teaching, using the perspective of development from childhood through adolescence. Special attention is devoted to the needs of the handicapped.

P255 Educational Psychology for Middle and Secondary School Teachers (1-4 cr.) B-I The application of psychological concepts to school learning and teaching, using the perspective of...
development from the beginning of preadolescence through adolescence. Special attention is devoted to the needs of the handicapped.

P490 Research in Educational Psychology (1-3 cr.) Individual Research.

Science Education

Q200 Introduction to Scientific Inquiry (1-3 cr.) B-I Course provides the elementary-education major with background in the science process skills needed to complete required science courses.

Q490 Research in Science Education (1-6 cr.) B-I Individual research and study in science education.

Secondary Education

S490 Research in Secondary Education (1-3 cr.) B-I Individual research.

Computer Education

W200 Using Computers in Education (1-3 cr.) B-I Required of all students pursuing teacher education. Introduction to instructional computing and educational computing literature. Hands-on experience with educational software utility packages and commonly used microcomputer hardware.

W204 Programming for Microcomputers in Education (3 cr.) B-I P: W210. Develops programming skills necessary for using a computer and for understanding computer programming as it applies to teaching. Not offered for credit if W201 and W202 have been taken.

W210 Survey of Computer-Based Education (3 cr.) B-I P: W200 or permission of instructor. The first course for the endorsement in educational computing. Proficiency in the use of application programs. Study of social, moral, and technological issues of educational computing.

W220 Technical Issues in Computer-Based Education (3 cr.) B-I P: W210. An examination of computer hardware and peripheral devices in classroom settings (e.g., networking, communications, and hypermedia). Understanding of educational applications of a programming or authoring language.

W310 Computer-Based Teaching Methods (3 cr.) B-I Integration of educational technology into the school curriculum; methods of teaching computer literacy, computing skills, and programming at K-12 levels; principles of educational software design and evaluation; staff development techniques.

W410 Practicum in Computer-Based Education (3-6 cr.) B-I The culminating experience for the computer endorsement. Either six weeks of full-time fieldwork or 12 weeks of half-time fieldwork in an educational setting that incorporates instructional computing.

W450 Research in Instructional Computing (1-3 cr.) B-I Research in instructional computing.

Reading

X400 Diagnostic Teaching of Reading in the Classroom (3 cr.) B-I Diagnosis of reading difficulties and solution to problems through research, conference, and practice in the use of materials and equipment.

X401 Critical Reading in the Content Area (3 cr.) B-I 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 from various subject matter areas.

X425 Practicum in Reading (1-6 cr.) B-I P: X400 or E339 and E340 and E341; or consent of instructor. Students will work in selected elementary and secondary classrooms to diagnose reading problems and to develop students’ reading competence.

X460 Books for Reading Instruction (3 cr.) B-I Examines the 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. (At IUPUI, the focus of this course is adolescent literature, grades 5-12.)

X470 Psycholinguistics for Teachers of Reading (1-3 cr.) B-I Explores the linguistic and cognitive dimensions of language. Discusses relationships among the systems of language and also among the various expressions of language. Always includes topics on semantics, grammar, and dialect.

X490 Research in Language Education (1-6 cr.) B-I Individual research.

School of Education

Administrative Officers and Faculty

Administrative Officers

University Dean, Gerardo M. Gonzalez, Bloomington, Education, ED 4105, (812) 856-8001

Executive Associate Dean, Khaura Murtadha, Education/Social Work Building, ES 3138A, (317) 274-6862

Associate Dean, Academic Affairs, Christine H. Leland, Education/Social Work Building, ES 3153, (317) 274-6832

Chair, Undergraduate Teacher Education, Beth Berghoff, Education/Social Work Building, ES 3127, (317) 278-1108

Chair, Graduate Education and Continuing Professional Development, Pat Rogn, Education/Social Work Building, ES 3128 (317) 274-6806

Assistant Dean, Student Services and Student Teaching, Linda Houser, Education/Social Work Building, ES 3144, (317) 274-6842

Undergraduate Recorder, Maureen Jayne, Education/Social Work Building, ES 3143, (317) 274-0614

Graduate Recorder, Dee Outlaw, Education/Social Work Building, ES 3140, (317) 274-6868

Directors of Departments and Programs

Art Education, Cindy Borgmann, Herron School of Art, Photo Lab, JD 100E, (317) 920-2450

Counseling and Counselor Education, Keith Morriss, Education/Social Work Building, ES 3111, (317) 274-6850


Educational Leadership/School Administration, see the Graduate Advisor in Education Student Services, ES 3131

Foreign Language Education, Nafis Oukada, Cavanaugh Hall, CA 501J, (317) 274-8419

Higher Education and Student Affairs, Kandace Hinton, Education/Social Work Building, ES 3161, (317) 274-6827

Language Education, Christine Leland, Education/Social Work Building, ES 3153, (317) 274-6832


Physical Education, Elizabeth Jones, Physical Education/Natatorium Building, PE 208, (317) 274-2248

Science Education, Charles Barman, Education/Social Work Building, ES 3162, (317) 274-6826

Special Education, Jeff Anderson, Education/Social Work Building, ES 3124, (317) 274-6809

All other programs, contact Beth Berghoff (317) 278-1108 or Pat Rogn (317) 274-0806

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

Faculty

Anderson, Jeff, Ph.D. (University of South Florida, Tampa, 1998), Assistant Professor (Graduate School–Associate)

Banta, Trudy, Ed.D. (University of Tennessee, 1987), Professor (Graduate School)

Barman, Charles, Ed.D. (University of Northern Colorado, 1974), Professor (Graduate School)

Barman, Natalie, M.S.T. (University of Wisconsin–Superior, 1975) Visiting Lecturer

Bedrossian, Beth, Ph.D. (Indiana University, 1995), Associate Professor (Graduate School–Associate)

Blackwell, Jacqueline, Ph.D. (University of Maryland, 1977), Associate Professor (Graduate School–Associate)
Bohnenkamp, Julie, M.S. (George Mason University, 1991), Adjunct Lecturer
Britton, Ronald B., Ed.D. (University of Missouri, 1972), Associate Professor
Chism, Nancy Van Note, Ph.D. (Ohio State University, 1984), Associate Professor (Graduate School)
Cohen, Michael R., Ph.D. (Cornell University, 1968), Professor (Graduate School)
D'Ambrosio, Beatriz, Ph.D. (Indiana University, 1987), Associate Professor (Graduate School)
Gajewski, Roberta, M.S. (Indiana University–Purdue University Indianapolis, 1974), Visiting Lecturer
Goud, Nelson H., Ph.D. (Michigan State University, 1967), Associate Professor
Held, Mary, M.S. (Syracuse University, 1994), Visiting Assistant Professor
Houser, Linda, Ph.D. (Indiana State University, 1992), Adjunct Assistant Professor
Leland, Christine H., Ed.D. (Boston University, 1986), Associate Professor (Graduate School)
Magee, Paula, Ph.D. (City University of New York, 1992), Visiting Lecturer
Medina, Monica, M.S. (Indiana University, 1979), Visiting Lecturer
Morran, Keith, Ph.D. (Indiana University, 1980), Professor (Graduate School)
Morrone, Anastasia, Ph.D. (University of Texas at Austin, 1992), Assistant Professor (Graduate School–Associate)
Murtadha, Khula, Ph.D. (Miami University, 1994), Associate Professor (Graduate School–Associate)
Ociepka, Anne, M.A. (Northeastern Illinois University), Visiting Lecturer
Osgood, Robert, Ph.D. (Claremont Graduate School, 1989), Associate Professor (Graduate School–Associate)
Preusz, Gerald C., Ed.D. (Indiana University, 1970), Associate Professor
Robison, Floyd F., Ph.D. (Indiana University, 1982), Associate Professor (Graduate School)
Rogan, Patricia M., Ph.D. (University of Wisconsin–Madison, 1987), Associate Professor (Graduate School)
Rosario, Jose, Ph.D. (University of Wisconsin–Madison, 1976), Professor (Graduate School)
Silk, David, Ph.D. (University of Maryland, 1972), Associate Professor (Graduate School–Associate)
Tempel, Eugene, Ed.D. (Indiana University, 1985), Professor
Walker, Vicki Rumford, M.Ed. (University of Louisville, 1984), Visiting Lecturer
Wilcox, Barbara L., Ph.D. (University of Illinois, 1972), Professor (Graduate School)

Faculty Emeriti
Abel, Billy, Ed.D. (Indiana University, 1970)
Arrington, J. Donald, Ed.D. (Indiana University, 1972)
Best, William P., Ph.D. (Purdue University, 1968)
Davis, Bette Joe, Ph.D. (Wayne State University, 1975)
Dehnke, Ronald E., Ed.D. (Wayne State University, 1966)
Draper, Merle R., Ed.D. (Indiana University, 1965)
Ebbert, J. Marvin, Ph.D. (Purdue University, 1964)
Gilchrist, Mary A., Ed.D. (University of Colorado, 1968)
Grigsby, Clifford E., Ed.D. (Indiana University, 1971)
Hart, Stuart N., Ph.D. (Indiana State University, 1972)
Harvin, Virginia, Ed.S. (Indiana University, 1964)
Hobbs, Philip J., Ph.D. (Purdue University, 1969)
Holland, Ruth E., Ed.D. (Indiana University, 1967)
Jarboe, Everett, Ed.D. (Indiana University, 1949)
Mannan, Golam, Ph.D. (Indiana University, 1967)
Perisho, M. Joan, M.S in Ed. (Indiana University, 1950)
Robbins, Edward L., Ed.D. (Indiana University, 1971)
Scannell, Dale, Ph.D. (University of Iowa, 1958)
Wolf, Hugh A., Ed.D. (Indiana University, 1971)