

School of Education Undergraduate Bulletin

What is a Bulletin?

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

Which Bulletin Should You Use?

Students follow the requirements included in the Bulletin published in the year they first enrolled (matriculated) as a degree-seeking student at Indiana University Bloomington. For instance, a new freshman or transfer student beginning at IUB in the summer or fall of 2022 will be held to the requirements laid out in the 2022-2023 Bulletin of the School of Education. For questions regarding which Bulletin to use, please consult the Office of Undergraduate and Teacher Education, (812) 856-8500 or edhelp@indiana.edu. The requirements outlined in the Bulletin are in effect at the time of matriculation and will remain constant throughout your time in the School, assuming you graduate within seven years.

Academic Advising

Students interested in an education program can seek information about the School of Education via email at edhelp@indiana.edu. Academic advising appointments may be scheduled through the Student Appointment Scheduler on [One.IU](#). [Academic advisors](#) are available throughout the year.

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

Student Responsibility

Students are responsible for planning their own program of study and for meeting the degree requirements for graduation. For advice fulfilling these requirements and planning a course of study, students in the School of Education are encouraged to regularly seek out academic counseling from the academic advisors. Although

academic advisors will do their best to aid students, it is ultimately each student's responsibility to plan an appropriate academic course of study and to fulfill the various degree requirements. Familiarizing themselves with the contents of this Bulletin is a crucial first step that students can and should take to ensure they know what opportunities are available to them and what requirements are expected of all students in the School of Education.

Disclaimer

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

Contact Information

[School of Education](#)
201 N. Rose Ave.
Bloomington, IN 47405
Phone: (812) 856-8500
Fax: (812) 856-8518
edhelp@indiana.edu

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

Overview

The School of Education

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

Indiana University has been training teachers since 1851 and began granting degrees in 1924. Today, Indiana University's School of Education is one of the country's most respected educational institutions for the preparation of teachers, administrators, and specialists in all areas of education. The School of Education has full equality with the other professional schools of the university and grants the degrees of Bachelor of Science in Education, Master of Science in Education, Specialist in Education, and Doctor of Education.

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

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

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

Individual and collective efforts in the School of Education at IU Bloomington continue to be focused on developing the best experiences for students. We offer exemplary educational opportunities for students to enhance the quality of educational experiences throughout Indiana, the nation, and the world.

The Six Guiding Principles of the IU School of Education

Our collective commitment to the development of exemplary teacher education programs is unwavering. Central to our deliberations about the direction of teacher education has been the adoption and enactment in all our teacher education programs of a set of six principles that define, in comprehensive ways, our conceptual framework for teacher education. The six principles are shared below.

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

Accreditation

The School of Education is accredited by the [Council for the Accreditation of Educator Preparation](#) (CAEP) and by the [Higher Learning Commission](#). In addition, the Indiana Department of Education and State Board of Education have approved all teacher education programs offered through Indiana University Bloomington.

Financial Aid

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

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

School of Education Scholarships

The School of Education manages a variety of scholarships as part of its endowment. Current education students, or students within the University Division with the intention of becoming an education major, are eligible to [apply](#). Students are notified when the application opens and of the deadline which is typically April 1. By completing the scholarship application, students are considered for more than 50 scholarship opportunities for the following academic year. Scholarships are competitive and awarded based on merit and competitive application.

Students with Disabilities

Students with learning disabilities, hearing impairments, speech impairments, or other disabilities that may affect their ability to fulfill a requirement of the school should contact [Disability Services for Students](#) prior to registering. Program requirements will not be waived for students with disabilities; however, some modifications may be made within specific courses. Students seeking such modifications should do so early in their academic career to ensure timely progress to degree completion.

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

Access to Educational Opportunities

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

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

Indiana University shall take affirmative action, positive and extraordinary, to overcome the discriminatory effects of traditional policies and procedures with regard to the disabled, minorities, women, and veterans.

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

Organization

Administration

- Interim Dean: Anastasia Morrone
- Executive Associate Dean: Vasti Torres
- Associate Dean of Graduate Studies: Sarah Lubienski

- Associate Dean of Research: Gayle Buck
- Associate Dean of Teacher Education: Jeffrey Anderson
- Assistant Dean of Teacher Education: Jill D. Shedd
- Assistant Dean for Diversity, Equity and Inclusion: Carl Darnell
- Executive Director of Development and Alumni Relations: Mary Dwyer
- Director of Business Affairs and Budget: Deborah Ferguson
- Director of Development: Natalie Kubat
- Director of Education Technology Services: Jesse Oakes
- Director of Human Resources: Donna Stevens
- Director of Instructional Consulting: Rod Myers
- Director of Marketing and Communications: Scott Witzke

Departments

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

Offices

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

Academic Programs

The School of Education offers over 40 degree, minor, license additions and area certificate programs at the undergraduate level. Many programs - with a little planning - can be combined with other programs to allow for dual teaching licenses, multiple minors or any number of other options. All programs require 120 credits, except Elementary/Exceptional Needs (124+ credits).

Generally, each program requires coursework that addresses:

- the General Education requirements for the Bloomington campus,
- the programs respective content area, and
- the respective program's professional education requirements.

Courses used to satisfy general education requirements also may be applied to fulfill requirements for content area and/or subject matter specialty study. In such cases, the course may be used to meet all requirements to which it will apply, but the credit hours may be counted only once toward the total credit hours needed for a degree.

Indiana University Bloomington offers the following programs. For specific course requirements each program, click [here](#).

Elementary Education Programs

- Early Childhood Education: Pre-K, K-3

- Elementary (Theory into Practice): K-6
- Elementary/Special Education (Teaching All Learners): K-6 and Mild Intervention

Secondary Education Programs

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

Secondary Content Fields

- Journalism
- Language Arts/English
- Mathematics
- Science: Chemistry, Earth/Space Science, Life Science/Biology and Physics
- Social Studies: Historical Perspectives
- Special Education: Mild Intervention (CoT only)

All-grades Education Programs

- Music Education
- Visual Art
- World Languages

License Addition Programs

(Additions can be added to primary license area)

- Blended and Online Teaching
- Computer Science
- English as a Second Language
- Journalism
- Middle Grades Mathematics
- Reading
- Theatre (Secondary only)

Non-Teaching Programs

- Counseling Psychology
- Higher Education and Student Affairs
- Bachelor of Science/Master of Science in Secondary Education

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

- Child and Adolescent Mental Health
- Community Visual Arts Education
- Counseling
- Education Policy (Offered by O'Neill School of Public and Environmental Affairs)
- Educational Studies
- International and Comparative Education

Certificate Programs

- Higher Education and Student Affairs

Early Childhood Education Program

The undergraduate program in [early childhood education](#) is a four-year sequence of courses that prepares individuals to teach in infant/toddler and preschool programs, to teach in kindergarten through grade 3 classrooms, and to work in other settings that employ early childhood professionals. The course of study incorporates four years of coursework, including two years of general education and two years of professional education. It is premised on the belief that students should

engage in an exploration of literacy and diversity through inquiry and reflection. Literacy involves mastering a variety of symbol systems in which meaning is created and shared with others: reading, writing, art, mathematics, music, science, and others. The program enables students to acquire competence in these areas and the pedagogical expertise necessary to nurture growth and development in all young children.

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

Students usually apply to the Early Childhood Education program in their sophomore year. Admission applications are due March 1 for the fall semester start of authorized professional education coursework. Students will be admitted in and progress through their course work in a cohort with others who have begun at the same time. The small size of the program is designed to enhance a sense of community among students, core faculty, and practicing professionals. Practitioners from a variety of early childhood settings will be involved in the teaching of courses and the design of field experiences, thereby fostering community among those inside and outside the university.

The Early Childhood Education Program requires 39-43 credits of content courses and 78 credits of professional education coursework, for a total of 120 credits. The program offers two tracks for students to select from: Teaching All Young Learners (TAYL) and Early Childhood Care and Education Leaders (ECCEL). In the TAYL track students complete work for the BSED and prepare to apply for the Indiana Early Childhood Generalist Teaching License (preschool through grade 3). Students will develop knowledge, skills, and dispositions to work with typically and exceptionally developing young children and their families from 0 to 8-years (infants through 3rd graders) in child care, Early Head Start, Head Start, Title 1 preschools, elementary schools, and other community settings. The ECCEL track is a non-licenseure track. Students complete work for the BSED as they develop knowledge, skills, and dispositions for multiple roles in ECE as teachers and leaders that care for, educate, and/or provide services to young children and families 0-5 years including as: preschool teachers, preschool directors, home child care providers, family support specialists, early interventionists, and specialists for agencies and community groups that serve young children, families, and those working with them.

Information concerning program and course requirements can be obtained by visiting the [Undergraduate Portal Program Sheets webpage](#).

Elementary Education/Exceptional Needs (Teaching All Learners) Program

The goal of the [Teaching All Learners \(TAL\) Program](#) is to prepare undergraduate teacher candidates with knowledge of effective strategies and curricula associated with teaching in classrooms with students who have

a wide range of developmental levels and abilities. Graduates of this program will be prepared to work as consultant teachers, as co-teachers in inclusive settings, as teachers in self-contained classrooms for students with exceptional needs, and as general elementary education teachers. Successful completion of this program will result in dual license recommendation for K-6 Elementary (both Primary and Intermediate) and K-6 Exceptional Needs.

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

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

The Teaching All Learners program requires 39-43 credits of content coursework and 85 credits of professional education coursework, for a total of at least 124 credits. The professional education incorporates courses in special education methods and strategies as well as basic teaching strategies appropriate to the elementary classroom. Application to the program is earlier than most programs; applications are due October 1 of the sophomore year, and professional courses begin that spring. The authorized professional courses in the program begin in the spring of the sophomore year. Although there is some flexibility, by the junior year most general education requirements should be completed.

Information concerning program and course requirements can be obtained by visiting the [Undergraduate Portal Program Sheets webpage](#).

Elementary Education (Theory into Practice) Program

The [Elementary Education \(Theory into Practice\) Program](#) is a four-year program for students who want to teach children in kindergarten through grade six. The TIP program emphasizes the application of theory and research to the day-to-day world of elementary teachers in a wide range of schools. Courses and field experiences focus on helping teacher candidates develop the entry-level skills and knowledge needed to employ the current and emerging diagnostic and instructional tools that are used in a majority of elementary schools and that will allow them to successfully teach students with a diverse set of abilities. Through their subject concentration area, candidates gain in-depth experience in the subject of their choice—such as math, science, language arts, social studies, or fine arts.

Program experiences are designed to help emerging teachers to identify knowledge that is worthwhile for elementary students and to design and teach lessons constructed around such knowledge. As a whole, program experiences provide for a close fit between course work and field experiences, with the goal of providing students

with many opportunities to apply and reflect upon what they are learning.

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

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

This program requires 39-43 credits of content coursework, a minimum of 9 additional credits in an area of concentration, minor inside or outside the School of Education, or license addition, and 71 credits of professional education coursework, for a total of 120 credits.

The area of concentration, minor, or license addition requirement is designed to provide the prospective elementary teacher with in-depth knowledge in one school-related curriculum subject. All courses in the area of concentration or license addition must be completed with a grade of C or better and an average minimum GPA of 2.5. Students should consult an academic advisor to plan an approved sequence to fulfill the area of concentration, minor, or license addition requirement. Academic minors require a C or better in each course and an average minimum GPA of 2.0.

Information concerning program and course requirements can be obtained by visiting the [Undergraduate Portal Program Sheets webpage](#).

Secondary Education Programs

The [Secondary Education Programs](#) lead to a Bachelor of Science in Education: Secondary Education in specific content fields.

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

The Bloomington campus offers two secondary programs:

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

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

- Journalism
- Language Arts/English
- Mathematics
- Science/Life Science (Biology)
- Science/Chemistry
- Science/Earth-Space
- Science/Physics
- Social Studies/Historical Perspectives
- Special Education: Exceptional Needs - Mild Intervention

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

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

- **The Seminar:** The central requirement of the CoT program is a seminar (EDUC-S 400) that is conducted each semester by the same faculty member. Each seminar group includes students from different majors ranging from beginners through student teachers. Each semester, the seminar's focus is determined by the students and the seminar leader; and under the umbrella of the seminar, each student organizes and carries out an individualized program of preparation. The seminar replaces nine of the professional education courses of the anchor program: EDUC-A 308, EDUC-H 205/340, EDUC-K 306, EDUC-M 300, EDUC-P 312, EDUC-P 313, W200 and the first special methods course; as well as all fieldwork courses associated with the program. Completion of any of the courses can be counted as progress toward the completion of the CoT program.
- **The Apprenticeship:** CoT students spend one day a week in a school, working with a teacher of their choice who has consented to be a mentor. The mentor relationship continues throughout students' professional preparations, including student teaching.
- **The Portfolio:** The activities of the mentor relationship are guided by a list of 16 Program Expectations that students satisfy by building evidence of their teaching capabilities. The evidence is organized in a portfolio that supports the case students must make to the faculty of their readiness to enter the profession.

Information concerning program and course requirements can be obtained by visiting the [Undergraduate Portal Program Sheets webpage](#).

All-grades Education Programs

The All-grades programs in music education, visual arts, and world language education lead to a Bachelor of Science degree in those content fields. The Jacobs School of Music offers the degree program in that respective field. Detailed information and advising about that particular programs is provided by Jacob School of Music.

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

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

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

Information concerning program and course requirements can be obtained by visiting the [Undergraduate Portal Program Sheets webpage](#).

License Additions

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

- [Blended and Online Teaching License Addition](#): Blended and online learning are now viable alternatives in K12 education. Whether as a family's choice for full-time learning, or implemented periodically by districts and schools, online and blended learning are here to stay. Equip yourself with the knowledge and skills to teach effectively in both face-to-face and virtual spaces. Be one of the first to graduate with this impressive credential for your resume by completing these four classes. This can be an elementary area of concentration or an add-on for any license.
- [Computer Science License Addition](#): As a teacher with a Computer Science License you will be qualified to: serve as a technology resource person, coordinator or facilitator in local schools and school corporations; manage a school's technology resources, computer labs and equipment; teach computing courses (computer applications, web design, computer programming) in Indiana secondary schools; and enhance your marketability in the job market by demonstrating additional

knowledge and experience related to technology integration in your classroom.

- [English as a New Language License Addition](#): A license addition in English as a New Language (ENL) will prepare teachers to work with students of different linguistic and cultural backgrounds in the classroom. Candidates must demonstrate oral proficiency in English as well as competence in a world language equivalent to two semesters of university world language or two years of high school world language.
- [Journalism License Addition](#): This license addition is available to students completing a Secondary or All-grades settings primary license. The journalism addition prepares students to supervise student media publications.
- [Mathematics Middle Grades License Addition](#): This program is available to students who are interested in teaching mathematics in departmentalized middle schools.
- [Reading License Addition](#): Students interested in specializing in reading instruction may add this to their primary license program. The program features linguistics, professional roles, methods, and a practicum.
- [Theatre License Addition](#): Secondary license students can add the theatre license addition to their program in order to teach theatre arts.

Information concerning program and course requirements can be obtained by visiting the [Undergraduate Portal Program Sheets webpage](#).

Counseling Psychology Program

The is well-suited for those students who envision careers in mental health, social service and other settings where their skills will facilitate the well-being of others. Graduates from this track will be suited for entry-level jobs in the Community and Social Service Occupations. While they will not be independent practitioners, they would be able to be in entry-level positions under the supervision of licensed practitioners on interdisciplinary teams in mental health settings.

This degree is also good preparation for those that intend to pursue graduate study in mental health helping fields (e.g., counseling psychology, clinical psychology, social work, nursing).

For careers as a licensed counselor, bachelor's degree recipients would need to subsequently pursue at least an accredited master's degree in a clinical counseling field.

Information concerning program and course requirements can be obtained by visiting the [Undergraduate Portal's Program Sheets webpage](#).

Higher Education and Student Affairs Program

Students who select the will gain the knowledge and skills necessary to transition into a variety of entry-level positions on college campuses. Positions will typically focus on working directly with undergraduate college students, including academic advising, student organization advising, leadership education, orientation, and residential programs and services.

Graduates of the program can subsequently pursue a master's degree in the field to advance professionally from entry level positions.

Information concerning program and course requirements can be obtained by visiting the [Undergraduate Portal's Program Sheets webpage](#).

B.S. Ed. / M.S. Ed. Secondary Education Program

In an effort to address the shortage of Indiana high school teachers in certain subjects, the College of Arts and Sciences, in conjunction with the School of Education, offers an accelerated five-year program in which students can obtain a B.S. from the College and an M.S.Ed. in Secondary Education and also complete all requirements for State licensure in Secondary Education. Under this program, students complete all of the coursework required for the B.S. major by their eighth semester at IU. Beginning in their eighth semester and then continuing in the summer after their fourth year and in a fifth year of study, students complete all of the requirements for the M.S.Ed. in Secondary Education with licensure.

This accelerated program is approved only for the standard B.S. degree.

Students must apply and earn admittance to the School of Education's Secondary Transition to Teaching and the Master of Science in Education programs during the fall semester of their senior year. After they have completed a minimum of 90 credit hours in the College of Arts and Sciences and satisfied the Foundations, Intensive Writing, Foreign Language, Breadth of Inquiry, and major concentration requirements for the B.S., students may apply up to 30 credit hours earned in the School of Education as College electives. The requirements for the B.S. must be completed before student teaching begins in the final spring semester of the five-year program. The two degrees (B.S. and M.S.Ed. in Secondary Education) are awarded simultaneously.

Students considering this degree should seek advising from both the College Department and the School of Education. Also, students are advised to check with the Office of Financial Aid (through Student Central on Union) on the effect that the transition to graduate status may have on existing undergraduate funding.

Information concerning program and course requirements can be obtained by visiting the [Undergraduate Portal's Program Sheets webpage](#).

Academic Minor and Certificate Programs

Minors

[Child and Adolescent Mental Health Minor](#): With the number of mental health issues in children and adolescents increasing every year, there is a need for a comprehensive, practical course of study that guides professionals through the complexities of child and adolescent mental health and addresses the burgeoning problem of unresolved mental health concerns among children and youth.

[Community Visual Art Education Minor](#): The Community Arts Education Minor is designed for undergraduates to enhance their qualifications as they seek employment in recreation centers, community arts centers, museums,

after school, adult or early child care settings, continuing education, therapeutic or remedial settings, or a very wide range of other community-based sites in which participants may experience and learn about the arts. The selection of courses in the minor will introduce theory, issues, and pedagogical strategies related to arts education for children, youth, and adult learners. In addition, the courses provide numerous opportunities to learn in context through field and practical experiences. [Counseling Minor](#): This minor is designed for students interested in exploring the counseling role across many disciplines and focusing on interpersonal communication, advanced listening skills, empathetic understanding of alternate perspectives, and providing assistance in personal and social change. This program is open to all undergraduate students.

[Education Policy Minor](#): The O'Neil School of Public and Environmental Affairs, in coordination with the School of Education, offers an undergraduate minor in policy that explores management and organizational behavior, budgeting, program evaluation, and policy analysis.

[Educational Studies Minor](#): This minor is designed for students who are exploring education as a potential major field of study, student development, or learning theory but do not want a teaching license. The program requires course work in the foundations, educational psychology, and electives in the education field of interest. This program is not available to Education majors.

[International and Comparative Education Minor](#): This minor is designed for undergraduates who want to explore and compare how education works around the globe, both inside and outside schools. This minor will introduce students to an interdisciplinary field that blends the best of the liberal arts and professional practice.

Certificates

[Higher Education and Student Affairs Certificate](#): This certificate is designed for students who are interested in exploring the role of student affairs in higher education. The program has an emphasis on the essential knowledge, intellectual competencies and practical skills necessary to work within a higher education setting.

Information concerning program and course requirements can be obtained by visiting the [Undergraduate Portal Program Sheets webpage](#).

Degree Requirements

Admission

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

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

For students pursuing a degree in Counseling Psychology or Higher Education and Student Affairs, certification into the School of Education is all that needs to take place. No application to a program is required.

Certification to the School of Education

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

Direct Admit Scholars

A number of highly qualified incoming freshman will be invited for direct admission into the School of Education. Direct Admit Scholars receive the following opportunities:

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

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

- You apply for admission to [IU Bloomington by November 1](#)
- On your application for admission, you list education as your intended major
- You have a cumulative grade point average 3.5 or higher on a 4.0 scales. Weighted GPs will be converted to a 4.0 scale

If you choose to apply to IU without ACT/SAT scores under the [test-optional guidelines](#) you will be reviewed on other aspects of your application, including performance in academic coursework, quality of application essay(s), and additional activities and achievements.

Certification from University Division or Other Academic Units

Students should meet with an education advisor, who can provide guidance in meeting certification requirements. These requirements include:

- An overall IU grade point average (GPA) of 2.5 or higher;
- 30 credit hours of college level coursework completed; and
- Completion of EDUC-G 203: Communication for Youth Serving Professionals, with a grade of C or better.

Admission to the Teacher Education Program (TEP)

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

Students should [submit an online application](#) by October 1 to start authorized professional education courses during the spring semester or March 1 to start authorized professional education courses during the fall semester.

Program-specific Admission Requirements

- Elementary (Early Childhood Education; Elementary; Elementary/Exceptional Needs)
- Music Education
- Secondary Education
- Secondary Community of Teachers
- Visual Arts
- World Languages

Elementary (Grades P-3 and K-6)

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

- EDUC-G 203
- EDUC-N 101
- General Education Math Modeling course or EDUC-N 103
- EDUC-Q 200
- BIOL-Q 201 or EAS-E 105 or EDUC-Q 205
- EDUC-P 251 and M 101 (Elementary and Elementary/Exceptional Needs Only)
- EDUC-P 248 (Early Childhood and Elementary Only)
- EDUC-K 205 (Elementary/Exceptional Needs Only)
- EDUC-W 200.

Secondary (Grades 5-12)

Applicants must have a 2.50 IU GPA overall and in the content area (except 2.0 in mathematics) and have completed or be enrolled in the following coursework:

- EDUC-G 203
- EDUC-M 300
- EDUC-P 312
- EDUC-P 313
- EDUC-W 200
- 21 credits in the content area (15 completed and a maximum of 6 in progress)

Secondary Community of Teachers (CoT) (Grades 5-12)

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

Visual Arts (Grades P-12)

Applicants must have a 2.50 IU GPA overall and in the content area and have completed or be enrolled in the following coursework:

- EDUC-G 203
- EDUC-M 130
- EDUC-M 300
- EDUC-P 254 and EDUC-M 201
- EDUC-W 200
- 21 credits in fine arts (15 completed and a maximum of 6 in progress)

World Languages (Grades P-12)

Applicants must have a 2.50 IU GPA overall and in the content area and have completed or be enrolled in the following coursework:

- EDUC-G 203
- EDUC-M 300
- EDUC-P 254 and EDUC-M 201
- EDUC-W 200
- 21 credits in a selected language (15 completed and a maximum of 6 in progress)

Music Education (Grades P-12)

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

Program Application Deadlines

Counseling and Student Services: No deadline

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

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

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

Music Education: Applications are due October 1 for spring or March 1 for fall semester starts.

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

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

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

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

Transfer Students

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

Students can transfer easily from one campus of Indiana University to another and continue their studies as degree candidates (Intercampus Transfer). Credits are evaluated on a course-by-course basis, but students generally find

that most courses transfer because of the similarity of coursework on the regional campuses. Intercampus Transfer students from other IU campuses will enter University Division first. Upon meeting the certification requirements noted earlier, they will be certified into the School of Education.

Transferring students should note:

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

Transfers from other Colleges and Universities

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

These are the minimum requirements to transfer to IU Bloomington. In most cases, admitted students exceed these standards.

We pay particular attention to grade trends, your cumulative and most recent term grade point averages (GPA), and the breadth and depth of your previous college program. It's also important that you have maintained good standing with your previous institution.

Grade trends

If you have grades that are consistently above average, or show steady improvement in a challenging academic program, your application will likely be competitive for admission. If your transcript shows declining grades, grades below C in the most recent term, or a less demanding academic program, we may ask you to take additional coursework to demonstrate your readiness to be successful at IU and reapply for admission for a future term.

Cumulative grade point average (GPA)

- Indiana residents should have a minimum college cumulative GPA of 2.3 on a 4.0-point scale before applying to IU Bloomington.
- Nonresidents should have a minimum college cumulative GPA of 2.5.

Because of the competitive nature of our applicant pool, few transfers (Indiana residents and nonresidents) are admitted with a GPA below 2.5. Additionally, no GPA in itself will guarantee admission.

High school record

If you have completed fewer than 26 semester hours (or 39 quarter hours) of college coursework, your high school transcript will be reviewed as part of the admissions process. In general, if your high school record does not meet IU's freshman admission standards, you will not be considered for admission as a transfer student until you have completed at least 26 semester hours (or 39

quarter hours) of transferable academic work at another institution.

SAT/ACT scores are not required for transfer students. However, you may submit test scores if you would like to have them considered as a part of your admissions review.

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

TSAP (Transfer Single Articulation Pathway)

Transfer students who are admitted to Indiana University Bloomington as [Transfer Single Articulation Pathway](#) (TSAP) students from Ivy Tech Community College (ITCC) or Vincennes University (VU) in Early Childhood, Elementary Education, Secondary Biology/Life Science or Secondary Mathematics will have the opportunity to earn a Bachelor of Science in Education in either Early Childhood Education, Elementary Education or Secondary Education, respectively.

Minimum Admission Requirements for the TSAP in Elementary Education at IU Bloomington

1. Official student transcript verifying completion of the TSAP in Elementary Education and the STGEC at ITCC or VU must be received by the IU Bloomington Office of Admissions prior to July 1 for Fall term admission. A candidate for Spring admission can be reviewed and conditionally admitted to the program with verification from Ivy Tech, by December 15, that the student has met or is on track to meet all admission requirements by the end of December. The student's admission will be considered conditional and enrollment for future terms will be prohibited until the official transcript confirming completion of TSAP and STGEC milestones has been received from Ivy Tech.
2. Minimum cumulative GPA of 2.5 at ITCC or VU.
3. No grade lower than a C in courses required as part of the Elementary Education TSAP at ITCC or VU.

Students may be admitted as IUB Elementary Education TSAP students for the Fall or Spring term only.

The deadline for application to the IUB Elementary Education TSAP program is June 1 for the Fall term and November 1 for Spring term admission.

Students must also meet all campus requirements for admission to Indiana University Bloomington. Admission to IU is selective, and we base our admission decisions on an overall evaluation of applicants' merits, strengths, and weaknesses. An applicant should demonstrate a combination of academic preparation, achievements, abilities, motivation, and maturity that promises success in Indiana University's academic programs. Simply meeting the published minimum requirements for a TSAP program does not guarantee admission to that program.

Minimum Admission Requirements for the TSAP in Early Childhood Education, Secondary Education: Life Science Biology, Secondary Education: Mathematics at IU Bloomington

1. Official student transcript verifying completion of the TSAP in Early Childhood Education or Secondary Education and the STGEC at ITCC or VU must be received by the IU Bloomington Office of Admissions prior to July 1.
2. Minimum cumulative GPA of 2.5 at ITCC or VU.
3. No grade lower than a C in courses required as part of the Early Childhood Education or Secondary Education TSAP at ITCC or VU.

Students may be admitted as IUB Early Childhood Education or Secondary Education TSAP students for the Fall term only.

The deadline for application to the IUB Early Childhood Education or Secondary Education TSAP program is June 1.

Students must also meet all campus requirements for admission to Indiana University Bloomington. Admission to IU is selective, and we base our admission decisions on an overall evaluation of applicants' merits, strengths, and weaknesses. An applicant should demonstrate a combination of academic preparation, achievements, abilities, motivation, and maturity that promises success in Indiana University's academic programs. Simply meeting the published minimum requirements for a TSAP program does not guarantee admission to that program.

B.S. Education Degree Requirements

Certification Criteria:

Currently, freshmen are "admitted" first to University Division. Once meeting specific School criteria, students certify into the respective School. Presently, the certification criteria into the School of Education include:

- Completion of 30 credit hours;
- Overall 2.5 IU GPA; and
- Successful completion (C or better grade) of EDUC-G 203: Communication for Youth Serving Professionals.

Overall Degree Elements:

- Minimum of 120 credit hours to complete the degree.
- School of Education Credit Hours: minimum of 75% (90) credit hours must be earned in School of Education coursework.
- Upper Division Credit Hours: Minimum of 40% (48) credit hours must be at the 300-400 level.
- Residency: Minimum of 30 of the last 60 credit hours must be completed in courses taken through the Indiana University Bloomington campus or an IU-administered or IU co-sponsored Overseas Study program.
- Minimum overall IU GPA of 2.5 to earn the degree.

General Education Requirements: (includes both campus and current School of Education requirements)

1. English Composition: One approved course.
2. Mathematical Modeling: One approved course.

3. Arts & Humanities: 6 credit hours of approved courses.
4. Social & Historical Studies: 6 credit hours of approved courses.
5. Natural & Mathematical Sciences: 6 credit hours of approved courses (3 credit hours of which must be a natural science course).
6. World Languages & Cultures: Three options to choose from including foreign language study, 6 credit hours of approved world culture courses or an approved study abroad program.
 1. Global Gateway Overseas opportunity meets the requirements for World Language and Cultures. Coursework must be successfully completed to count.
7. Shared Goals
 1. Intensive Writing: One approved course (EDUC-H 205 or EDUC-H 340).
 2. Information Fluency: One approved course (EDUC-W 200).
 3. Diversity in the United States: One approved course (EDUC-E 300 or EDUC-M 300).
 4. Enriching Education Experiences: One approved course (EDUC-G 203).

Major Requirements:

- A minimum of 48 credit hours are required in the major, though some majors may require more.
- A minimum of 75% of the major credit hours must be completed at the 300-400 level.
- A grade of C or higher is required for a course to count toward a requirement in the professional education.
- An IU GPA of at least 2.5 for all courses taken in the major, including those where a grade lower than a C- is earned, is required.
- Exceptions to major requirements may be made with the approval of the respective School committee, subject to final approval by the School of Education.

Additional Considerations:

Non-Education Minor Courses: Education students are encouraged to pursue academic minors outside of the School of Education to explore their interests and round out their college experiences. Education academic advisors can help students evaluate how outside minors can add value to their degree.

Professional Education Requirements

Professional education courses are designed to provide students the opportunity to engage with and apply theory- and research-based principles specific to the field of education. These courses include “non-authorized” courses, which may be taken at any point in a student’s academic career, including before certification into the School of Education; and “authorized” courses, which may be taken only after admission into the Teacher Education Programs. Admitted students begin authorized courses the semester following their admission to the Teacher Education Program. All authorized courses must be taken in prescribed blocks and must be successfully completed in sequence. Successful completion of all courses with a

grade of C or better in a block is a prerequisite for the next set of courses and for student teaching.

Content Requirements

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

Early Field Experience Requirements

Students seeking Indiana licensure in teacher education are required to complete field experiences in which they observe and participate in classrooms and youth-serving agencies. These activities are offered as co-requisites to other professional education courses. Most sites are within a 60 mile radius and closer to Bloomington, and several visits are required each semester. Students who anticipate difficulty in finding transportation to field sites should work with the Office of Clinical Experiences (ED 1000) to make arrangements, including but not limited to carpooling. A fee is assessed in connection with these field experiences.

All sites require a criminal history check that students purchase to be allowed to participate. Placement sites may deny a field placement or student teaching assignment based on a misdemeanor or felony conviction. Individual school sites may require proof of a recent physical exam, TB test, drug test, and first aid/CPR training before participating in field placements and student teaching.

Some school corporations (such as Indianapolis Public Schools) require an additional criminal history check from a specific vendor (and want updates every 6 months) which may result in the need to purchase additional checks for placements in those districts prior to the student’s field experience or student teaching.

Criminal History Check procedures evolve continually at both the state and local/school corporation levels. The student should expect to be required to purchase criminal history checks for employment and throughout their teaching career. Criminal records may have an adverse effect on a student’s ability to obtain employment and the state will hold a hearing to permanently revoke the license of individuals who have specific convictions--see Indiana Code 20-28-5-8.

For more information about early field experiences, refer to the [Field Experience webpage](#).

Student Teaching Requirements

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

program like the Elementary Special Education: Teaching All Learners (TAL) program will be required to complete two semesters of student teaching in each of the initial certification areas (elementary generalist and elementary mild intervention).

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

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

Most placements are made in the public and private school—elementary, middle, junior high and senior high—statewide for students on the Bloomington campus. In-state students are encouraged to student teach in their home town region in the school corporations on the list in which Indiana University Bloomington has a working relationship as placements fill up in the local area quickly. Students may not do their student teaching in the school in which a relative is employed.

Requests by candidates to student teach outside of Indiana (except as part of Global Gateway for Teachers) will be approved only in exceptional circumstances (e.g., family illness) and the decision must be approved by both the candidate's program area faculty and the Academic Standards Committee (ASC). When submitting an appeal to the ASC, the documentation must include written verification from the program area faculty indicating their support.

Students also have the option of student teaching in approved locations through the [Global Gateway for Teachers](#), including the Navajo Nation, Urban and the Overseas Programs. These types of placements require specialized preparatory study and onsite assignments to complement the school and community immersion experiences.

Teacher candidates are required to complete a teacher performance assessment (edTPA) during student teaching. For additional information about edTPA, email stuteach@indiana.edu.

The Application Process

Student teaching begins with a mandatory Canvas course with student teaching information, quizzes and information for the application process. Student teaching or practicums will be completed through IUB, unless an exception is granted by the appropriate authority.

Students are required to provide a criminal history check to the school districts before participating in student teaching. An initial background check is required with the

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

Eligibility for Student Teaching and Practicum Require the Following:

1. Unconditional admission to the Teacher Education Program.
2. Senior status in the university, or be within two semesters and one summer session of graduation. (In no case should a student have completed fewer than 90 credit hours prior to the semester in which the student teaching and/or practicum is to be done.)
3. Have a minimum overall GPA of 2.5 at Indiana University.
4. Submit all required materials for student teaching or practicum as soon as possible before expected start date of placement.
5. Students may add up to one additional year between the completion of the last block and student teaching.
6. For the secondary and all-grades programs, students must complete at least three-fourths (75%) of the number of credit hours in the content. For early childhood and elementary content areas of Language Arts, Fine Arts, Math, Science and Social Studies combined, there cannot be more than one (1) course missing from a content area. (Note: For the elementary education program, this includes the elementary Area of Concentration or non-teaching academic minor.) For example, a student cannot be missing a Social Studies World Civilization and Social Studies Elective course. In addition, there cannot be more than two (2) content classes overall missing.
7. Complete all professional education courses, including required laboratory field experience courses, and have attained a minimum GPA of 2.5 in all professional education courses. A minimum grade of C must be attained in each professional education course.
8. If earning a license addition, all courses must be completed, including required laboratory field experience courses with a minimum GPA of 2.5 in the license addition area. A minimum grade of C is required in each license addition course.
9. Elementary, early childhood and elementary/exceptional needs majors must have a minimum overall GPA of 2.0 in content area for each of the following: Language Arts, Fine Arts, Mathematics, Science, and Social Studies.
10. Elementary majors must have a minimum GPA of 2.5 in the area of concentration, or license addition and no grades lower than a C.
11. School of Education academic minors require a minimum GPA of 2.0 and no grade lower than a C.
12. Secondary and all-grades settings programs may have C- grades in the content area(s).

13. Secondary or all school settings programs require a minimum GPA of 2.5 in each content area (Exception: Mathematics which requires a 2.0 GPA).
14. Show proficiency in the area(s) in which the student teaching or practicum is to be done. This requires a school, department, project, or program recommendation; and may also include passing a required qualifying examination (i.e., World Language) or meeting other requirements established by the respective school, department, project, or program that has been approved.
15. Students may not enroll in other classes while completing student teaching. (Exception: EDUC-M 202: Job Search Strategies for Educators)
16. Transfer students must be enrolled at least one semester or summer in education courses on the Bloomington campus before student teaching and have taken all authorized professional education courses through Indiana University.
17. Students found ineligible for student teaching or a practicum may appeal this decision. At Bloomington, students should follow the appeals processes described in the [Undergraduate Student Portal](#) section of the School of Education website under Academic Policy and Procedure Appeals.

Second Bachelor's Degree Requirements

You are eligible to pursue a second degree if you:

- Have been admitted to a degree granting school at IUB before applying for a concurrent second degree.
- Have certified into the School of Education and the school you are pursuing the other degree through.
- Have earned at least a 2.50 Cumulative Grade Point Average (CGPA) in the School of Education.
- Have earned at least a 2.50 GPA in the content/major of the education degree and the required GPA in the content/major of the second degree if it is outside the School of Education.
- Be in good academic standing according to School of Education policy.

Certain degree combinations are prohibited:

- You may not pursue a second degree that is the same as the content area of the education major (i.e., B.S. in Education: World Language: Spanish Education major and a B.A. or B.S. from the College of Arts and Sciences in Spanish)
- You may not simultaneously pursue degrees at the undergraduate and graduate levels or enter graduate status while pursuing a second undergraduate degree (exception: B.S. / M.S.Ed. in Secondary Education).

In order to earn a second degree, you must successfully complete all second degree requirements:

- You must complete all requirements associated with your second degree as they are outlined in that school's Bulletin that corresponds with your requirement term.
- The academic department offering the second degree will determine how many credit hours from the education degree may count towards the second degree.

- The requirement term for the second degree will be your IU Bloomington matriculation date unless the second degree major was not established until after your matriculation date, in which case the requirement term for the second degree will be the first term in which it was offered.
- If you drop the first degree and still want to graduate with a bachelor's degree awarded by the School of Education, you must complete all requirements associated with the School's degree as they are outlined in the School of Education Bulletin that corresponds with your requirement term.
- You must submit a separate graduation application for each degree; this is the mechanism for ensuring that all degrees are awarded at the same time. You must graduate with all undergraduate degrees simultaneously.

Academic Minor and Certificate Requirements

Minors and certificates may be completed in a variety of academic areas. Students pursuing teacher licensure are not required to degree major. Completion of a minor or certificate typically requires between 15 and 21 credit hours and may require students to take more than 120 credit hours for degree completion.

The School of Education will accept any minor approved by other units at Indiana University-Bloomington. Academic Minors do not constitute a subject specific teaching license for a School of Education student who is completing a teacher education program.

Minors and certificates are subject to the guidelines of the unit offering the minor or certificate. Students are required to apply to the appropriate department for verification of the minor or certificate if it is to appear on the transcript. An academic minor and/or certificate will appear on students' official transcript but will not be identified on the diploma.

School of Education academic minors shall require:

- A minimum of 15 credit hours.
- A minimum of 9 credit hours at the 300-400 level.
- At least one course taken on the Bloomington campus.
- A GPA of at least 2.0, with no grade lower than a C.

An education student pursuing a minor/certificate offered by the School of Education should note the following:

- A maximum of one course may simultaneously count for a major and minor/certificate within the School of Education.
- A maximum of one course may simultaneously count for a license addition and minor/certificate within the School of Education.
- No course may count for more than one minor/certificate within the School of Education.

An education student pursuing a minor/certificate outside the School of Education should note the following:

- Education students may not be awarded a minor in a field that is the same as a School of Education major. For example, a student pursuing a B.S. in Education: World Language: Spanish may not be

awarded a minor in Spanish from the College of Arts and Sciences.

- No course may count for more than one minor, whether within the School of Education or in another unit. For example, EDUC-H 205: Introduction to Educational Thought cannot count towards both a O'Neil School of Public and Environmental Affairs Education Policy Minor and a School of Education International and Comparative Education Minor.
- The department offering the minor/certificate will determine how many credit hours from the education program may count towards their department's minor/certificate. For example, the School of Public Health will determine how many credit hours of SPH-F classes taken as a part of the Counseling and Student Services major through the School of Education will count towards a Human Development and Family Studies Minor.
- The department of the minor/certificate is responsible for informing the student of the requirements for the minor/certificate and for any advising associated with the minor/certificate.

Any exception from the courses required in the minor/certificate must be approved by the department and submitted to the School of Education Recorder (ED 1000).

Additional Degree Requirements

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

Course Currency

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

1. Passing an examination specifically covering the material taught in the course;
2. Completion of a more advanced course in the same subject area; and/or
3. Presenting evidence of extensive professional experience that requires the application of material taught in the course or competence in the requisite skill areas. Students must meet the certification standards in place at the time of application to the state to be recommended for a license.

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

Grade Point Average (GPA)

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

Graduation

Full-time students should file an application for graduation/ Bachelor of Science degree with the School of Education at the beginning of the senior year. Part-time students should file an application for a degree two semesters before the completion of the requirements. On the Bloomington campus, students must apply online through [TEIS](#). Application for a degree is the student's responsibility, and the School of Education will not be responsible for the graduation of students who fail to file their applications.

The graduation ceremony is held by the Indiana University Alumni Association two times a year: December and May. Degrees are conferred in December, May, June and July. Candidates for degrees in June and July may participate in the May commencement. Global Gateway for Teachers candidates may choose to participate in the graduation ceremony the semester before they complete their student teaching. Diplomas are mailed to students' home addresses approximately 10-12 weeks after the degree is formally granted by the faculty and recorded by the University Registrar.

Matriculation Date and Requirements

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

Students with Indiana University credit earned as high school participants in the [Advance College Project](#) or the [OPEN](#) (On-campus Precollege Enrollment—Non-degree) Program will follow the degree requirements in place as

of their first full-semester enrollment as degree-seeking students.

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

Residency

At least 30 of the last 60 credit hours required for a specific degree program must be completed while in residence at the Bloomington campus. For teacher education candidates, these 30 credit hours must include student teaching as well as methods course(s) in the major teaching area.

Teacher Licensure

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

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

Students should apply for the Indiana initial practitioner license through the Indiana Department of Education's [Licensing Verification and Information System](#) (LVIS) no earlier than the completion of all academic requirements and always after the completion of all licensing examinations. Applicants for teacher licensing in other states requiring the recommendation of Indiana University must submit such forms to the Licensing Office located in the Office of Undergraduate and Teacher Education (ED 1000) (license@indiana.edu).

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

The Initial Practitioner license issued by the OEEL is valid for two years in Indiana. The beginning teacher

must successfully complete 40 professional growth points (PGPs) after verifying two years of full-time teaching experience.

At that time, a Practitioner license is awarded, which is valid for five years. Renewal of the Practitioner license and awarding of the Accomplished Practitioner license are achieved through a program of continuing professional growth program based on the OEEL standards.

A student who has earned a bachelor's degree from an accredited university and who wants to be recommended for a teaching license by IUB, or to add a teaching area to a license, must be evaluated and advised for admission to a postgraduate program by the Office of Undergraduate and Teacher Education and must meet the requirements of the approved university teacher education program. More information on graduate-level initial teacher licensing can be obtained from the [Secondary Transition to Teaching Program](#) or the [Secondary Community of Teachers Program](#).

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

- College of Arts and Sciences
- Eskenazi School of Art, Architecture and Design
- Hamilton Lugar School of Global and International Studies
- Jacob School of Music
- Media School

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

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

Upper Division Coursework

All education programs require the completion of at least 48 credit hours of upper division coursework (300 level or higher).

Policies & Procedures

The School of Education and campus policies described in the "Policies and Procedures" section of this Bulletin inform students how to process conventional requests related to their enrollment, academic standing, and academic records. For detailed information on the

policies and procedures governing appropriate personal conduct while a student at Indiana University, students are encouraged to consult [The Code of Student Rights, Responsibilities and Conduct](#). This document identifies the basic rights, responsibilities, and expectations of all students and student groups at Indiana University. Both the School of Education Bulletin and the Code are designed to provide essential information that will help to improve students' overall experience at Indiana University.

Student Teaching Policies

Completion of Student Teaching

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

Calendar and Absences

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

the experience and make a recommendation accordingly to the teacher candidate. Excessive absences will result in an extension of the student teaching experience or termination.

Additional Activity Guidelines

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

- A teacher candidate may not act as a paid substitute if the supervising teacher is absent. Teacher candidates may maintain leadership of the class if the supervising teacher is absent for a brief time and if the principal designates a teacher-in-charge who is an employee.
- Candidates are not employees of the school or under contract. They may not receive any payment from the school during the student teaching experience (this includes coaching or other extracurricular activities).
- Candidates may not take courses while student teaching, and are strongly discouraged from holding a job. (Exception: EDUC-M202: Job Search Strategies for Educators)
- Candidates may not administer or witness corporal punishment.
- Candidates may not transport any student in their own vehicles.
- Candidates may not visit students in their homes or in private, except when accompanied by school personnel as part of an official school activity.
- Candidates should always confer with students in an open, visible, and easily accessible place, both physical and virtual places.
- Candidates may not interact with students on any social media website, or app before, or during their student teaching experience
- Candidates may not take any unsupervised responsibility for extracurricular events or activities, including school-sponsored trips.

Suspected Child Abuse

Under Indiana law any individual who has a reason to believe a child is a victim of abuse or neglect has the duty to make a report; therefore, each citizen of Indiana is considered a "mandated reporter." While reporting child abuse is everyone's responsibility, Indiana law requires a more stringent standard of reporting in some professions. These professional reporters are staff members in a medical or other public or private institution, school, facility, or agency. These reporters are legally obligated by their profession to report alleged child abuse or neglect. School professionals are required to make a report to the Department of Child Services (DCS) or to cause a report to be made immediately by their school or corporation designee.

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

Grading Policies

- Calculation of Grade Point Average (GPA)
- Dean's List
- Deferred Grades
- Extended X
- FN and FNN Grades
- Grade Appeals and Retroactive Changes
- Graduation with Academic Honors/Distinction
- Incomplete Grades
- Pass/Fail and Satisfactory/Fail Grades
- Repeat Course Credit

Calculation of Grade Point Average (GPA)

The School of Education calculates two GPAs. The University GPA includes all course work taken at Indiana University. The Degree GPA includes only courses counted in the program. The grade point average is determined by multiplying the credit hours by the credit points for each course completed, adding up all the products, and dividing the sum of the products by the number of credit hours in which credit points were received. Credit points are awarded on the following basis:

A = 4.00

A- = 3.70

B+ = 3.30

B = 3.00

B- = 2.70

C+ = 2.30

C = 2.00

C- = 1.70

D+ = 1.30

D = 1.00

D- = 0.70

F = 0.00

Dean's List

Each semester the School of Education will issue a Dean's List comprised of students who have certified to the School and who have carried at least 12-credit hours of graded or S-F courses with a 3.70 GPA or above for the semester. Courses taken on a P-F basis do not count as part of the 12-credit hour requirement. The 12-credit hour requirement excludes "P" (Pass) and "I" (Incomplete) marks; "S" (Satisfactory) grades and designated repeats are counted. No Dean's List is issued for the summer session.

Deferred Grades

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

Extended X

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

FN and FNN Grades

The grade of FNN is given to students who have never attended. The grade of FN is given to students who stopped attending, to distinguish the grade from the F awarded for poor performance. The instructor must provide on the electronic grade roster the last date of documented class attendance or participation when awarding the FN grade.

Grade Appeals and Retroactive Grade Changes

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

Graduation with Academic Honors/ Distinction

The School of Education recognizes high cumulative GPAs with the designations

- Distinction (3.60 – 3.74 GPA) (Red Honors Cords)
- High Distinction (3.75 – 3.89 GPA) (White Honors Cords)
- Highest Distinction (3.90 - 4.0 GPA) Red and White Honors Cords)

Students must earn a minimum grade point average of 3.6 in all course work taken toward the B.S. in Education degree, must be in the top 10 percent of the class, and must complete at least four full semesters in residence at Indiana University campuses to earn a degree with honors. A 15 credit hour summer session is counted as one semester for this purpose.

Incomplete Grades

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

for a course when a student has taken the final exam, or completed the final paper or project for the course.

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

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

A grade of Pass (P) is not counted in grade averages; a grade of F is included. A grade of P cannot be changed subsequently to a grade of A, B, C, or D. Students interested in taking classes under the Pass/Fail (P/F) option should obtain Pass/Fail option forms from the School of Education Recorder in ED 1000. All students should fill out the Pass/Fail option forms in full, obtain the appropriate signatures, and return them to the Recorder by the published date. (See Pass/Fail Option Deadline for the appropriate academic term in the [Official Calendar](#) for more information.) Education majors can choose the Pass/Fail option for a maximum of two elective courses and for a total of 6 credit hours per academic year.

The Satisfactory/Fail (S/F) grading option is initiated by the professor teaching a particular course. The professor must obtain permission from the dean of the faculties to grade the class on a Satisfactory/Fail basis, and the class must be notified during the first class session that the course will be graded on a Satisfactory/Fail basis. The grade of Satisfactory (S) carries no grade points and consequently is not considered in calculating grade point averages. The grade of Fail (F) is used in GPA calculations.

Repeat Course Credit

Before enrolling in any course in which a student has already earned credit, they are strongly advised to check with an academic advisor about potential problems with course repeats. Retaking a course a student has already earned credit for will result in a loss of credit. Students are only able to earn credit for the same course or equivalent course once. An exception to this policy is topics based courses approved for a student to repeat for credit.

Course Enrollment and Credit Policies

- Absences from Final Exams
- Absences from Scheduled Class
- Applying to Graduate
- Community College Credits
- Credit by Examination
- Credit Overload
- Distance Education Courses
- Foreign Language Placement
- Foreign Language Proficiency
- Foreign Language Special Credit
- Graduate Level Courses
- Prior Learning Experience

- Transfer Credit Hours
- Withdrawal from Courses

Absences from Final Exams

A student who fails to attend the final examination of a course and who has a passing grade up to that time may be given a grade of I (Incomplete) if the instructor has reason to believe the absence was beyond the student's control. If not, a grade of F must be recorded. (For additional information regarding incomplete grades, please see the Grade of Incomplete policy.) The final decision in the dispensation of these matters remains the instructor's.

Absences from Scheduled Classes

Illness is usually the only acceptable excuse for absence from class. All absences must be explained to the satisfaction of the instructor, who will decide whether omitted work may be made up. (Documentation for the absence(s) will usually be required.) In cases where make-up work is permitted, the work must be submitted prior to submission of the final grade for the course.

Community College Credits

No more than 60 credit hours earned at a community college will apply toward a degree at Indiana University. No transfer credit will be allowed for work that has earned a letter grade lower than C. No passing grades (P) earned at another institution will be used in computing the grade point average at Indiana University.

Credit by Examination

Students may receive credit for certain courses by successful performance on the SAT, [SAT II Subject Tests](#), [College Board Advanced Placement Tests](#), [International Baccalaureate Higher Level \(IBH\)](#) exams, and, with permission of the Dean, examinations offered by academic departments while at Indiana University. The appropriate department of the College of Arts and Sciences reviews the placement tests in order to make recommendations about advanced standing. Students who believe that they are prepared for advanced study or that they are eligible for special credit because of superior preparation are urged to accelerate their college programs by taking the requisite exams. Students may thus graduate early, or they may use the time gained to complete additional coursework and experiences, such as license additions, to further prepare them for their professional careers. Credit will be recorded with the grade of Satisfactory (S) unless the examination clearly merits an A grade and the department requests the use of a grade other than Satisfactory. Failure to pass the examination carries no penalty. Fees for special credit and credit by examination are waived for undergraduate students enrolled in an IU degree-seeking program for at least 12 credit hours in either the fall or spring semester. Regular credit-hour rates apply for students enrolled in fewer than 12 credit hours. For policies governing credit offered for foreign language exams, please see the [College of Arts and Sciences Bulletin](#).

Credit Overload

Students who wish to enroll in more than the maximum number of credits allowed in a semester need official permission from the School of Education. A credit overload consists of more than 20 credits in Fall or Spring

Semester, or more than 20 credits overall in Summer (or more than 6 credits in a 4-week session, or more than 10 credits in a 6- or 8- week session).

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

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

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

Distance Education Courses

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

Foreign Language Placement

Students who matriculate to Indiana University with prior knowledge of a foreign language must take the placement test in that language before registering for their first semester's classes to identify the appropriate foreign language course to take at IU Bloomington. For the following languages, this is done online:

- Chinese
- French
- German
- Hebrew
- Italian
- Japanese
- Latin
- Spanish

For all other languages, please visit the website of the relevant department for information on their placement tests.

Foreign Language Proficiency

The test used for foreign language placement (see Foreign Language Placement) is NOT the same exam used to establish proficiency in foreign language. A few departments offer proficiency exams to students who wish to demonstrate that they do not need any additional foreign language enrollment/study to meet the IU General Education World Languages and Cultures requirement and/or the College's CASE Foreign Language requirement. Proficiency exams are not tied to special credit. Domestic students interested in establishing proficiency should contact the department offering the

relevant language. International students who wish to use their native language (if their native language is not English) to establish foreign language proficiency should complete the "Application for Establishment of Foreign Language Proficiency for Non-Native Speakers of English" available from the College Recorder's Office. Students interested in this option should complete the process as early in their undergraduate career as possible.

Foreign Language Special Credit

Degree-seeking students can earn a maximum of two semesters of special credit for foreign language and this special credit is limited to two semesters of second-year study (the third and fourth semesters). The number of credits varies according to the language. To earn special credit, students must take the placement test offered by the appropriate department at IUB, complete a validating course on the IUB campus with a grade of C or higher, and apply for the special credit to be posted retroactively. If a student earns a grade of C- or below in the validating course, s/he will not earn special credit.

- To be eligible to earn foreign language special credit, students must take a validating language course which must be their first IUB course in that language. A transfer course may not be used as a validating course.
- If a student drops the validating language course, s/he can re-enroll and be eligible for special credit provided that s/he earns a grade of C or higher in the course. Grades are not given for special credit. Students are only awarded S/F grades.
- Students may not earn special credit in their native language.
- Students can earn special credit in more than one language as long as they meet the other requirements listed above and below to earn special credit.
- Students who have taken the AP, SAT II, or the IB exam must check with the respective language department to find out departmental policy regarding which exam has precedence in terms of placement in language classes. Policies regarding AP, SAT II, and IB credit are unrelated to those for IU special credit; so AP, SAT II, and IB credit remain unaffected by the College's special credit policy.

Special credit can be awarded for all third- and fourth-semester foreign language courses. The validating foreign language course:

- must be taught at IUB;
- can only be a fourth-semester language course or higher;
- must be the student's first course in that language at IUB;
- may only be completed once in an effort to earn special credit;
- and must be completed with a grade of C or higher.

Students interested in special credit in foreign language should complete their validating course as soon as they begin their studies at IUB.

Graduate Level Courses

Under normal circumstances undergraduate students should not be enrolled in graduate-level courses. If,

however, the instructor, the department through which the course is offered, and the student agree that the course is appropriate given the student's academic goals and interests and that s/he is qualified to take the course, the student may enroll. These approvals must be secured prior to pre-registration in the graduate course. Undergraduates must be a junior or senior and have at least a 2.5 GPA to enroll in graduate level courses. The student must accept full responsibility for fulfilling the course requirements and for the grade earned. All graduate-level courses taken as an undergraduate student apply to the cumulative Grade Point Average. Even if the student has successfully completed a graduate-level course, it will satisfy degree requirements for a bachelor's degree only by special permission of the Associate Dean of Undergraduate and Teacher Education.

Approval for graduate-level courses to be applied toward the requirements for a bachelor's degree is not guaranteed, but rather is granted on a case-by-case basis.

In those cases in which undergraduates are permitted to count graduate-level coursework toward a bachelor's degree, no more than 12 credit hours will be counted and each course must have a grade of C or better. Graduate courses taken while an undergraduate and counted toward the requirements of a bachelor's degree may not count toward a graduate degree at Indiana University (and may also not count toward graduate degrees at other universities).

Note: The above policy does not apply to graduate credit earned by students participating in the Global Gateway for Teachers program.

Prior Learning Experience

With the exception of approved transfer credit from other institutions, the IUB School of Education awards no undergraduate credit hours for prior learning experience.

Transfer Credit Hours

Acceptance of credit from other institutions and its applicability toward a degree from Indiana University will be determined by the Office of Admissions. Credit toward the degree of Bachelor of Science in Education may be granted for courses taken at an approved institution provided such courses are equivalent to courses offered at Indiana University. No transfer credit is accepted from any school that is not accredited by a regional accrediting agency. No more than 60 credit hours earned at a community college will apply toward a degree at Indiana University. No transfer credit will be allowed for work that has earned a letter grade lower than C. No passing grades (P) earned at another institution will be used in computing the grade point average at Indiana University. To maintain the integrity of the education programs, students are strongly urged to complete all education requirements on the Bloomington campus.

Students who earn the [Statewide Transfer General Education Core \(STGEC\)](#) milestone at any campus of any Indiana state public institution of higher education prior to matriculation at Indiana University Bloomington will not be subject to IU Bloomington GenEd Common Ground requirements. Students who transfer to IU Bloomington after partially completing STGEC requirements at another IU campus or at another Indiana state educational

institution will have their transfer credit applied, course by course, to IUB GenED Common Ground requirements in accordance with established course articulations and transfer credit policies. (Courses that are associated with a particular STGEC competency area at one institution or campus will not necessarily apply to that (or any) STGEC competency area at another institution or campus.)

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

Students who complete a [Transfer Single Articulation Pathways \(TSAP\)](#) program at Ivy Tech Community College or Vincennes University are eligible to be directly certified into the School of Education and admitted to the Teacher Education Program. These students will follow program requirements in place at the time of their matriculation.

Students who transfer to IU Bloomington after partially completing TSAP requirements will have their transfer credit applied, course by course, to university and School of Education requirements in accordance with established course articulations and transfer credit policies. Certification to the School of Education and/or admission to the Teacher Education Program will be contingent upon completion of the stated requirements.

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

Withdrawal from Courses

Students seeking a total withdrawal from classes during a semester should complete the process as detailed by the IU Registrar's Office in the [Enrollment and Student Academic Information Bulletin](#). Withdrawals after the deadline require approval of the Assistant Dean for Teacher Education. Approval is usually given only for urgent reasons such as extended illness or crisis.

If a student voluntarily withdraws from school while on probation, that student may reenter school on probation at any time. If the reason for probation is an unacceptable grade point average, the student may reenter in good standing if, by taking course work in other divisions or schools of Indiana University, grades have been earned that raise the cumulative grade point average to a minimum of 2.5.

Standing

- Academic Probation and Dismissal
- Academic Restart (Fresh Start through Academic Renewal)
- Academic Standing
- Class Standing

- Reinstatement

Academic Probation and Dismissal

Students, both those certified into the School of Education (including Direct Admits) and those admitted to a Teacher Education Program (TEP), are on academic probation when their cumulative grade point average is below 2.50. They will be required to meet with a School of Education academic advisor within 30 days of the beginning of the semester after their GPA falls below 2.50 to develop a formal, signed plan for improving their grade point average. These plans may include a timeline of up to one year. Students who are on academic probation may not be admitted to the Teacher Education Program (TEP) or become eligible for student teaching. Students' academic progress will be monitored each subsequent semester, and once the cumulative grade point average is above 2.50, they will be removed from academic probation. If students are unable to raise their grade point average to 2.50 within twelve months of being placed on academic probation, they will be required to develop a revised plan with the assistance of an academic advisor and approved by the Assistant Dean for Undergraduate Studies. If no such plan can be developed, students will be dismissed from the School of Education. Students may petition the School of Education for readmission after one year, provided that they have raised their cumulative GPA to at least 2.5.

Academic Restart/Fresh Start

The [Fresh Start](#) policy encourages capable, undergraduate students to return to IU Bloomington by removing the encumbrance of past poor grades on their cumulative program GPA, after these students have demonstrated their preparedness for academic success on renewed enrollment after an absence of at least three years.

Academic Standing

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

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

for Mathematics Education majors, who must maintain a minimum 2.0 GPA in the content area.

Class Standing

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

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

Reinstatement/Readmission

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

Student Rights and Responsibilities

- Academic and Personal Conduct
- Alert Forms on Professionalism
- Confidentiality of Records
- Exceptions to Requirements or Policies
- Student Grievance and Appeals Procedures
- Transcripts

Academic and Personal Conduct

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

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

Cheating is dishonesty of any kind with respect to course assignments, alteration of records, or examinations. It is the student's responsibility not only to abstain from cheating, but also to avoid the appearance of cheating and to guard against making it possible for others to cheat. Any student who helps another student cheat is as guilty of cheating as the student assisted. The student also should do everything possible to induce respect for the examining process and for honesty in the performance of assigned tasks in or out of class.

Plagiarism is assuming credit for someone else's work, words, or ideas—whether or not the ideas are expressed in the borrower's own words. Honesty requires that any ideas or materials taken from another source for either

written or oral use must be fully acknowledged. Plagiarism includes language or ideas taken from isolated formulas, sentences, or paragraphs; entire articles copied from books, periodicals, or speeches; the writings or created works of other students; and materials assembled or collected by others in projects or collections without acknowledgment.

A faculty member who has evidence that a student is guilty of cheating or plagiarism will initiate the process of determining the student's guilt or innocence. No penalty will be imposed until the student has been informed of the charge and of the evidence on which it is based, and has been given an opportunity to present a defense. If the faculty member finds the student guilty, the faculty member assesses a penalty within the course and promptly reports the case in writing to the Dean of Students. The report should include the names of any other students who may be involved in the incident and recommendations for further action. The dean, in consultation with the faculty member if the latter so desires, will initiate any further disciplinary proceedings and inform the faculty member of any action taken. In every case, a record of the offenses remains on file.

For further regulations, please refer to the [IU Code of Student Rights, Responsibilities, and Conduct](#).

Alert Forms on Professionalism

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

Professional Dispositions include but are not limited to:

Personalized Learning

- Promotes engagement for all individuals
- Commits to all individuals from diverse backgrounds, experiences, cultures, and ability levels
- Commits to appropriate adaptations for individuals with diverse needs

Knowledge

- Commits to developing informed practices through continual study and collaboration
- Demonstrates an understanding and acceptance of each person's unique perceptions and perspectives
- Commits to the development of creativity and critical thinking skills

Community

- Encourages democratic principles in individuals
- Commits to treating everyone with kindness, fairness, patience, dignity, and respect
- Acknowledges the variety of community, family, and social networks that enrich and inform experiences

Growth and Reflection

- Understands and takes responsibility for one's actions and decisions
- Commits to reflective practice and planning
- Demonstrates a commitment to continuous improvement as a professional

Learning Environment

- Understands the shared responsibility for academic growth, and contribution to the learning environment
- Maintains high expectations and implements them consistently for all individuals
- Appreciates and promotes acceptance of self-discipline, responsibility, and self-efficacy
- Commits to a positive and enthusiastic attitude to inspire self and others

Professionalism

- Displays an awareness of personal and professional boundaries in interactions with others, and in meeting professional responsibilities
- Is open to and seeks out constructive criticism and makes appropriate modifications upon reflection
- Communicates professionally, honestly and openly, building trust with others
- Demonstrates initiative, enthusiasm, and confidence in making the most of educational experiences

When a student acquires an alert, the Assistant Dean for Teacher Education will confer with the faculty/staff who filed the alert and will meet with the student to discuss corrective actions, including the possibility of dismissal from the Teacher Education Program. Except in very serious situations, two alerts must be received before a student case will be reviewed by a committee of teacher education faculty. All decisions related to disciplinary action can be appealed by the student using the School of Education's Academic Standards Committee appeal procedures.

Confidentiality of Records

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

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

Further details regarding the provisions of the Privacy Act and a list of offices where student records are kept may be found in the [Code of Student Rights, Responsibilities, and Conduct](#).

Upon request of a third party, certain information is made available to the public by the Office of the Registrar. Public information is limited to name; university e-mail address; campus, school, college or division; class standing; major field of study; dates of attendance; activities; admissions or enrollment status; degrees and awards; and sports and athletic information. Records of arrests and/or convictions and traffic accident information are public information and may be released to anyone making inquiry. Public information shall be released freely unless the student files the appropriate form requesting that certain public information not be released.

Additional information can be obtained at the website of the Office of the Registrar under [Student Privacy and FERPA](#).

Exceptions to Requirements or Policies

Requests for exceptions to School of Education degree requirements or policies may be granted by written approval from the Academic Standards Committee (ASC). Requirements cannot be waived.

Student Grievance and Appeals Procedures

The purpose of the School of Education's Bloomington Student Grievance Hearing Committee (BSGHC) is to provide a five-member hearing board for any student who believes that his/her rights, as defined in Part I of Indiana University's Code of Student Rights, Responsibilities, and Conduct, have been violated by a member of the faculty or administration (a grievance), or for a student wishing to appeal the action of an instructor taken in response to alleged academic misconduct taking place in a course.

After considering the appeal during a formal hearing, the hearing board votes in private and forwards its recommendation for action to the Dean of the School of Education, who makes final disposition of the appeal in the School of Education. Should the student wish to appeal further, the Code of Student Rights, Responsibilities, and Conduct provides an avenue through the Dean of Faculties (see below for details).

Grievance and Appeal Jurisdiction

The BSGHC hears grievances in the following categories: Violations of "Student Rights" as defined in Parts I and II of the Code of Student Rights, Responsibilities, and Conduct. These include:

- Student Rights (A-G)
 - Pursuit of Education
 - Freedom from Discrimination
 - Freedom from Harassment
 - Access to Records and Facilities
 - Freedom of Association, Expression, Advocacy and Publication
 - Contribute to Faculty Governance
 - Accommodation for Individuals with Disabilities

The BSGHC hears appeals of instructor decisions in the following categories: "Student Responsibilities: Academic Misconduct" as defined in Part II of the Code of Student Rights, Responsibilities, and Conduct. This includes:

1. Cheating
2. Fabrication
3. Plagiarism
4. Interference
5. Violation of Course Rules
6. Facilitating Academic Dishonesty

The Code of Student Rights, Responsibilities, and Conduct distinguishes between personal misconduct and academic misconduct. Appeals regarding personal misconduct are not within the jurisdiction of the BSGHC and are handled by the Dean of Students according to the Code (Procedures; Student Disciplinary Procedures; A,2). Grievances concerning student rights H-I (Judicial Process and Students as University Employees) are handled by the Dean of Students and not the School of Education Grievance Committee.

Procedures

The Bloomington Student Grievance Hearing Committee (BSGHC) follows the procedures in the "Code of Student Rights, Responsibilities, and Conduct: Procedures for the Bloomington Campus" document with the following additions:

1. The School of Education Dean designates the Associate Dean for Teacher Education as the administrative officer for undergraduate student hearings.
2. The School of Education Dean designates the Associate Dean for Graduate Studies as the administrative officer for graduate student hearings.
3. Necessary exceptions will follow procedures in the "Student Code of Rights, Responsibilities, and Conduct: Procedures for the Bloomington Campus" document.
4. The presiding officer will submit the committee's conclusions and recommendations to the School of Education Dean following the directives in the "Student Code of Rights, Responsibilities, and Conduct: Procedures for the Bloomington Campus" document.
5. The School of Education Dean can accept, modify, or reject the committee's conclusions and recommendations following the directives in the "Student Code of Rights, Responsibilities, and Conduct: Procedures for the Bloomington Campus" document.
6. Either party may appeal the decision of the School of Education Dean following the directives in the "Student Code of Rights, Responsibilities, and Conduct: Procedures for the Bloomington Campus" document.
7. Forms to facilitate a complaint process in the School of Education and copies of the "Student Code of Rights, Responsibilities, and Conduct: Procedures for the Bloomington Campus" document are available on the [School of Education website](#).

Transcripts

Complete information on transcripts can be found in the [IUB Enrollment Bulletin](#) (Office of the Registrar).

Opportunities

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

INSPIRE Living-Learning Center

The mission of the [INSPIRE Living-Learning Center](#) is to explore what it means to learn to be teachers who change the world. Our goal is to cultivate a diverse community of motivated, creative students who want to make a difference. This community will explore ways to connect with others, encourage inquiry, develop partnerships, and nurture learning.

In this community, students will explore questions such as:

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

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

Global Gateway for Teachers

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

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

Students can choose among three different cultural immersion experiences:

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

The Global Gateway also offers an Overseas Program for Experienced Teachers, for inservice educators seeking to connect with teachers and pupils through school- and community-based experiences in international contexts. The teachers typically go overseas in June, when their U.S. school is on summer vacation, and schools in many of the host countries are still in session.

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

NOTE: Global Gateway Overseas opportunity meets the requirements for World Language and Cultures. Coursework must be completed successfully.

Other Opportunities

Student Organizations

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

Career Connections

Pursuing a career in education, counseling or student services can be one of the most satisfying life choices a student makes. Whether a student is just starting on their journey or changing directions, the [Career Connections](#) team can help them succeed with their professional goals.

From their first day in the School of Education, Career Connections is ready to help each student develop a personalized plan. The office provides a full slate of [professional development workshops](#) and job search resources to help education students make the transition from college to career. Students can schedule career coaching appointments via to take advantage of one-on-one career advising focused on career exploration, resume development, interview preparation, job search strategies, and more. The office cultivates strong relationships with students, faculty, alumni, and employers

in order to inform its services. Contact Career Connections at edcareer@iu.edu for more information.

Collaboration and Outreach

Strong communities are built on a foundation of education. The IUB School of Education is actively engaged in creating experiences that bring students and faculty into communities where they can be of service and make a difference through practice and research.

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

Courses

In this section, courses are listed and coded with three- and four-letter codes that indicate the originating department. Full descriptions of courses not offered in the School of Education can be found in the bulletins for the schools and colleges offering the courses.

The abbreviation "P" refers to the course prerequisite or prerequisites. The number of hours of credit given a course is indicated in parentheses following the course title.

Courses in this section are listed alphabetically by prefix letter and in ascending numerical order within each of the sections. Unless otherwise specified, the prefix to all courses is EDUC-. Courses numbered 100–299 are lower division undergraduate courses; 300–499 are upper division undergraduate courses.

School of Education Departments

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

Elementary Education (E)

EDUC-E 113 Piano Class Instruction I (2 cr.)

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

increasing interdependence, and confidence with which to face the future.

EDUC-E 210 Learning in Social Context (9 cr.) An interdisciplinary exploration of the processes of learning, language, and social development from psychological, social, and cultural perspectives. Issues of diverse learner characteristics in the elementary classroom will be addressed. Course includes a field experience in an elementary school setting.

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

Addresses the nature of the public school curriculum and pedagogy, their historical antecedents, and a variety of associated issues. It provides the intellectual undergirding to curriculum and teaching that is necessary for more specific activities associated with curriculum development and teaching practices.

EDUC-E 241 Introduction to Music Fundamentals (0-4 cr.)

EDUC-E 300 Elementary Education for a Pluralistic Society (3 cr.) P: ENG-W 131 or ENG-W 170 or CMLT-C 110 with minimum grade of C. An overview of the principles of multicultural education. An introduction to major ethnic and minority groups in the United States. An historical view of the status of culturally different learners in elementary schools. A focus upon teaching strategies and curricular innovations for culturally diverse classrooms.

EDUC-E 305 Infusion of Technology (3 cr.) One of the goals for the Democracy, Diversity, and Social Justice Program is to infuse the study, use, and teaching about technology throughout the entire program. Instead of being a tool that preservice teachers learn about, technology will be studied as a subject and a means to expand research opportunities, stimulate and enhance models of inquiry, and broaden teaching abilities. May be repeated.

EDUC-E 310 Legal/Ethical Issues (1-3 cr.) Students in this course will (1) examine issues related to legal and ethical rights and responsibilities of teachers and students; (2) discuss legal cases that have had an impact on our educational system; (3) discuss ethical perspectives on educational dilemmas. Graded S/F.

EDUC-E 316 Equipment and Play Materials (3 cr.)

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

EDUC-E 320 Multiple Literacies (9 cr.) This interdisciplinary course explores the social studies as ways of knowing about our world; the language arts and language learning theory; aesthetics and the arts; and the multiple roles of the teacher as facilitator of learning, social researcher, and curriculum creator. A field experience is included.

EDUC-E 321 Science for Early Childhood (1 cr.)

Explores early childhood conceptions of natural phenomena as well as inferences children draw from them. Children's learning from ages two through eight is of primary interest. Required of students seeking the standard license for kindergarten through primary teaching

(K-3), including early childhood (infant-four years). Open to non-early childhood majors by permission of the instructor.

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

Students will develop curricula for social studies, language arts, aesthetics, and the arts that responds to multicultural and disability concerns. Curriculum planning and teaching strategies will attend to issues of student diversity in home and community contexts and school settings.

EDUC-E 323 Social Studies Science for Elementary School I (0-3 cr.)

EDUC-E 324 Teaching Mathematics and Science for All Students (9 cr.) Prepares prospective elementary school teachers to teach mathematics and science in an integrated, discovery-based environment. A major goal of this course is to promote student familiarity with the conceptual understanding and skills necessary for teaching in a manner that promotes the inclusion of all pupils. Constructivism, the History and Philosophy of Science, and Technology and Society comprise three strands that further the aim of democratic teaching as applied to mathematics and science.

EDUC-E 325 Social Studies in the Elementary Schools (1-4 cr.) P: Department consent. Admission to the Teacher Education Program. 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. May be repeated.

EDUC-E 326 Diversity and Social Justice II (3 cr.) Students will develop curriculum for mathematics and science that responds to multicultural and disability concerns. Curriculum planning and teaching strategies will attend to issues of student diversity in home and community contexts and school settings.

EDUC-E 328 Science in the Elementary Schools (1-3 cr.) P: Department consent. Admission to the Teacher Education Program. 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. May be repeated.

EDUC-E 330 Infant Learning Environments (3 cr.) Appropriate instructional strategies to enhance infant-toddler development, care giving skills, and knowledge of appropriate learning environments. Students will apply strategies and knowledge in providing care and educational experiences. Open to students from allied health, psychology, pediatric nursing, and social work.

EDUC-E 335 Introduction to Early Childhood Education (3 cr.) This course has a dual focus. The first involves an overview of the field including an historic perspective, program models, goals of early childhood education, and professional organizations. The second emphasizes the study of observation skills, the characteristics of young children, teacher-child interaction, and classroom management skills.

EDUC-E 336 Play as Development (3 cr.) P: Department consent. Admission to the Teacher Education Program. Includes theories on development of play and how it can be guided. Shows how children use play to develop individually; to understand the physical, social, and cognitive environment; and to develop physical and motor skills and creative ability. Includes a section on selection and construction of play materials.

EDUC-E 337 Classroom Learning Environments (3 cr.) Focuses on the curriculum aspects of early childhood programs designed to meet ethnic and cultural differences; and on planning, utilizing, and evaluating learning environments. Selection of materials and activities, and the acquisition of skills for using them to stimulate children's development, are major focuses.

EDUC-E 338 The Early Childhood Educator (3 cr.) Includes the role of the teacher as a professional educator, including professional responsibilities, legal rights and responsibilities of teachers and students, school and community relations, and involvement in professional organizations. A major emphasis is on parent involvement and parent education.

EDUC-E 339 Methods of Teaching Language Arts (2-3 cr.) P: Department consent. Admission to the Teacher Education Program. This course describes and appraises the materials, methods and techniques employed in an elementary school developmental language arts and reading program. May be repeated.

EDUC-E 340 Methods of Teaching Reading I (2-3 cr.) P: Department consent. Admission to the Teacher Education Program. This course describes and appraises the methods, materials, and techniques employed in diagnosing learning problems in elementary language arts and reading program. May be repeated.

EDUC-E 341 Methods of Teaching Reading II (2-3 cr.) P: EDUC-E 339 or EDUC-E 340. C: EDUC-E 339 or EDUC-E 340. This course describes and appraises the materials, methods, and techniques employed in diagnostic and corrective instruction in reading programs. Public school participation required. May be repeated.

EDUC-E 342 Reading and Language Arts Methods (K-12) (3 cr.) P: Department consent. Admission to the Teacher Education Program. Surveys contemporary issues in teaching reading and English language arts in grades K through 12. Includes methods, materials, and procedures for language arts, developmental reading, and reading-improvement strategies.

EDUC-E 343 Mathematics in the Elementary Schools (1-3 cr.) P: Department consent. Admission to the Teacher Education Program. Emphasizes the developmental nature of the arithmetic process and its place as an effective tool in the experiences of the elementary school child. May be repeated.

EDUC-E 348 Foundations of Early Childhood Education I (1-10 cr.) P: Department consent. Admission to the Teacher Education Program. Students will examine the foundations of the fields of early childhood education and early intervention. They will explore the teacher/caregiver role; review contemporary theories of best practices with young children; and begin developing the knowledge and skills needed to facilitate healthy growth,

development, and learning in all young children. May be repeated.

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

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

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

EDUC-E 352 Teaching and Learning for Children Ages 3-5 (1-10 cr.) P: Department consent. Admission to the Teacher Education Program. Engages students in the development, implementation, and assessment of curricula for all children ages 3-5 years. Content areas of mathematics, social studies, science, literacy and art will be emphasized.

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

EDUC-E 354 Teaching and Learning for All Young Children III: Focus on K/Primary (1-12 cr.) Engages students in the development, implementation, and assessment of curricula for all children in K-Grade 3 classrooms. Content areas of mathematics, social studies, science, literacy, and art will be emphasized.

EDUC-E 400 Education in the Inner City (3 cr.)

EDUC-E 425 Senior Seminar in Teaching and Schooling (3 cr.) Assists students in reflecting on their university education and on their experiences in the public schools. Students will explore in depth an educational issue that has significant philosophical, social, and ethical dimensions, and that has implications for the practice of teaching. The course will help synthesize previous activities and investigations, as students develop further their own values and orientations on the meaning of teaching for a democratic society.

EDUC-E 431 Seminar in Early Childhood Education 1-4 (1-2 cr.) The early childhood seminar, held each semester of the program, assures the interrelatedness of

theory and practice and provides continuity to all the other professional activities. It will serve to help the student develop an awareness of himself as a person and as a professional. Graded S/F.

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

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

EDUC-E 450 Senior Seminar and Student Teaching I (1-15 cr.) P: Senior status and completion of all professional education coursework with a C or better grade. Students will student teach either in a preschool or an early primary grade placement for 12 weeks. An accompanying seminar will be team taught by a university instructor and a practicing teacher to help students make connections among professional issues, theories of curriculum and instruction, and classroom practice. Students will teach in the early primary placement for E451 if they taught in the preschool for E450, or the preschool placement if they do the primary for E450. Graded S/F.

EDUC-E 451 Senior Seminar and Student Teaching II (1-15 cr.) Students will student teach either in a preschool or an early primary grade placement for 12 weeks. (If they completed their preschool placement in E450, they will do their early primary placement; if they completed their early primary experience, they will be placed in a preschool.) Students will attend an accompanying senior seminar that will be team taught by a university instructor and a practicing teacher to help students make connections among professional issues, theories of curriculum and instruction, and classroom practice. Graded S/F.

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

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

Foundations of Education (F)

EDUC-F 100 Introduction to Teaching (1-2 cr.) The function of public education in society and of teaching as a profession. Study of the desired competencies in teaching; evaluation of one's own capabilities, interests, and abilities; and planning of one's professional career. Graded S/F. May be repeated.

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

EDUC-F 200 Examining Self as a Teacher (3 cr.)

Designed to help a student make a career decision, better conceptualize the kind of teacher the student wishes to become, and reconcile any preliminary concerns that may be hampering a personal examination of self as teacher. Students will design a major portion of their work.

EDUC-F 201 Exploring the Personal Demands of Teaching: Lab Experience (2 cr.)

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

EDUC-F 202 Exploring the Personal Demands of Teaching: Field Experience (1 cr.)

Expands the skills gained in F201 into a field experience (school classroom). Designed to assist students in career decision-making through a self-examination and discussions of the pre-service teacher's interactions, understanding, and communication with students in the classroom. Graded S/F.

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

Variable title course. Grades S/F. May be repeated.

EDUC-F 204 Seminar INSPIRE LLC (1-3 cr.)

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

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

P: ENG-W 131 or ENG-W 170 or CMLT-C 110 with minimum grade of C. A review of the literature on various approaches to education as a discipline and a field of inquiry, and an exploration of several approaches to teacher education. Integrates scholarship and inquiry with the development of educational possibilities. Students will begin the process of constructing a set of personal and social commitments that will guide their future teaching activities.

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

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

EDUC-F 401 Topical Exploration in Education (0-3 cr.)

Explores various topics of relevance to education, both in the United States and abroad. Variable title course. Graded S/F. May be repeated.

Educational Leadership and Policy Studies (H)**EDUC-H 200 Introduction to P-12 Education Policy (3 cr.)**

This introductory course examines the major issues and reform movements in public P-12 education policy today. The course will rely predominantly on a case study approach combined with group work, short lectures, and guest speakers representing leaders in the field of education in the State of Indiana.

EDUC-H 205 Introduction to Educational Thought (3 cr.)

P: ENG-W 131 or ENG-W 170 or CMLT-C 110 with minimum grade of C. This introduction to central ideas and Philosophies in the field of educational studies explores questions about the nature of education, its social aims, and the ideas and practices embodied by various approaches to education in order to provide a deeper understanding of what it means to be an educator.

EDUC-H 305 Education Across Time and Culture (3 cr.)

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

EDUC-H 340 Education and American Culture (3 cr.)

P: Must have at least a Sophomore standing. The present educational system, its social and future implications viewed in historical, sociological, and philosophical perspectives. Special attention is given to ethnic, minority, cultural, pluralistic, and legal dimensions of the educational system. May be repeated.

EDUC-H 341 American Culture and Education (1-4 cr.)

An opportunity to participate in a cooperative learning venture, as students investigate the sociological, psychological, historical and philosophical foundations of American education, relating findings, observations and experiences at PDS sites with current practices and the future of education.

EDUC-H 350 Schooling Around the World (3 cr.)

Introduces students to the rise of schooling as a historical phenomenon, compares different national and sub-national educational policies and schooling systems, examines educational globalization, and explores the varied purposes of school systems and their consequences for human learning and development.

EDUC-H 380 Latino Education across the Americas (3 cr.)

An overview of important patterns and issues in Latino education. Includes study of major Latin American educational trends and traditions. Focus on the cultural contexts of Latino education, challenges faced by Latinos in contemporary U.S. schools, and strategies for improving Latino educational achievement.

EDUC-H 423 Historical Development of Modern Education (3 cr.)

Educational theories and practices from primitive amn to the present and their influence on present-day movements and problems. Philosophical and sociological implications are emphasized.

EDUC-H 427 Education through Travel (2-6 cr.)

Provides an opportunity to visit historical and cultural areas in foreign countries.

EDUC-H 440 Capstone Seminar: American Elementary Education (3 cr.)

This course serves as a capstone seminar in foundations for senior elementary education students. It covers essential content knowledge, theory and themes in educational history, sociology, and philosophy. It also addresses key issues for understanding the professional world of teachers. It is linked to extensive field experience including student teaching.

Special Education (K)**EDUC-K 201 Schools, Society, and Exceptionality**

(1-3 cr.) Provides an overview of the many complex issues related to special education policy and practice in the United States. Content will include an introduction to the definitions and characteristics of various exceptionalities, an exploration of the options available for instructing exceptional children in public school settings, and discussions of the many important topics and issues related to planning and implementing special education in American public schools.

EDUC-K 205 Introduction to Exceptional Children

(2-3 cr.) Definition, identification, prevalence, characteristics, and educational provisions of the various types of exceptional children, with attention to disability awareness and appropriate instructional processes.

EDUC-K 207 Disability Laws (1 cr.) P: Department consent. Admission to the Teacher Education Program. Overview of disability laws in the United States as it applies to K-12 pre-service teachers of students with disabilities. Graded S/F.

EDUC-K 285 Foundations in Special Education

(1-2 cr.) A study of the historical and philosophical foundation contributions of Special Education to the development of Public Education.

EDUC-K 300 Developmental Characteristics of Exceptional Individuals (2 cr.)

EDUC-K 305 Teaching the Exceptional Learner in the Elementary School (3 cr.) P: Department consent. Admission to the Teacher Education Program. Knowledge, attitudes, and skills for educating exceptional learners (students with disabilities as well as gifted and talented) in the general education elementary classroom. Topics include historical and international perspectives, the law and public policy, profiling the exceptional learner, inclusive practices, teaching and management strategies, teachers as persons and professionals.

EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms (3 cr.)

P: Department consent. Admission to the Teacher Education Program. Includes an overview of the skills and knowledge necessary for effective instruction of students with disabilities in inclusive secondary programs.

EDUC-K 307 Methods for Teaching Students with Special Needs (3 cr.)

P: Department consent. Admission to the Teacher Education Program. 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 to make sure of individual interests and preferences. Additionally, differentiating and/or individualizing instruction for all learners and developing classroom management skills are emphasized.

EDUC-K 308 Teaching Young Children with Special Needs (3 cr.)

P: Department consent. Admission to the Teacher Education Program. Prepares future teachers to plan and implement programs for infants/toddlers and preschoolers with special needs. Preservice teachers learn the principles of differentiated, adaptive, and individualized instruction. Preservice teachers also develop an understanding of consultation and interdisciplinary techniques, integrative programming, and interagency cooperation.

EDUC-K 343 Introduction to Behavior and Classroom Management (3 cr.)

P: Department consent. Admission to the Teacher Education Program. An overview of behavioral theories, trauma-informed practices, and social-emotional learning (SEL). Definitions, classifications, characteristics, diagnostic and treatment and intervention options are discussed. The course includes an overview of classroom management for effective classroom instruction, prevention efforts, and intervention for emotional and behavioral challenges.

EDUC-K 344 Individualized Behavior Interventions and Supports (3 cr.)

P: Department consent. Admission to the Teacher Education Program. Emphasizes specialized knowledge and skills necessary to develop school- and community-based supports for students with behavioral challenges. Focuses on how to conduct functional behavioral assessments and develop and implement positive behavior intervention plans.

EDUC-K 345 Academic and Behavioral Assessment of Mildly Handicapped Children (3 cr.)

EDUC-K 350 Introduction to Mental Retardation (3 cr.) P: EDUC-K 205 or consent of instructor. A basic survey of the field of mental retardation. Definitions, classifications, diagnosis, and treatment are discussed from medical, psychological, sociological, and educational points of view.

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

Emphasizes an awareness of issues and available options related to programming for the special needs adolescent adult. The concept of career education--including preparation in daily-living, personal, social, and occupational skills--is used as the basic framework for the course.

EDUC-K 352 Specially Designed Instruction for Students with Mild to Moderate Disabilities (1-3 cr.)

P: Department consent. Admission to the Teacher Education Program. Focuses on research-based methods for teaching individuals with mild/moderate disabilities, including the selection, implementation, and adaptation of evidence-based instructional programs, strategies, and materials. Emphasizes federal and state laws and procedures for developing and implementing Individualized Education Plans. May be repeated.

EDUC-K 353 Urban Education Seminar (1-3 cr.)

P: Department consent. Admission to the Teacher Education Program. Examines current research, experiences, practices, and challenges that arise when teaching in urban schools and settings in general and

special education. Explores historical, political factors, and socioeconomic factors influencing urban education. Topics include, culturally responsive pedagogy, disproportionality, and trauma-informed care in schools.

EDUC-K 361 Assistive Technology for Elementary School Students with Disabilities (2-3 cr.)

P: Department consent. Admission to the Teacher Education Program. Prepares future teachers with the knowledge required to integrate assistive technology into curricula for students with mild to moderate disabilities.

EDUC-K 362 Team Approaches to the Education of Students with Disabilities (3 cr.) P: Department consent. Admission to the Teacher Education Program. Students will learn techniques related to effective collaboration and interactive teaming in educational settings. Focus will be the development of skills necessary to serve as consultant or co-teacher in school environments.

EDUC-K 363 Educational Research: Approaches and Issues (1 cr.) Course is designed to expose students to the major approaches in educational research. Students will learn to interpret educational research and apply this knowledge to a research-based position paper.

EDUC-K 370 Language and Learning Characteristics of Students with Mild to Moderate Disabilities (3 cr.)

P: Department consent. Admission to the Teacher Education Program. Focuses on typical and atypical language and learning, with an emphasis on individuals with mild/moderate disabilities. Addresses procedures for identification and referral for special education and related services based on language and learning characteristics.

EDUC-K 371 Assessment and Individualized Instruction in Special Education (3 cr.) P: Department consent. Admission to the Teacher Education Program. Emphasizes data-driven instructional decision-making that addresses reading and math problems of students with mild to moderate disabilities. Provides an overview of critical measurement concepts and types of assessments. Instruction is anchored in case studies and real-world application.

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

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

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

EDUC-K 422 Teaching Social Skills (3 cr.) Addresses the social context in which classroom instruction and

student interaction take place. The course will provide a framework for 1) observing skills that characterize social competence in school, 2) assessing problems with social behaviors, 3) planning instruction and interventions to teach social skills, and 4) monitoring instruction and interventions.

EDUC-K 426 Assessment and Instruction (3 cr.)

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

EDUC-K 441 Transition Across the Lifespan (3 cr.)

P: Department consent. Admission to the Teacher Education Program. This course is designed to give prospective teachers information and skills necessary to effectively teach students with disabilities at the high school level. An overview of characteristics of secondary students with mild disabilities, school programs, transition from school life to adult life, curriculum issues, and strategies of effective instruction for students with disabilities will be covered.

EDUC-K 448 Families, School, and Society (3 cr.)

Describes approaches for providing support for families with members with or at risk for disabilities. Focuses on the family as a system, the challenges of parents and siblings, and techniques for parent-professional communication, building collaboration, and increasing family empowerment.

EDUC-K 452 Classroom Management (3 cr.) Shows students how to plan and implement interventions that improve the motivation and self-management skills of students in the classroom. It will focus on procedures for teaching students how to regulate their behavior, and will address the array of skills they need to learn in order to take responsibility for their actions.

EDUC-K 453 Management of Academic and Social Behavior (3 cr.) Surveys principles of behavior management as they pertain to educational environments. Students will learn how to define, observe, measure, record, and change academic and social behavior.

EDUC-K 465 Service Delivery Systems and Consultation Strategies (3 cr.) Reviews methods of implementing service delivery systems; consulting with professionals and parents; designing in-service training programs; and developing referral systems, curricular and personnel resources, and evaluation techniques used in special education programs.

EDUC-K 480 Student Teaching Special Education (3-15 cr.) P: Senior status and completion of all professional education coursework with a C or better grade. Provides experiences for each student in his or her respective area of exceptionality, under the direction of a supervising teacher in an educational school setting. Variable title course. Graded S/F. May be repeated.

EDUC-K 488 Supervised Teaching in Special Education (3-12 cr.) P: Senior status and completion of all professional education coursework with a C or better grade. Provides students an opportunity to teach

exceptional children under the supervision of a licensed special education teacher and a university special education supervisor. Graded S/F. May be repeated.

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

EDUC-K 495 Laboratory/Field Experiences in Special Education (1-6 cr.) P: Department consent. Admission to the Teacher Education Program. Closely supervised field experience in various areas of special education. May be repeated.

Language Education (L)

EDUC-L 100 English Language Improvement (1-12 cr.)

EDUC-L 121 Academic Writing for Multilingual Students (2 cr.) P: Successful completion of English Language Improvement courses and workshops requisite to attempting to meet the Composition Proficiency Requirement. A course in academic composition designed to improve the reading, writing, and critical thinking skills of students whose first language is not English and whose academic interests would be better served by taking two composition courses rather than one. Emphasis will be placed upon reading and writing within the multiple rhetorics of the academy; students will practice, through revision, three essential academic skills and rhetorical tasks: summary, analysis, and argument. Another emphasis will be upon surface features typically associated with writing outside the first language. L121 will be built around a sequence of short essays, many revised in light of thoughtful criticism by the instructor. Special attention will be paid to the demands of writing in American universities, with emphasis upon practices of attribution. This course is not designed to fulfill the Composition Proficiency Requirement, but rather to complement English W131 Multilingual by serving as practice ground for students not yet prepared to meet the demands of that course. Placement will be determined through cooperation with Second Language Studies and the Department of English.

EDUC-L 210 Critical Reading and Thinking (3 cr.)

EDUC-L 211 Critical Reading and Thinking (3 cr.) Advanced reading and reasoning strategies for students to develop powers of awareness, analysis, evaluation, judgement and synthesis in dealing with expository material. Activities include critical analysis, information gathering, seminar discussions and written projects involving use of evidence and reasoning in defining positions and reaching conclusions.

EDUC-L 231 Applied Theatre (3 cr.)

EDUC-L 239 Language and Learning (3 cr.) Examines the role of language in creating, maintaining, and changing educational practices. Topics include bilingualism, dialects, heritage languages, language-in-education policy, language revitalization, and first and second language learning. Other topics include basic linguistic principles that are useful for pedagogy in both formal and informal contexts.

EDUC-L 240 Introduction to Instruction and Assessment for ESL/EFL Teachers (3 cr.) This course introduces interested IU students to important

considerations when volunteering, assisting, tutoring or teaching English language learners in preK-12 settings in the use of English-as-a-foreign/second language (EFL/ESL). This course is suited for students who plan to teach and volunteer in schools, workplaces, non-profit, governmental and non-governmental organizations within their communities or overseas. This class is thus suitable in general for anyone interested in exploring ways of engaging in and providing instructional assistance to nonnative speakers of English in preK-12 settings.

EDUC-L 295 Literacy Lead Service Pre-trip (1 cr.)

Prepares students for an international summer service trip to work with an English summer camp in a selected country. The 8-week session will address service ethics, history, culture, and politics, language, and training for camp counselors. May be repeated.

EDUC-L 296 Literacy Lead Service Trip (2 cr.)

P: EDUC-L 295. International summer service trip to work with an English summer camp in a selected country. May be repeated.

EDUC-L 338 Early Literacy Learning and Play-Based Instruction (3 cr.)

Study of early childhood literacy development, play-based learning, and developmentally appropriate teaching in preschool settings. The purpose of the course is to understand young children's developing literacies as strengths and to practice teaching methods for culturally responsive and inclusive learning communities where all children thrive intellectually, physically, socially, and emotionally.

EDUC-L 400 Instructional Issues in Language Education (3 cr.)

Reviews the principles and current instructional issues related to learning a first or a second language. Besides the general issues of effects of the environment, developmental stages, and basic instructional methodologies, relationships among reading education, English education, and second language education will be explored. Variable title course.

EDUC-L 403 Assessment of Literacy of Culturally and Linguistically Diverse Students (3 cr.)

Define assessment literacy for working with culturally and linguistically diverse students. Topics include the assessment process, curriculum design, backwards planning, ongoing, traditional, and alternative classroom assessment, high stakes testing, language proficiency testing, and principles of designing useful, meaningful, and equitable classroom assessments for and of learning.

EDUC-L 405 Secondary Language and Literary Instruction K-12 (3 cr.)

Explores the role of world knowledge, language knowledge, and literacy knowledge in second language literacy development in K-12. Topics include critical literacy, culturally responsive curriculum, differentiation, miscue analysis, strategies for promoted comprehension, writing, and vocabulary development across the curriculum, current research, and effective assessment, assistance, and pedagogy.

EDUC-L 407 Language Education Issues for English Teachers (3 cr.)

P: EDUC-E 341 or EDUC-X 400 or Secondary English Education Major. Study of growth in language as a developmental process and how social, cultural, and economic environments are intrinsic parts of language learning. Explores the close relationship between how home language, dialect, and a second

language is developed. Addresses how speaking, listening, writing, reading, and observing are interrelated.

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

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

EDUC-L 418 Reading Research for Literacy Leaders (3 cr.) Study of literacy and language learning as a developmental process within social, cultural, and economic environments. Introduces theoretical foundations of reading and other literacies that explain close relationships among linguistic, social, cultural, and environmental influences on literacy development and their implications for assessment and responsive teaching.

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

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

EDUC-L 442 Teaching English Language Learners: Bilingual and English as a New Language (3 cr.) P: EDUC-L 441 and Admission to the Teacher Education Program. C: EDUC-M 401 Introduces undergraduate student to the theory-based instructional methods and activities that are used in bilingual and English as a New Language education programs. In addition, they are introduced to second language development, theoretical applications, and the sociocultural issues involved in teaching language minority students.

EDUC-L 443 Reading in Bilingual Classrooms (3 cr.) Methods of reading instruction in bilingual classrooms including rationale, philosophical, psychological and sociological dimensions as they relate to identification of materials and examination of models.

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

EDUC-L 491 Alternative Assessment Applications in Language Education (3 cr.) This course introduces students to classroom applications of the interdisciplinary theoretical tenets that underlie alternative assessment practices. Students will use this knowledge in the on-going assessment of students' content and literacy development

in language education, particularly bilingual and ENL programs.

Methods (M)

EDUC-M 101 Laboratory/Field Experience (0-3 cr.) P: Department consent. Laboratory or field experience for freshman. Variable title course. Graded S/F. May be repeated.

EDUC-M 130 Introduction to Child Art (3 cr.) P: Department consent. Introduction to the nature, meanings and development of children's visual/artistic expressions and aesthetic responses, from childhood through adolescence, across culture and time. Students will analyze children's artworks and reactions to images through readings, case studies, and field experiences, and consider implications for promoting artistic and aesthetic growth.

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

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

EDUC-M 201 Laboratory/Field Experience (0-3 cr.) P: Department consent. Laboratory or field experience for sophomores. Variable title course. Graded S/F. May be repeated.

EDUC-M 202 Job Search Strategies for Educators (1 cr.) P: Must have at least Junior standing. Provides students entering the job market with the employment skills needed to aid them in their job search, materials processing, interview skill development, and licensure procedures. For many students, this course serves as the capstone experience prior to or during student teaching. Graded S/F.

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

EDUC-M 235 Art, Interdisciplinarity and Education (3 cr.) An introduction to artists and artistic practices that explore connections between art and language arts, mathematics, science, social studies, and other non-art disciplines. Emphasis on engaging with, analyzing and responding to artworks, for general knowledge or as a basis for arts integrated curricula. No background in art or education required.

EDUC-M 273 Recreational Arts and Crafts (2 cr.) An introduction to arts and crafts for recreation agencies such as youth groups, camps, playgrounds, hospitals, etc.

EDUC-M 300 Teaching in a Pluralistic Society (3 cr.)

P: ENG-W 131 or ENG-W 170 or CMLT-C 110 with minimum grade of C. Teaching in a Pluralistic Society is part of the set of academic and social experiences crafted in order to provide students - particularly prospective elementary teachers - with opportunities to analyze the multiple aspects of social diversity and engage in pluralistic perspectives and endeavors. The course is designed to introduce students to teaching as a profession.

EDUC-M 301 Laboratory/Field Experience (0-3 cr.)

P: Department consent. Admission to the Teacher Education Program. Laboratory or field experience for juniors. Variable title course. Graded S/F. May be repeated.

EDUC-M 302 Mathematics Throughout the Secondary Curriculum (1-3 cr.)

Students engage in making connections between the mathematics content of certain required mathematics courses and the teaching and learning of secondary school mathematics. Students analyze important "big ideas" in mathematics. Additionally, students prepare and collect lesson plans for use during student teaching and beyond. Variable title course. Graded S/F. May be repeated.

EDUC-M 303 Laboratory/Field Experiences: Junior High/Middle School (0-3 cr.)

P: Department consent. Admission to the Teacher Education Program. Laboratory or field experience. Variable title course. Graded S/F. May be repeated.

EDUC-M 311 Methods for Kindergarten/ Elementary Teachers (1-3 cr.)

Explores individualized and interdisciplinary learning methods, measurement and evaluation, teaching process and curriculum development, and organization of the elementary schools. May be repeated.

EDUC-M 312 General Methods for Junior High/Middle School Education (1-3 cr.)

Individualized and interdisciplinary learning methods, measurement and evaluation, teaching process and curriculum development and organization of the junior high/middle school. May be repeated.

EDUC-M 313 General Methods for Secondary Education (1-3 cr.)

Study covers individualized and interdisciplinary learning methods, measurement and evaluation, teaching and curriculum development and organization of the secondary school.

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

General methodology and organization; knowledge about the teaching process, including general methods, instructional media, measurement, curriculum development and organization of the senior high/junior high/middle school; and techniques to promote individualized and interdisciplinary learning. May be repeated.

EDUC-M 321 Secondary School Mathematics Curriculum and Assessment (3 cr.)

P: Department consent. Admission to the Teacher Education Program. Critical examination of standards and other influences on secondary mathematics curricula, text materials and other resources available to support and guide secondary mathematics programs. Development of knowledge

and skills related to assessment tools and strategies in secondary mathematics.

EDUC-M 323 Teaching of Music in the Elementary School (2 cr.)

P: MUS-E 241 or MUS-Z 241. Not open to music majors. Fundamental procedures of teaching elementary school music, stressing music material suitable for the first six grades. May be repeated.

EDUC-M 325 Photography for Educators (3 cr.)**EDUC-M 330 Designing Visual Learning Experiences (3 cr.)**

P: Department consent. Admission to the Teacher Education Program. An introduction to fundamentals of designing and facilitating children's visual art learning experiences in schools, community centers or museums. Emphasis on pedagogy in the context of practice and field experiences with children. Required for art education majors. Non-art education majors welcome with instructor permission.

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

Not open to art education majors. The selection, organization, guidance, and evaluation of two- and three-dimensional art activities in the elementary grades. Laboratory experiences with materials and methods.

EDUC-M 333 Art Experiences for the Elementary Teacher (2 cr.)

P: EDUC-M 135 or EDUC-M 200 or SOAD-N 110. Development of skills in viewing and discussing art, guidance in selecting and organizing visuals and media for art instruction in the elementary classroom.

EDUC-M 334 Drama in Education (2-3 cr.)

This course is designed to introduce students to a wide variety of places, spaces and ways that drama, as a critical social and cultural experience, may be thought about and used with youth. Students will play with multiple drama and theatre strategies with an eye on ways in which individual these may inform student social and academic growth. It is intended that upon completion of this course students will feel comfortable infusing drama throughout their classroom and curriculum. Student are also expected to be able to articulate how their pedagogy and praxis may be informed through drama. - support the novice and inspire the veteran dramatic arts educator - provide direction for learning design, assessment, and evaluation - set out the philosophical and pedagogical foundations for dramatic arts learning - articulate a palette of possibilities for learning design.

EDUC-M 337 Methods and Materials for Teaching Instrumental Music (2-3 cr.)

Teaching methods and materials; organization of the instrumental curriculum.

EDUC-M 338 Methods and Materials for Teaching Choral Music (2-3 cr.)

Organization and development of choral groups; voice production, rehearsal techniques; tone, diction and phrasing; materials suitable for school choruses at secondary level.

EDUC-M 339 General Music Methods K-12 (2-3 cr.)

A detailed study of curriculum, practices, and procedures that attend the teaching of general music K-12. Includes methods and materials for teaching music theory, history, and literature in high school. Includes 30 to 40 clock hours of practical experience in schools.

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

EDUC-M 342 Methods and Materials for Teaching Elementary Music (3 cr.) P: Department consent. Admission to the Teacher Education Program. Detailed study of current teaching techniques for the elementary school music class. Dalcroze, Kodaly, and Orff techniques; review of current textbooks and other materials; classroom recorder and guitar.

EDUC-M 343 Methods and Materials for Teaching Choral Music (1-6 cr.) P: Department consent. Admission to the Teacher Education Program. A study of vocal pedagogy, development of musicianship, rehearsal techniques, program management, and choral literature for elementary through high school choirs.

EDUC-M 344 Methods and Materials for Teaching Instrumental Music (3 cr.) P: Department consent. Admission to the Teacher Education Program. A study of instrumental pedagogy, development of musicianship, rehearsal techniques, and appropriate methods and literature for elementary through high school bands and orchestras.

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

EDUC-M 363 Professional Field Work in Recreation (4 cr.) Each student assumes (under supervision) responsibility for planning, leadership, supervision, and evaluation of recreational activities of individuals and/or groups of various ages in the community or agency setting. Graded S/F.

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

EDUC-M 401 Laboratory/Field Experience (0-3 cr.) P: Department consent. Admission to the Teacher Education Program. Laboratory or field experience for seniors. Variable title course. Graded S/F. May be repeated.

EDUC-M 403 Laboratory/Field Experience (0-3 cr.) P: Department consent. Admission to the Teacher Education Program. Laboratory or field experiences at the high school level. Corequisite with the required special methods course. May be repeated.

EDUC-M 410 Methods of Teaching Junior High/Middle School Social Studies (2-4 cr.) This course is part of the professional education sequence for junior high/

middle school social studies teachers. Its goals include understanding and applying knowledge of adolescent development, instructional goals, objectives, methods and materials. Evaluation of learning and teaching is emphasized. A teaching laboratory is a core part of the course.

EDUC-M 411 Laboratory/Field Experience: Non-School Art Education (1-3 cr.) P: Department consent. Laboratory or field experience. Graded S/F. May be repeated.

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

EDUC-M 414 Workshop in Social Studies Education (1-6 cr.) Special topics in methods and materials for improving the teaching of social studies in middle, junior and senior high schools. Variable title course.

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

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

EDUC-M 418 Methods of Teaching JH/MS Mathematics (2-4 cr.) This course deals with strategies for teaching, diagnosis and remediation, proper sequencing, using materials, problem solving, and reading of mathematics materials. It develops techniques for establishing goals, testing processes, and relating mathematics to other disciplines of junior high/middle school student's program. A one hour practicum must be taken concurrently with this course.

EDUC-M 419 Methods of Teaching JH/MS Science (1-6 cr.) P: 18 hrs of science. Designed for students who plan to teach science in the junior high or middle school.

EDUC-M 420 Student Teaching Seminar (1-3 cr.) P: Senior status and completion of all professional education coursework with a C or better grade. This seminar will address several issues related to the process of becoming a teacher. Variable title course. Graded S/F.

EDUC-M 421 Methods of Teaching Middle/Junior High School Social Studies (3 cr.) P: Department consent. Admission to the Teacher Education Program. Develops concepts and theories from social science, humanities, and education into practices of successful social studies

instruction. Integrates social issues and reflective thinking skills into the social studies curriculum. Emphasis on curriculum development skills and building a repertoire of teaching strategies appropriate for middle/secondary school learners.

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

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

EDUC-M 424 Student Teaching: Kindergarten-Primary (1-16 cr.) P: Senior status and completion of all professional education coursework with a C or better grade. Full-time supervised student teaching over a full semester, divided equally between a kindergarten and primary grade in a school accredited by the state of Indiana, or an equivalent approved school out of state. The experience is directed by a qualified supervising teacher and has university-provided supervision. Graded S/F. May be repeated.

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

EDUC-M 427 Special Education Student Teaching Seminar (1-6 cr.) P: Senior status and completion of all professional education coursework with a C or better grade. This online seminar has been developed for candidates in the Teaching All Learner's (TAL) program as they bridge knowledge of theory with practice in student teaching while in special education placements. M427 is a complementary seminar to M420 student teaching seminar with the Office of Clinical Practices. TAL candidates will be in M420 during their general elementary education placement and in M427 during their special education placement. The M427 seminar will be structured for fall and spring semesters and align with candidate's student teaching in special education in the local area (within a 60 mile area around Bloomington). The content of M427 will be closely aligned with the current M420 student teaching seminar when candidates are completing their teacher performance assessment (edTPA). TAL candidates will have a choice to complete the edTPA during the special education placement or during the general education placement. M427 will also integrate content standards from Council for Exceptional Children

(CEC Standards, 2012) for collaboration. Collaboration standards will be addressed in each seminar (M420 and M427). The content for M427 will vary depending on whether candidates are completing the Special Education edTPA in this semester. For this reason M427 will offer two tracks candidates must follow to successfully complete the seminar M427 edTPA Track or M427 non-edTPA Track. The edTPA must be successfully completed in either M427 or M420. Graded S/F.

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

EDUC-M 430 Art Education in Schools & Museums (3 cr.) P: Department consent. Admission to the Teacher Education Program. Advanced study of curriculum developments in art education and methods of teaching visual art in PreK-12 schools, museums or other professional settings.

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

EDUC-M 432 Teaching Foreign Language 5-12 (1-3 cr.) P: Department consent. Admission to the Teacher Education Program. Development and practice of skills and techniques of teaching foreign language, selection of content and materials, and evaluation of student and teacher performance. Micro teaching lab included.

EDUC-M 434 Administration of School Bands (2 cr.) P: Department consent. Admission to the Teacher Education Program. Teaching, organization, and administration of school wind and percussion ensembles. Five meetings per week.

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

EDUC-M 436 Administration of School Orchestra (2 cr.) P: Department consent. Admission to the Teacher Education Program. Teaching, organization, and administration of school orchestras. Five meetings per week.

EDUC-M 440 Teaching Problems and Issues Seminar (3 cr.) A comprehensive examination of teaching problems and issues at the junior high school and middle school levels with special emphasis on solution strategies in various contexts.

EDUC-M 441 Methods of Teaching Senior/Junior High/Middle School Social Studies (2-4 cr.) P: Department consent. Admission to the Teacher Education Program. 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 repertoire of teaching strategies appropriate for middle/secondary school learners. Includes micro-teaching laboratory. May be repeated.

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

EDUC-M 445 Methods of Teaching Foreign Language (1-4 cr.) P: Department consent. Admission to the Teacher Education Program. Development and practice of skills and techniques for teaching foreign languages, selecting content and materials, and evaluating student and teacher performance. Micro-teaching laboratory included. This course should be taken during the semester immediately preceding student teaching.

EDUC-M 446 Methods of Teaching Senior High/Junior High/Middle School Science (1-5 cr.) P: Department consent. Admission to the Teacher Education Program. Designed for students who plan to teach Biology, Chemistry, Earth Science, General Science or Physics in Junior High/Middle School/Secondary school. May be repeated.

EDUC-M 447 Methods of Teaching Secondary English (1-5 cr.) Methods, techniques, content, and materials applicable to the teaching of English in the secondary school. Field experiences with secondary students and teachers provided to assess ongoing programs in public schools and to study materials appropriate for these programs.

EDUC-M 448 Methods of Teaching High School Mathematics (2-4 cr.)

EDUC-M 449 Methods of Teaching High School Science (1-5 cr.) P: 35 hrs of science. Designed for students who plan to teach biology, chemistry, earth science, general science or physics in junior high/middle school or secondary school.

EDUC-M 450 Methods of Teaching High School Journalism (4 cr.)

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

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

EDUC-M 454 Grammar for Teachers (1 cr.) Grammar for Teachers provides an opportunity for preservice teachers to learn about current insights and strategies

in the teaching of grammar from the disciplines of sociolinguistics, composition, and education. The class will examine attitudes and beliefs about grammar in the society at large, as well as investigating trends and research in the teaching of grammar. Students will learn about grammar in oral language as well as written language, with an emphasis on description and diversity. The class will develop a perspective on error through investigation of student work. Specific classroom strategies for helping students conceptualize a language of wider communication and for helping students learn to edit their work will be the goal.

EDUC-M 455 Methods of Teaching Home Economics (2-4 cr.) Topics include instructional materials, teaching techniques, evaluation, research, current issues, and curriculum planning for consumer and homemaking education and occupational education. Individual projects and supervised field experiences included. Assignments for projects and field experiences differentiated to accommodate students preparing to teach at various levels.

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

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

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

EDUC-M 460 Laboratory in the Teaching of Typing and Office Procedures (2 cr.) P: EDUC-M 313. Psychology of motor skill development; methods, content, and emphasis of instruction for a two-year typewriting sequence; principles, procedures, content and layout of an intensive office laboratory. Required for clerical and secretarial license.

EDUC-M 462 Methods of Teaching High School Reading (3 cr.) Curriculum, methods, and materials for teaching students to read more effectively.

EDUC-M 463 Methods in Speech and Hearing Therapy (3 cr.) The purpose of this course is to provide you with information, models, and organizational/administrative procedures for delivering services to persons with communication disorders who are enrolled in the nation's public schools. You will learn about public school and program organization; Federal and state legislation which will govern your work in the schools; the role of evidence-based practice in school service delivery; the important considerations in establishing a public school speech/language program; and finally, the management of a school speech/language program.

EDUC-M 464 Methods of Teaching Reading (3 cr.) P: Department consent. Admission to the Teacher

Education Program. Focuses on middle, junior high, and senior high school. Curriculum, methods, and materials for teaching students to read more effectively. May be repeated.

EDUC-M 466 Methods of Directing School Media Services (2 cr.) P: EDUC-R 533, R 543; concurrent with M 482; Library Science L 504, L 508, L510, L 533, L 553. Organization, administration, and utilization of library and audio-visual services in the secondary schools. Lectures, demonstrations, and observations.

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

EDUC-M 470 Practicum (3-8 cr.) P: Senior status and completion of all professional education coursework with a C or better grade for license addition or Department Consent. Teaching or experience under the direction of an identified supervising teacher and with University provided supervision in the endorsement or minor area and at the level appropriate to the area and in an accredited school within the State of Indiana unless the integral program includes experience in an approved and accredited out-of-state site. The practicum may be full or part-time but in every instance the amount of credit granted will be commensurate with the amount of time spent in the instructional setting. Graded S/F. May be repeated.

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

EDUC-M 472 Teaching Art in the Elementary School (3 cr.) P: EDUC-M 371 and EDUC-C 311. Develops understanding and appreciation of teaching, with emphasis on teaching in the elementary schools. Includes curriculum and lesson planning, organization of materials and ideas, and techniques of classroom management. To be taken concurrently with M301, which encompasses off-campus experiences in the elementary schools.

EDUC-M 474 Undergraduate Seminar in Music Education (1-2 cr.) P: Department consent. An eight-week course taken in the same semester as student teaching. Current literature in music education, with individual projects concerned with music learning in the schools.

EDUC-M 476 Methods of Teaching Shorthand (1 cr.) P: EDUC-M 313. Methods of teaching shorthand and transcription in the secondary school. Emphasis on planning, methodology, and evaluation. Required for Secretarial License.

EDUC-M 478 Methods of Teaching High School Speech (2-4 cr.) Offered fall semester only. Must be taken to student teach.

EDUC-M 479 Methods in Dental Health Education (3 cr.)

EDUC-M 480 Student Teaching in the Secondary School (1-16 cr.) P: Senior status and completion

of all professional education coursework with a C or better grade. Full-time supervised student teaching for a minimum of 10 weeks in a junior high/middle school or senior high school accredited by the state of Indiana, or an equivalent approved school out of state. The experience is directed by a qualified supervising teacher and has university-approved supervision. Graded S/F. May be repeated.

EDUC-M 482 Student Teaching: All Grades (1-16 cr.) P: Senior status and completion of all professional education coursework with a C or better grade. Full time supervised student teaching in the areas of Visual Arts, Music, Physical Education, Recreation, Special Education, or School Library/Media Services for a minimum of ten weeks at the elementary, junior high/middle school, and/or high school accredited by the State of Indiana or an equivalent approved school out-of-state. The experience is directed by a qualified supervising teacher and has university provided supervision. Graded S/F. May be repeated.

EDUC-M 483 Teaching Social Studies 5-12 (1-3 cr.) Historical and contemporary roles of social studies will be explored with an emphasis on roles played by history, the social sciences, and the humanities. Particular attention is given to development of skills essential to successful social studies instruction and a resource bank of instructional ideas.

EDUC-M 484 Methods and Materials for Teaching Theatre and Drama with Young Adolescents (1-3 cr.) This course explores a wide range of connections between drama and education as and across the middle school and secondary age curriculum. Focus is given to current theories, practice/strategies and research that articulate this connection. Our engagements include participatory drama sessions, play building, play production, theoretical discussions and lesson construction and execution. Areas covered include, process drama, drama for social justice and equity, drama across the curriculum and drama in multiliterate settings, as well as, evaluation and assessment, connections to state and federal theatre standards.

Mathematics Education (N)

EDUC-N 101 Teach and Learn Elementary Math (3 cr.) P: MATH-X 18 or MATH-M 18 or MATH-M 14 or MATH-M 25 or MATH-M 118 or MATH-M 119 or MATH-M 211 or (MATH-D 116 and MATH-D 117) or have a minimum of 35 on IUB 'ALEKS' math placement test. To develop an understanding of mathematics content and pedagogy relevant to be a successful elementary school teacher. Focus is on content and methods that are consistent with recent recommendations about mathematics learning and teaching and the Indiana Academic Standards. Pedagogical methods address reason about numbers, quantities, operations and algebra.

EDUC-N 102 Teaching and Learning Elementary School Mathematics I (3 cr.) This course will help pre-service teachers develop an understanding of mathematics content and pedagogy relevant to be a successful elementary school teacher. Focus is on content and methods that are consistent with recent recommendations about mathematics learning and teaching and the State of Indiana Academic Standards.

EDUC-N 103 Teaching and Learning Elementary School Mathematics II (3 cr.) P: EDUC-N 101 or MATH-T 101 with a grade of C or better. This course will help pre-service teachers develop an understanding of mathematics content and pedagogy relevant to be a successful elementary school teacher. Focus is on content and methods that are consistent with recent recommendations about mathematics teaching and learning and the State of Indiana Academic Standards.

EDUC-N 310 Mathematics in Middle School (3 cr.) P: EDUC-E 343 or department consent. Focuses on preparation for mathematics teaching in the middle school years by surveying content, methods, materials, and instructional issues.

EDUC-N 443 Teaching Elementary Mathematics Problem Solving (1-6 cr.) P: EDUC-E 343 or department consent. This course is designed to focus on components related to the teaching and learning of elementary school mathematics problem solving. Topics included: types of problems, appropriate instructional sequences, strategies for solving problems, factors related to problem difficulty, evaluating problem-solving learning. Work with elementary school children is included. May be repeated.

Educational Psychology (G+P+Y)

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

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

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

EDUC-G 207 Introduction to Sport Psychology and Athlete Mental Health (3 cr.) Introduces issues related to psychological functioning of student-athletes, and educates future professions (e.g., coaches, administrators, teachers, counselors, academic advisors) working with student-athletes. Provides basic understanding of issues that uniquely impact athletic participants. Students will understand how to identify and access resources that help athletes deal with psychosocial stressors.

EDUC-G 208 Prevention of Adolescent Risk Behavior (3 cr.) This course will provide an overview of the principles of prevention interventions with a focus on the role of counselors and other helping professionals in the development and dissemination of prevention. Prevention of the following adolescent risk/problems that will be covered in the course: alcohol and drug use, risky sexual behaviors, suicide and self-harm, delinquency, obesity,

and bullying. Further, the course will address the settings in which prevention of adolescent risk behaviors occurs including, but not limited to, schools and community agencies.

EDUC-G 272 Introduction to Sexuality Counseling (3 cr.) This course provides background in the science of sexual anatomy and physiology and then explores some common sex-related problems and empirically-supported treatments for those problems. Application of treatments across diverse populations will be discussed. Students also will be encouraged to think critically about the medicalization of sexual functioning.

EDUC-G 302 Counseling with Youth (3 cr.) This course will provide an orientation to the psychological needs of children and adolescents, including but not limited to developing an understanding of potential risk factors as well as the key roles all youth workers and teachers have in helping young people begin to conceptualize their future personal and career goals. Special attention will be given to counseling interventions and the resources available in schools and other community youth-serving agencies. A service-learning component working directly with youth in either a school or local agency is a requirement of this course.

EDUC-G 310 Addictions Counseling (3 cr.) This course is a survey of the field of counseling for addictive behaviors. The focus will be largely on alcohol and other drug use. Course topics include models and theories of addition, psychological processes and addition, diversity and health disparities in addition, and prevention and treatment models. The final portion of the course will cover other non-substance related addictive behaviors such as gambling. Throughout the course, students will be encouraged to challenge common conceptualizations of addictions as portrayed in our society

EDUC-G 332 Group Facilitation Skills: A Counseling Psychology Perspective (3 cr.) This course will provide students with an understanding of the workings and dynamics involved in small groups. By exploring issues (e.g., group leadership, conformity/deviance to norms, groupthink), students can begin to apply knowledge, awareness, and skills within the small group setting to their future personal and professional lives.

EDUC-G 352 Counseling for Career Issues (3 cr.) This course serves as an introduction to career counseling and assisting people with issues related to work. It will address career development theories and intervention strategies for assisting individuals with career decisions (e.g., choice of a college major). The course will also include resources related to career counseling, such as career assessments and sources of occupational information.

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

to students' lives, including school, work, family, and romantic relationships.

EDUC-G 375 Multicultural Skills (3 cr.) The course serves as an introduction to multicultural counseling, skills, and communication. We will explore how culture influences behavior and how that knowledge can be applied in counseling-related skills. You will be asked to examine your own culture and how that has shaped your identity and world view as well as how that will impact you as a helping professional. We will also explore other cultures, understand the complexities related to intersectionality, and how this information can be utilized to best meet the needs of different groups.

EDUC-G 424 Professional Skills & Career Planning in Counseling and Higher Education (3-6 cr.) C: EDUC-M 470 Course will focus on exploration of professional skills and career opportunities in the helping professions, e.g., mental health, academic advising, career coaching, student affairs, workplace wellness, and training and development. The overall aim of the course is to assist students in preparing for graduate school, future careers, and life beyond. May be repeated.

EDUC-G 445 Consultation Theory and Skills (3 cr.) P: EDUC-G 375 This course is designed to: a. provide students with an understanding of the theory, research, and practice of consultation within a social justice framework; b. enhance students' ability to provide consultation to individuals and small groups; and c. increase students' cultural awareness and ability to apply multicultural theory to consultation.

EDUC-G 485 Principles of Guidance (2 cr.) Guidance personnel, principles, techniques, and devices in public school systems, colleges, and universities, and in industrial and business fields. Graded S/F.

EDUC-G 490 Individual Study in Guidance (1-3 cr.) Individual research in counseling psychology. Variable title course. May be repeated.

EDUC-P 214 Life Span Development (3 cr.) A survey course of human development from infancy through old age emphasizing the life span perspective of development. Major theories, current and classical research findings, and educational implications for all life stages from birth to death.

EDUC-P 220 Applied Child Development (3 cr.) We will apply theory and research in child development to working with children in a variety of professional settings.

EDUC-P 231 Computational Technology in Educational Ecosystems (3 cr.) This is a survey course designed to help participants think about how different technological designs (e.g., games, simulations, programming languages) fit effectively into a variety of learning contexts where context refers to the location (in or out of school), local culture, learning goals, and organization of activity.

EDUC-P 225 Introduction to Child and Adolescent Mental Health in Applied Settings (3 cr.) There is a growing movement in the United States and in other countries to address childhood and adolescent mental health. This course will expose students to issues related to childhood and adolescent mental health including

prevalence, diagnosis, school-based services, and culture and mental health.

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

EDUC-P 248 Elementary School Child: Physical, Emotional and Social Development (2-3 cr.) Child development in the school context. This course will provide an understanding of physical, emotional, and social development in a school marked by a diversity of cultural, social, and personal traits. Also, the role of the teacher in supporting positive development in students.

EDUC-P 249 Growth and Development in Early Childhood (3 cr.) Focuses on the cognitive, social, affective, and physical development of the child during the early years of life. The goal of understanding the growing child from multiple perspectives guides the study of theory and research on child development. Theoretical study is integrated with observations of and experiences with children in a way that increases the insights and competence of the teacher of young children. Addresses the unique developmental problems of special groups of children: handicapped, economically deprived, and members of minority groups.

EDUC-P 250 General Educational Psychology (1-4 cr.) The study and application of psychological concepts and principles as related to the teaching-learning process, introduction to classroom management, measurement/evaluation, and disability awareness. May be repeated.

EDUC-P 251 Educational Psychology for Elementary Teachers (1-4 cr.) P: Department consent. 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. May be repeated.

EDUC-P 252 Educational Psychology for Junior High/Middle school Teachers (1-4 cr.) The application of psychological concepts to school learning and teaching in the perspective of development during the preadolescent period. Special attention is devoted to the needs of the handicapped.

EDUC-P 253 Educational Psychology for Secondary Teachers (1-4 cr.) The application of psychological concepts to school learning and teaching in the perspective of development from preadolescence through adolescence. Special attention is devoted to the needs of the handicapped.

EDUC-P 254 Educational Psychology for Teachers of All Grades (1-4 cr.) P: Department consent. The application of psychological concepts to school learning and teaching in the perspective of development from childhood through adolescence. Special attention is devoted to the needs of the handicapped.

EDUC-P 255 Educational Psychology for Middle/Secondary Teachers (1-4 cr.) The application of psychological concepts to school learning and teaching in the perspective of development during the preadolescence

period. Special attention is devoted to the needs of the handicapped. May be repeated.

EDUC-P 280 Educational Psychology (1-6 cr.) The study and application of psychological concepts and principles as related to the teaching-learning process. May be repeated.

EDUC-P 290 Professional Practice: Education (2-6 cr.) On-the-job experience with appropriate school or agency. Supervision exercised by faculty. Graded S/F.

EDUC-P 302 School-Based Mental Health (3 cr.) Schools are the most common location for US children to receive mental health services. Taking a social justice and prevention lens, this course provides an overview of the major professions (school counseling, school psychology, school social work) and topics focused on by those engaged in school-based mental health.

EDUC-P 312 Learning: Theory into Practice (3 cr.) P: Must have at least Sophomore standing. This course is concerned with understanding the process of teaching and learning, particularly within a secondary school context. Preservice teachers will be helped to see that learning takes place as an interaction of social, emotional, developmental, and cognitive forces. Units focus on theories of learning and teaching, motivation, the learning process, and assessment.

EDUC-P 313 Adolescents in a Learning Community (2-3 cr.) P: Must have at least Sophomore standing. This course focuses on adolescent development in a school context. The course helps with understanding people and how they function in a community of learners, with particular emphasis on their interaction with others in a school environment marked by a diversity of cultural, social, and personal traits. Also the course helps the pre-service teacher in understanding and responding to adolescents' needs in this environment.

EDUC-P 314 Life Span Development (3 cr.) A course surveying human development from infancy through old age, emphasizing the life-span perspective on development. Major theories, current and classical research findings, and educational implications for all life stages from birth to death.

EDUC-P 345 Academic and Behavioral Assessment of the Mildly Handicapped Child (3 cr.) This course emphasizes the collection and use of formal and informal assessment information for identifying and planning educational programs for mildly handicapped children.

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

EDUC-P 361 Emerging Adulthood (3 cr.) This course examines major theories and findings concerning biological, cognitive, social, and emotional development during emerging adulthood. A primary objective of this course is to help students become knowledgeable about the latest research on the transition from adolescence to adulthood.

EDUC-P 403 Psychological Trauma in Children and Adolescents (3 cr.) P: Coursework in child development

and developmental psychology preferred This course will cover four units: (1) the nature and definition of childhood trauma; (2) the psychosocial, biological, and developmental processes affected by trauma; (3) how educational and community-based systems can be responsive to children impacted by trauma; (4) present information for practitioners working with trauma victims.

EDUC-P 404 Managing the Behavior of Youth in School and Community Settings (3 cr.) This course is designed to help future teachers, therapists, and other youth service professionals develop the knowledge, awareness, and skills necessary to effectively manage problem behaviors in youth. Students will gain a better understanding of common childhood disorders and mental health issues that are associated with problem behaviors in youth.

EDUC-P 407 Psychological Measurements in the Schools (2-3 cr.) Application of measurement principles in classroom testing; construction and evaluation of classroom tests; evaluation of student performance; interpretation and use of measurement data; assessment of aptitudes, achievement, and interests via standardized tests; school testing programs.

EDUC-P 444 Applied Cognition and Learning Strategies (3 cr.) Survey of applied cognitive psychology, including: information processing; schema theory; cognitive and metacognitive learning strategies; reading comprehension mnemonic devices and other study skills; expert-novice research; technology-related learning supports; process and protocol analysis; problem representation and problem solving in math; and new assessment tools and measures.

EDUC-P 450 Child Development Seminar (3 cr.) Students will revisit child development theories, issues, and trends, discussing the direct application of this information in the preschool, kindergarten, and primary grade classrooms in which they are student teaching.

EDUC-P 465 Childhood Socialization (3 cr.) Social development in childhood. Topics include: socialization settings, including family, day care, and school; identity development, including self-concept and self-esteem and race, ethnic, and gender identity; language and communication; and interactive competence, including altruism and pro-social development, aggression, and friendship and peer relations.

EDUC-P 470 Discipline in the Classroom (3 cr.) This course is designed for pre-service teachers to be taken in conjunction with student teaching. The emphasis is on organizing classroom procedures and interacting with students in ways that negate the probability of classroom behavioral disruptions. The focus is practical applications to specific conditions that confront most teachers.

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

EDUC-Y 402 Introduction to Statistics for Behavioral and Educational Sciences (3 cr.) Course is designed to develop a working understanding of the fundamental concepts used in descriptive and inferential statistics. The purpose is to understand the use of statistics in educational research as a tool to analyze and interpret

data. Students will learn appropriate statistical procedures, calculate statistics, and perform statistical tests.

EDUC-Y 410 Participatory Action Research in Education and Service Professions (3 cr.) P: EDUC-Y 402. Introduces students to the process and practices of local research using a participatory action research approach. This approach taps into research as a problem-oriented, locally-focused form of inquiry where researchers and community members collectively engage in research oriented toward better understanding and identifying problems and potential solutions.

EDUC-Y 420 Educational Research (1-3 cr.) Introduction to basic designs, methods and principles in educational research. Students will learn to interpret and critique published research studies, and will learn rudiments of data collection and analysis. Variable title course.

EDUC-Y 435 Program Evaluation for Applied Educational Professions (3 cr.) P: EDUC-Y 402. This undergraduate capstone inquiry course engages students in conducting a small scale evaluation by consulting with a relevant organization or business. Students will begin with a simulated evaluation study organized according to thread. By the second half of the semester, students will be involved in group-conducted local evaluations.

Science Education (Q)

EDUC-Q 100 Metrics - Today's World (1 cr.) Self-instructional program in the use of metric units in solving problems using length, area, volume, mass, and temperature. Assistance provided to students unfamiliar with the metric system.

EDUC-Q 200 Introduction to Scientific Inquiry (1-3 cr.) A lab-based course focused on developing understandings about the natural world, as well as the processes scientists use to study that world. Students in this course actively engage in scientifically-oriented questions about the natural environment, give priority to evidence in responding to questions, formulate their own explanations from evidence, connect explanations to scientific knowledge, and communicate and justify their explanations. May be Repeated

EDUC-Q 205 STEM for Educators (3 cr.) This course introduces integrated topics across science, technology, engineering and mathematics. The focus is on physical science principles and how they impact the natural and built environment. The class is directed toward elementary education majors thus content mirrors that which they will need to know to teach their students.

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

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

students teach physical science concepts to children are an integral part of the course.

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

EDUC-Q 217 STEM Learning Out of School (3 cr.) This course is meant to explore the the various contexts where STEM content is experienced outside of school. This includes institutions such as museums, zoos, aquaria and makerspaces as well as through media. We will explore the types of learning that can happen in these spaces, the theories behind the design and building of these experiences and evaluate their effectiveness at learning and engagement. Students will be asked to bring together their learning in a final project where they design and evaluated a STEM-related learning experience.

EDUC-Q 328 Field Experience/Methods Linkage for Elementary Education (0 cr.) During this time the student prepares solutions, assembles equipment and performs whatever additional practice is needed to prepare for taking a science lesson into a school.

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

EDUC-Q 405 Integrated Science for Science Education (1-4 cr.) P: EDUC-E 328. C: EDUC-E 328. Integrated science course/lab for elementary education majors with a science concentration. This capstone course is primarily a science course intended to expand previously gained science content knowledge; topic and field experiences at the discretion of the instructor. May be repeated.

EDUC-Q 446 Field Experience/Methods Linkage: Secondary (0-3 cr.) Science lesson preparation. Students prepare solutions, assemble equipment, and perform whatever additional practice is needed to prepare for taking a science lesson into a school. Graded S/F.

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

Secondary Education (A+S)

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

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

EDUC-S 302 Curriculum Teaching in Learning Inclusive Classrooms (8 cr.) Through case based learning students explore and develop connections among learning theories, curriculum design, teaching strategies, media and educational technology to foster high levels of student learning within inclusive classrooms. Builds upon Block 1 in the I & SJ program.

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

EDUC-S 348 Foundations of EDE I (3 cr.)

EDUC-S 400 Field-Based Seminar in Teacher Education (1-6 cr.) P: EDUC-S 400 or department consent. Instructor's permission required. Discussion of issues in secondary education and exploration of problems of the field. Students spend approximately one day each week in the schools, satisfying performance standards for teacher certification. Graded S/F. May be repeated.

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

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

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

EDUC-S 485 Principles of Secondary Education (2-3 cr.) The background and objectives of our secondary schools. Contributions made by the curriculum and extracurriculum to these objectives. Contributions of the teacher to the guidance program.

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

EDUC-S 497 Principles and Purposes of Health Occupation in Vocational Programs (3 cr.) Historical, legislative, and theoretical foundations of health occupations training and service. Emphasis on roles, responsibilities, and functions of the health occupations vocational educator.

Instructional Systems Technology (R)

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

EDUC-R 341 Multimedia in Instructional Technology (3 cr.) The goal of this course is to bridge the gap between beginning computer users and beginner multimedia developers. The focus of the assignments will be on personal development of strategies and skills to be used in solving problems that arise during multimedia construction. A variety of multimedia software and hardware solutions will be presented including virtual reality, audio and video applications. Student will work on multimedia projects. Some will be undertaken individually while more complex media may involve the formation of teams and/or class projects. May be repeated.

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

EDUC-R 423 Utilization of Instructional Materials (2-3 cr.) Lectures and laboratory experiences in the selection, utilization and evaluation of major types of audio-visual media; also provides instruction and practice in producing inexpensive instructional materials; culminates in a micro-teaching presentation by each student.

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

EDUC-R 473 Practicum in Audio Visual Communication (3 cr.) P: Basic course in audio-visual communications and approval of instructor. Supervised practice activities in educational programs with government agencies, public service organizations, and industry and business; approved colleges and school systems, or Indiana University Audio-Visual Center.

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

Multicultural/Urban Education (T)

EDUC-T 300 Urban and Rural Problems (3 cr.) An introductory course with emphasis upon social problems encountered by minority groups and poor whites in depressed areas. The course will be directed by a community person and a university faculty member.

EDUC-T 422 Educational Experience in Multi-Cultural Living II (Field Practicum) (0-10 cr.) The student may serve as a paraprofessional in any community agency serving poor people. He will be away from the University for a semester working in an urban or rural community with blacks, whites, American Indians, Puerto Ricans, or Mexican-Americans. Direction and supervision will be given by University and community personnel.

EDUC-T 431 Human Development and Poverty I (3 cr.) Biological, sociological, and psychological factors of poverty that influence the development processes of young children are explored. Implications for education and remediation will be drawn. Field experience with children in home, school, and community settings with special emphasis on rural poverty and inner-city racial groups.

EDUC-T 450 Cultural/Community Forces and the Schools (3 cr.) P: Department consent. This course provides the student with an opportunity to analyze community forces and/or cultures by direct, residential participation in community-related activities so as to modify their instructional strategies within educational settings. Variable title course.

Higher Education and Student Affairs (U)

EDUC-U 205 Human Development Opportunities for College Students (1-3 cr.) Opportunities are given for students to understand their personal development, to learn and utilize human relations skills, to assess humanistic issues in both personal and societal terms, and to establish goals for the future. The study of human development will provide a framework for the examination of these issues. Variable title course. Graded S/F. May be repeated.

EDUC-U 206 Orientation to College Life (1-3 cr.) This course will focus on transition from high school to I.U.; or the experiences of retuning adult students; or transferring from other two or four year colleges to IU. Course limited to students with freshman or sophomore class standing, or those with instructor approval. Variable title course. Graded S/F. May be repeated.

EDUC-U 207 Leadership Training (1-3 cr.) This course will focus on leadership development and training. Topics may include theories of leadership, group dynamics, organizational theory, and other issues of interest to current or potential student leaders. Variable title course.

EDUC-U 208 Training for Paraprofessionals in Student Affairs (1-3 cr.) This course will focus on the development of specific skills for paraprofessional student staff such as resident advisors (RAs) and student orientation leaders. Topics may include theories of student development, leadership skills, crisis intervention, and confrontation

skills, and information about appropriate University policies and resources. Variable title course. Graded S/F.

EDUC-U 209 Life Planning (1-3 cr.) Variable title course. Graded S/F.

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

EDUC-U 211 Community Development (1-3 cr.) This topical seminar will focus on community development for students living in residence halls, Greek-letter housing units, living-learning groups, and other naturally occurring or self-selected living groups. Topics may include community building, conflict resolution, and group dynamics. Variable title course. Graded S/F.

EDUC-U 212 Current Issues in Undergraduate Life (1-3 cr.) This course is a topical seminar which will address issues of interest to new undergraduates. Topics may include student diversity and campus life, the role and status of college women, or college students and alcohol. Variable title course. Graded S/F. May be repeated.

EDUC-U 215 Foundations Undergraduate Success (3 cr.) The course will challenge students to critically think about themselves and their roles as learners at a research university; develop cognitive, study, and communication skills necessary for academic success as a college student; and, engage in personal, educational, and career exploration strategies leading to clear plans for success at Indiana University and beyond.

EDUC-U 300 Introduction to Higher Education Administration (3 cr.) This course will provide an introduction to the organization and policy that guides higher education. Multiple aspects of Higher Education are considered including the evolution of student affairs as a field, the impact of policy on college students, and the organizational structure of institutions.

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

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

EDUC-U 330 Culture and Diversity in Higher Education (3 cr.) The identities, values and beliefs of college students has continued to change throughout the history of Higher Education. In order to serve all students on their campus, administrators in Higher Education must be sensitive to the changing needs of students. Understanding campus climate, diverse student identities, and the role of social justice in education, all influences

a practitioner's ability to become culturally competent. This course covers discusses the role of culture in Higher Education and how practitioners can work to create inclusive practices.

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

EDUC-U 495 Seminar in Leadership Training (1-3 cr.) The theory and practice of group work, leadership techniques, communication, human relations, problem solving, and decision making. Cases emphasize the role of the student leader in the total university community. May be repeated.

Computer Education (W)

EDUC-W 100 Computer Awareness-Literacy (3 cr.) A general orientation to the computer - what it is, what it can and cannot do, and how it operates. Insight into the broad societal impact of computers. Introduction to the computer programming language BASIC. Hands-on experience in programming and using a computer. Orientation to the use of microcomputers.

EDUC-W 200 Using Computers in Education (1-3 cr.) 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.

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

EDUC-W 202 Intermediate Programming for Computers in Education (2 cr.) This course is designed for students who need to acquire the intermediate programming skills necessary for using a computer and for understanding computer programming. Graded S/F.

EDUC-W 204 Resources for Blended and Online Learning (3 cr.) P: P: EDUC-W 200 or instructor permission Students explore tools and resources to foster learning in virtual settings. Students will investigate multiple instructional platforms, and examine many web-based and mobile applications, all through a lens of best pedagogical practices. Through exposure, practice, and instructional integration, students will build their own personal toolbox of technology integration resources.

EDUC-W 205 Microcomputer Graphics for Teachers (3 cr.) P: EDUC-W 200 or its equivalent. Includes programming in high- and low-resolution graphics to generate graphs, letter forms, pictures, and diagrams. Students will also work on selected software and peripherals. The primary focus is on the application of computer graphics to teaching in elementary and secondary schools.

EDUC-W 210 Survey of Computer-Based Education (3 cr.) First course in the computer education license

program. Explore issues of infusing computing, computer science, and technology into the K-12 curriculum. Learning assessed through computer-based assignments, hands-on activities, and teaching portfolio creation.

EDUC-W 220 Technical Issues in Computer-Based Education (3 cr.) An examination of computer hardware and peripheral devices in classroom settings (e.g. networking, communications and hyper-media). Understanding of educational applications of a programming or authoring language.

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

EDUC-W 310 K-12 Computing and Computer Science Teaching Methods (3 cr.) Explores various pedagogical approaches, design and implementations of computing/computer science lessons or K-12 classrooms. Field experiences will include computing/computer science lessons implemented in K-12 classrooms. Learning will be documented and assessed through written assignments, field experiences, and a teaching portfolio.

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

EDUC-W 410 Practicum in Computer-Based Education (3-8 cr.) P: Senior status and completion of all professional education coursework with a C or better grade. The culminating experience for the candidates seeking to be licensed in computer instruction. Either 8 weeks of full-time fieldwork or 16 weeks of half-time fieldwork in an educational setting that incorporates instructional computing. Graded S/F. May be repeated.

EDUC-W 435 Teaching in Blended and Online Environments (3 cr.) P: P: EDUC-W 200 or instructor permission Students use digital pedagogy and best instructional practices to design and develop K-12 blended and online learning environments. Other key dimensions of teaching and learning in virtual environments include: teacher-student relationships, communication with students and families, privacy and digital citizenship, and inclusive learning environments.

EDUC-W 450 Internship in Blended and Online Teaching (3 cr.) P: P: EDUC-W 200 and the pre- or co-requisite of EDUC-W 204 and EDUC -W 435 Students will work alongside one or more practicing K12 virtual instructors, putting into practice the pedagogical knowledge and skills acquired in in previous courses. Internship experiences will include planning, design, and implementation of virtual lessons, including student assessment.

Reading (X)

EDUC-X 100 Practice in Reading and Study for Self-Improvement (1-3 cr.) Attempts to discover weaknesses in the student's methods of reading and study, and to provide remedial exercises. Much of the work is done on an individual basis. (Offered at regional campuses only.) Variable course title. Grades S/F. May be repeated.

EDUC-X 101 Techniques in Textbook Reading (2-3 cr.) Instruction and guided practice in techniques for learning from printed materials. Emphasis is on gaining information from text and practical retrieval and discussion of concepts. Much of the work is done on an individual basis. Variable title course. Graded S/F.

EDUC-X 105 Learning Strategies for Accounting (1 cr.) C: Student must be enrolled in BUS-A100 in the same semester. A help class for BUS-A100, this class assists students in mastering accounting information and determining the best study strategies for accounting.

EDUC-X 116 Learning Strategies for Finite Math I (2 cr.) Help course for MATH-D116, assisting students with mastering finite mathematics. Student must be concurrently enrolled in MATH-D116.

EDUC-X 117 Learning Strategies for Finite Math II (2 cr.) Help course for MATH-D117, assisting students with mastering finite mathematics. Student must be concurrently enrolled in MATH-D117.

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

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

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

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

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

a university campus. Readings and inquiry center on a theme selected for particular groups. Variable title course.

EDUC-X 156 College and Life Long Learning (1-2 cr.) Students attend 11 public workshops on a wide range of reading, study, and learning skills topics offered by the Student Academic Center and meet for 13 individual conferences with instructors or peer mentors to discuss concepts and application. Emphasis is developing on positive and eliminating negative behaviors. May be repeated.

EDUC-X 157 Key Strategies for Academic Success (1-3 cr.) P: EDUC-X 158. Three one-hour modules cover personal aspects of learning, college-level intellectual skills and strategies, and performance on examinations.

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

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

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

EDUC-X 201 Basic Computer Literacy (1-3 cr.) Graded S/F.

EDUC-X 400 Diagnostic Teaching of Reading in the Classroom (3 cr.) P: EDUC-L 409 and EDUC-X 470. Diagnosis of reading difficulties and solution to problems through research, conference, and practice in the use of materials and equipment.

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

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

EDUC-X 460 Books for Reading Instruction (3 cr.) P: Must have at least Sophomore standing. Examines use of trade books and non-text materials for teaching

language arts and reading K-8. Specials sessions may focus on specific student populations.

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

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

Art Education (Z)

EDUC-Z 204 Applied Theatre (3-3 cr.) This course was developed for the larger university population to explore how aspects of Drama, Theatre and performance practice and theory may be used within multiple aspects of society from the physical and mental health industry to business, science, and education. Student exploration of Applied Theatre engages them in hands on and theoretical examinations of interpersonal leaning through multiple physical, vocal, written and visual arts based approaches. Students will develop methods to identify areas within their particular disciplines where these strategies may be applied to maximize the potential for human personal, social and physical growth, cognitive development and socially equitable business production.

EDUC-Z 305 Theatre for Young Audiences (3 cr.) This course provides an overview of the historical, theoretical and practical elements of Theatre by, for, and with youth. Over the course of the semester students will be introduced to the history and current theory informing youth theatre and work with, by, and for young audiences. This course will provide the student with a great deal of hands-on experiences with creative dramatics, Drama in Education (DIE), Process Drama, Theatre in Education (TIE), storytelling, storybook theatre, as well as play building and production with and for youth. Students will view, critique, and design performances with, by, and for youth. This class is designed to result in the students' engaging with a practical experience facilitating drama with youth in an educational environment. The students will select the form or combination of forms of creative dramatics for an appropriate age group and design of a new play for youth to be mounted and toured the following semester.

EDUC-Z 402 Youth Theatre Tour (3 cr.) Youth Theatre Tour explores the theoretical and practical aspects of touring a play for young audiences as well as facilitating in school drama workshops. Over the course of the semester students will cover the history and current theory of youth theatre and working with and for youth audiences; script selection and analysis; fundraising; design opportunities and limitations; directorial challenges; management concerns of booking tours and the creation of curriculum aligned study guides. The Youth Theatre Tour class is designed to result in a practical experience with youth through the production of a play for young people, which will begin touring mid-semester of the spring semester. In addition to Monday/Wednesday 9-11:00 class times, there are evening rehearsals and crew calls, as needed. Call time on tour days is two to three hours before the 9:00am curtain, depending on the distance

to the school from campus. In addition to completing all course assignments, students will be expected to share additional tour responsibilities as needed, including-but not limited to-loading van, setting up and striking at tour sites, pre-tour site visits, communicating with school personnel, etc. You must be available and responsive via email for daily correspondence and course conversations.

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