INDIANA UNIVERSITY
SCHOOL OF EDUCATION

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Contents

History of the School of Education

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

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

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

Mission of the School of Education

The mission of the Indiana University School of Education at IUPUI is to offer challenging undergraduate and graduate programs that prepare reflective, caring, and highly skilled professionals for diverse urban educational settings. Through ongoing collaboration and interdisciplinary partnerships, we are dedicated to advancing teaching and learning practices, informing educational theory and research, and influencing state and federal education policy.

Accreditation

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

Title II

In 1998, the U.S. Congress enacted an amendment to the Higher Education Act that required a testing process for all teacher education programs. For the 2000–2001 cohort of program completers, the School of Education at IUPUI had an institutional pass rate of 90 percent on aggregate basic skills tests and a 98–100 percent aggregated pass rate on content area tests.

Program Framework

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

Principles of Teacher Education

Principle 1: Conceptual Understanding of Core Knowledge

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

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

Principle 2: Reflective Practice

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

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

Principle 3: Teaching for Understanding

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

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

Principle 4: Passion for Learning

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

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

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

Definition: The ability of teachers to value and to teach about diversity; to recognize the impact of social, cultural, economic, and political systems on daily

school life; and to capitalize on the potential of school to minimize inequities.

This principle is demonstrated by the ability to:

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

Principle 6: Professionalism

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

This principle is demonstrated by the ability to:

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

Program Format

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

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

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

General Education

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

The general education requirements for elementary majors define the strong generalist preparation that is imperative for elementary teachers. Students are encouraged to complete a program of general education by enrolling in course clusters or learning communities designated for education majors whenever they are available. In particular, students are urged to follow the general education template for the first 30 credit hours of their program. The sequence has been planned to provide the strongest foundation in learning and to build the most powerful connections between the content of the individual courses.

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

Teaching Area   Candidates pursuing a secondary (middle school/high school) or all-grades license must meet the content standards for the disciplines or subject areas they intend to teach. Typically, this is done by completing 36-51 credit hours in a major with appropriate supporting areas. Elementary majors' general education component includes a requirement for an academic concentration in a selected area of study. The concentration is intended to be responsive to the interests and talents of individual students and to the public expectation that all teachers will have some area of particular expertise. Course lists for concentrations are available from Education Student Services.

Student teaching   Student teaching represents the culminating experience in the Learning to Teach/Teaching to Learn program. By assuming full responsibility for a class of students, candidates demonstrate their achievement of standards, and reflect both on student learning and on their own effectiveness as teachers.

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

The School of Education has programs leading to licensure in the following areas:

Bachelor of Science in Education
  Early Childhood (Ivy Tech articulation only)
  Elementary Education
  Elementary/Middle School Education
  Secondary Education
  English
  Foreign Language: French, German, Spanish
  Mathematics (Purdue School of Science)
  Science (Purdue School of Science)
  Social Studies

All-Grade Education
  Art (Herron School of Art)
  Physical Education (School of Physical Education)

Dual Licensure Programs
  Adaptive Physical Education (only available with Physical Education program)
  Computers
  English as a New Language (ENL)
  Exceptional Needs
  Health (only available with Physical Education program)
  Reading

Certification Programs
  Coaching
  Drivers Education

Indiana License Types and Coverage

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

IUPUI offers programs leading to the following licenses:

Early Childhood License

The School of Education at IUPUI and Ivy Tech have an articulation agreement that allows students who are completing the articulated Associate of Science degree in Early Childhood Education at Ivy Tech with an overall GPA of 2.50 or higher to build on this degree to complete a Bachelor of Science degree in elementary education at IUPUI. This program prepares students to teach Pre-K–third grade.

Students cannot start the IUPUI program until the Ivy Tech degree is completed. All three parts of the PRAXIS I: PPST must be passed before a student can begin the program. Students interested in this program should contact an advisor in the School of Education to discuss the program.

Elementary License

Preparation to teach kindergarten through sixth grades

Developmental Standards: *Early Childhood* and *Middle Childhood*

School Settings: *Elementary; Primary* and *Elementary; Intermediate*

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

Elementary/Middle School License

Preparation to teach third grade through eighth grade

Developmental Standards: *Middle Childhood, and Early Adolescence*

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

Content Standards: G*eneralist: Middle Childhood, Generalist: Early Adolescence, and two of the following: Language Arts, Social Studies, Science, Mathematics*

Middle School/High School Content Area License

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

Developmental Standards: *Early Adolescence* and *Adolescence/Young Adult*

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

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

All-Grades License

Preparation to teach kindergarten through twelfth grades

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

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

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

Exceptional Needs License

Preparation to teach children with special needs

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

Content Standards: *Exceptional Needs*

Dual Licensure Programs

Students may complete any of the following dual programs in conjunction with one of the licensure programs listed above. The developmental standards and school setting of the license will be the same as the partner license except for all gradae programs where the dual license will be for middle school and high school only.

Computer Education Dual License

Preparation to teach computer education

Content Standard: *Computer Education*

English as a New Language (ENL) Dual License

Preparation to teach children whose first language is not English

Content Standard: *English as a New Language*

Exceptional Needs Dual License

Preparation to teach children with special needs

Content Standard: *Exceptional Needs*

Health Dual License

Preparation for Physical Education majors to teach health education

Content Standard: *Health Education*

Reading Dual License

Provides extra expertise in the teaching of reading

Content Standard: *Reading*

The School of Education at IUPUI also offers programs at the graduate level that lead to the following licenses:
* School Services (Counselor)
* Building-Level Administrator
* District-Level Administrator

Requirements for Admission to the Undergraduate Program

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

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

Transfer Credit Policy

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

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

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

Admission to the Teacher Education Program

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

1. *Attain a minimum overall grade point average (GPA) of 2.5.*
2. *Complete required courses.*
   * Elementary majors must
     * Achieve a grade of C or higher in ENG W131, ENG W132, EDUC W201, EDUC Q200, COMM R110, MUS E241, and MATH M130/132 or M136 or EDUC N443.
     * Complete three-fourths of the requirements in literature, science, mathematics, and social studies.
     * Achieve a GPA of 2.0 or higher in language arts, science, mathematics, social studies, fine arts, and physical education
   * Students pursuing a secondary or all-grade license must
     * Achieve a grade of C or higher in ENG W131, COMM R110, and EDUC W201.
     * Complete three-fourths of the general education course requirements, with a minimum GPA of 2.5.
     * Complete at least one-half of the courses in the major, with a minimum GPA of 2.5.
3. *Receive qualifying scores* on *all* sections of the Pre-Professional Skills Test—PRAXIS I: PPST. See Education Student Services for information about the test and qualifying scores.
4. *Complete a formal application.* Applications for admission to the Teacher Education Program are due early in the semester, the semester before the students wants to begin professional education courses (e.g., in February 7 for the fall semester and September 7 for the spring semester).

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

Academic Expectations

Student Responsibilities

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

Students are encouraged to:

1. Develop a strong foundation for meeting the campus "principles of undergraduate learning" by following the course sequence presented in this bulletin and by enrolling in course clusters or learning communities designated for education majors whenever they are available.

2. Plan a program with an academic advisor in the School of Education and meet with that advisor at least once each semester.

3. Check the advising report at least once each semester (onestart.iu.edu). For questions about accessing OneStart, please see an advisor or visit Education Student Services.

4. Apply for admission to the Teacher Education Program during the semester when program prerequisites will be completed.

Specific Degree Requirements

Students must enroll in a program at the School of Education at IUPUI and meet all of the requirements for that program.

For the Bachelor of Science in Education students must:

1. Meet the regular matriculation requirements of the university.

2. Be admitted to the Teacher Education Program.

3. Complete at least 35 credit hours of junior- and senior-level courses (courses numbered 300 or above).

4. Complete at least 30 of the last 60 credit hours required for a specific degree program at IUPUI. These 30 credit hours must include student teaching as well as methods courses in the major teaching area.

5. Complete the professional education courses as stipulated in the specific program, and all of the general education and subject-matter courses required for recommendation by Indiana University for an initial teaching license.

6. Complete of a minimum of 124 credit hours of academic credit (see specific program requirements). Some programs require additional hours for graduation.

7. Maintain a minimum cumulative grade point average (GPA) of 2.5 in all courses taken at Indiana University.

8. Achieve a minimum grade of C in each professional education class and a passing grade for all student teaching while maintaining a cumulative GPA of 2.5 in professional education courses.

9. Earn a C or better in all courses that relate directly to the content taught in the elementary (K-6) curriculum.

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

1. Meet conditions 1 through 8 above.

2. Achieve a minimum GPA of 2.5 in the teaching area(s).

3. Take some of the course work in the major at IUPUI.

Assessment in the Teacher Education Program

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

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

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

Academic Policies and Procedures

Probation, Dismissal, and Reinstatement

Failure to meet the minimum standards results in academic probation or in dismissal. A cumulative minimum grade point average (GPA) of 2.5 is required to remain in good standing.

Probation

The academic progress of students in the School of Education is reviewed at the close of each semester and summer session; students will receive formal, written notice if they have been placed on probation and are, or may be, subject to dismissal. Students on academic probation have one semester to meet the minimum academic standards before they are dismissed from the school.

Dismissal

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

Reinstatement

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

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

Voluntary Withdrawal While on Probation

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

Stopping Out

Once admitted to the Teacher Education Program, a student who intends to "stop out" of the professional education courses for one or more semesters must notify Education Student Services in writing in order to be guaranteed readmission to the program. The student must petition for readmission within two years of "stopping out." Upon reentering the program, the student must meet any new program requirements. Student who do not return within two years of "stopping out" must reapply for admission to the Teacher Education Program.

Grading Policy

Pass/Fail Option

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

There are two restrictions to the Pass/Fail option:

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

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

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

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

Incomplete (I) Grades

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

Withdrawal from Courses

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

A student must refer to the *Schedule of Classes* to determine the last date for an automatic W from a class for each semester or summer session. The *Schedule* is available online at registrar.iupui.edu. After the automatic withdrawal date has passed, the instructor and the assistant dean of Student Services make a determination whether to assign a W or an F. Ordinarily the only acceptable reason for withdrawal is illness or obligation of employment. Students withdrawing from a class during the second half of a regular semester or summer session may be assigned a W only for compelling nonacademic reasons, and only if the student's work up to that point is passing. It is the student's responsibility to start the withdrawal procedure by getting the form from Education Student Services and securing the appropriate signatures. The application for withdrawal must be processed within 10 days of its receipt.

Important: Students withdrawing from a course to which a Laboratory/Field Experience is linked must withdraw from the Field Experience as well as from the course itself; such a withdrawal is not automatic. Failure to withdraw from both sections may result in a grade of F in the Laboratory/Field Experience.

Appeals

Appeals Regarding Criteria for Admission Retention, and Program Requirements

Students who wish to appeal decisions concerning admission to teacher education or retention in teacher education, or who seek a waiver for a requirment in a specific program must follow this appeals process:

1. Submit all appeal to the Student Services Appeals Committee

2. Should that be denied:
   Submit an appeal to the Executive Associate Dean

Appeals Regarding Teaching Activities

If a student has a concern about the quality of teaching in a course in which he or she is enrolled in the School of Education, the student should follow this process

1. Discuss those concerns with the instructor
   If that discussion does not resolve the student's conerns, the student should:

2. Schedule a meeting with the Assistant Dean for Student Services

3. If deemed warranted, submit an appeal to the School of Education's Grievance Hearing Committee.

Grievance Hearing Committee   The purpose of the School of Education's Grievance Hearing Committee is to provide a five-member hearing board for any student who believes that his/her rights, as defined in Part I of Indiana University's *Code of Student Rights, Responsibilities, and Conduct,* have been violated by a member of the faculty or administration. After considering the appeal during a formal hearing, the hearing board votes in private and forwards its recommendation for action to the dean of the School of Education, who makes final disposition of the appeal in the School of Education. Should the student wish to appeal further, the *Code of Student Rights, Responsibilities, and Conduct* provides an avenue through the Dean of Students (see below for details).

Appeal Jurisdiction   The Grievance Hearing Committee hears appeals in the following categories:

- Violations of "Individual Rights" and "Academic Affairs," as defined in Parts I.A. and B. of the *Code of Student Rights, Responsibilities, and Conduct.* These include:
  - Individual Rights (I.A.1-5)
  - Citizenship Rights
  - Discrimination
  - Sexual Harassment
  - Harassment Based on Sexual Orientation
  - Racial Harassment
  - Academic Affairs (I.B.1-5)
  - Provision of advising for academic planning
  - Classes conducted in accordance with the Indiana University Code of Academic Ethics
  - Freedom to raise issues and express ideas or opinions relevant to classroom work
  - Sensitivity by faculty to student personal or political beliefs, and protection of privacy of student information
  - Ethical behavior of faculty in relationships with students
- Academic misconduct, as defined in the *Code of Student Rights, Responsibilities, and Conduct* (Part III.A.). This includes:
  - cheating
  - fabrication
  - plagiarism
  - interference
  - violation of course rules
  - facilitating academic dishonesty
- Grades in a course
- Terms and conditions of associate instructor and graduate assistant appointments

The *Code of Student Rights, Responsibilities, and Conduct* distinguishes between personal misconduct and academic misconduct. Appeals regarding personal misconduct are not within the jurisdiction of the IUPUI Grievance Hearing Committee and are handled by the Dean of Students according to the *Code* (VI.D).

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

The University Faculty Council has stated that:

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

The FX policy can take effect only if the failed course was repeated after the beginning of the academic year 1976-77. The IUPUI School of Education grade replacement policy has been revised, effective since fall 1996. The new policy allows approved undergraduate students seeking their first degree to repeat a maximum of 15 credit hours subject to school/division approval. Students may not replace courses in the education blocks nor student teaching. Students in education must submit a petition form before the policy can take effect. Petitions are available from Education Student Services, 3131 Education/Social Work Building.

Determination of GPA

The School of Education uses the grade point average (GPA) indicated on the advising system for all audits, including those for admission to the Teacher Education program, probation and dismissal, and graduation.

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

Grade Change Appeal

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

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

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

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

Good Standing

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

Bulletin Designation

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

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

Other Special School or Program Requirements, Including Graduation Policies

Revalidation of Professional Education Courses

Professional education courses must be current in order to be acceptable in undergraduate certification programs. No professional education or technology courses can be more than 10 years old at the time of student teaching. Course work that is older, whether taken at IUPUI or another university, will need to be revalidated, retaken, or updated; the student should consult with a School of Education academic advisor.

A candidate's content knowledge must be similarly up-to-date. Individuals pursuing a secondary teaching license who have courses in the teaching area(s) more than 10 years old must also consult with an academic advisor about updating or revalidating the course work.

Campus Residency Requirement

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

Correspondence Courses

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

Temporary and Permanent Intercampus Transfers

To register for a single semester or for the summer session(s) at another campus of Indiana University, or to transfer on a permanent basis, a student must complete the appropriate inter-campus transfer form found on the Web by visiting www.iupui.edu/~moveiu.

Honors Program

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

Undergraduate Students in Graduate Courses

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

1. Undergraduate students in their junior or senior year may take graduate courses that will count in their undergraduate program if the graduate courses are relevant to their program of study and there is no similar undergraduate course available.
2. Undergraduate students in the last semester of their senior year may take graduate courses that may later be applied to a graduate program. Graduate courses taken prior to the last undergraduate semester may not be applied to a graduate program, and no course may be applied to both an undergraduate and a graduate program. Undergraduate students who meet either of these conditions must, further, have an undergraduate grade point average (GPA) of 3.0 or higher, obtain written permission from the course instructor, and obtain the approval of the SOE Assistant Dean for Student Services.

Graduation

The School of Education requires a **minimum** of 124 credit hours to qualify for graduation, determined by specific degree requirements. Some programs require additional hours for graduation. Consult a School of Education academic advisor for specific requirements.

All degree candidates admitted to the Teacher Education Program in fall 2000 or after must have achieved passing scores on the relevant PRAXIS II: Specialty Test(s) to be recommended for initial licensure.

Students should file an application for a Bachelor of Science degree in the School of Education at the beginning of their final year of classes or at the beginning of their senior year. The application for graduation is available on the Web at education.iupui.edu/forms/home.htm or from Education Student Services (ES 3131). Application

for a degree is a student responsibility, and the School of Education will not be responsible for the graduation of students who fail to file an application.

Degree with Honors

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

Application for Licensure

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

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

Nondiscrimination Policy

The School of Education has a standard policy that affects student teaching and educational placement. It states:

Discrimination refers to the exclusion of a teacher or a prospective teacher from any position, assignment, or learning opportunity on the basis of any of the following criteria: race, color, minor variations in accent or dialect, religion, sex, national or social origin, economic condition of birth, age, handicap, or any other criterion not directly related to ability as a teacher.

The central characteristic of discrimination rests in its denial of an objective judgment of individual worth by assigning, deliberately or unintentionally, a stereotyped status to an individual. It thus introduces criteria that are not relevant to confirmable professional judgment of the quality of an individual's performance.

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

Career Services

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

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

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

School Awards and Scholarships

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

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

The **Ruth Esther Holland Award** supports outstanding undergraduate students in the field of elementary and secondary language education. Currently professor emerita, Holland taught language education at IUPUI from 1972 to 1989.

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

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

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

The **Patricia Tefft Cousin Scholarship** was established by the Tefft and Cousin families, friends, and colleagues to honor the life and work of Pat Tefft Cousin, a member of the faculty from 1996 to 1999. The scholarship goes to an outstanding undergraduate student majoring in elementary education who has a demonstrated interest in special education, literacy, or early childhood education.

The **Barbara L. Wilcox Scholarship** was established anonymously in 1996 to honor the contributions and accomplishments of Barbara Wilcox, a member of the Education faculty who served as executive associate dean from 1992 to 2001.

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

School Organizations

Education Students Advisory Council (ESAC)

ESAC serves as the representative body for students enrolled in the School of Education. It promotes programs that enhance student life, foster a sense of identity among students, and increase the School of Education's visibility in the university community while providing opportunities for involvement with alumni and opportunities to develop student leadership. It contributes to the professional development of students and honors students and faculty whose efforts have distinguished them and the School of Education.

Future Educators Club (FEC)

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

Kappa Delta Pi

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

School of Education Alumni Association

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

General Education

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

Courses that build the general education foundation for elementary education majors are listed below; they are organized by the Principles of Undergraduate Learning to which they are most directly related. Students are encouraged to follow this template. Both the particular sequence and the course clusters or learning communities designated for Education majors have been planned to provide the strongest foundation and to build the most powerful connections between the content of the individual courses.

First Semester (15 cr. hrs)
First Year Seminar (1 cr.)
EDUC W201: Microcomputers in Education (1 cr.) +
GEOG G110: Human Geography (3 cr.)
ENG W131: Elementary Composition (3 cr.) +
Social Science Elective (3 cr.) *
HPER P290: Movement Experiences (2 cr.)

Second Semester (18 cr. hrs)
EDUC Q200: Introduction to Scientific Inquiry (3 cr.) +
BIOL N100: Contemporary Biology (3 cr.)
ENG W132 Elementary Composition II (3 cr.) +
Historical Perspectives Elective (3 cr.) *
HER H100: Art Appreciation (3 cr.)
Concentration Course (3 cr.) **

Third Semester (18 cr. hrs)
MATH M130 or M136 or EDUC N343 (6 cr.) +
COMM R110 Speech Communication (3 cr.) +
Diversity Elective (3 cr.) *
GEO/CHEM Integrator (3 cr.)
Literature Elective (3 cr.) *
Concentration Course (3 cr.) **

Fourth Semester (17 cr. hrs)
MATH 132 (if Math M130 was taken) +
EDUC E449 or ENG L390: Children's Literature (3 cr.)
MUS E241 Music Fundamentals (2 cr.)
PHYS/AST integrator (3 cr.)
Quantitative reasoning elective (3 cr.) *
Concentration Course (3 cr.) **
Concentration Course (3 cr.) (if not taking
    Math 132) **

Social Studies Elective
    ANTH A103 Human Origins and Prehistory
    ANTH A104 Culture and Society
    ECON E101 Survey of Current Economic Issues
        and Problems
    POLS Y101 Principles of Political Science
    SOC R100 Introduction to Sociology
    SOC R121 Social Problems #

Historical Perspective and Inquiry Elective
    HIST H105 American History I
    HIST H106 American History II
    HIST H217 The Nature of History

Diversity Elective
    ANTH A104 Culture and Society
    REL R212 Comparative Religion
    AFRO A150 Survey of the Culture of Black Americans
    POLS Y217 Introduction to Comparative Politics
    WOST W105 Introduction to Women's Studies

Quantitative Reasoning Elective
    MATH M118 Finite Mathematics #
    MATH M290 Mathematics and Art #
    PHIL P162 Logic
    PHIL P265 Elements of Symbolic Logic
    POLS Y205 Elements of Political Analysis
    PSY B305 Statistics #
    SOC R251 Methods of Social Research #
    STAT 301 Elementary Statistical Methods (I) #
    STAT 302 Elementary Statistical Methods (II) #

Literature Elective
    FLAC F200 World Cultures through Literature
    ENG L115 Literature for Today #
    COMM T130 Introduction to Theater

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

+ Must receive a C or higher
* See list in second column.
** See list in second column.
# These courses may have prerequisites.

Professional Education

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

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

Student Teaching

All interns complete student teaching assignments in two school settings. For education majors, student teaching will comprise two eight-week placements, the first in Block IIIB and the second in Block IVB. Elementary majors will complete one primary placement and another intermediate placement.

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

Eligibility Requirements for Student Teaching

To be eligible for student teaching, a student must have:

1. Been admitted to the Teacher Education Program.
2. Submitted an Application for Student Teaching before the end of the fall semester of the academic year preceding the year of the desired experience.
3. Passing scores on the Block I Rubric and Block II performance task and no issues outstanding with the Student Assessment Committee.
4. Senior or graduate standing in the university or be within two semesters and one summer session of graduation. (In no case should a student have competed fewer than 84 credit hours prior to the semester in which the student teaching and/or practicum is to be done.)
5. Completed at least three-fourths of the credit hours required for licensing in the teaching area(s).
6. Completed all professional education and education technology courses within 10 years and attained a minimum grade point average (GPA) of 2.5 in all professional education courses with a

minimum grade of C in each professional education course.

7. Earned a minimum overall GPA of 2.5 at Indiana University.

Application for Student Teaching

All students must complete an Application for Student Teaching. For secondary and all-grade students, this application must be filed during the fall semester of the academic year preceding the year in which student teaching is to be done. (For example: students apply fall semester 2004 for student teaching assignments in either fall 2005 or spring 2006.) Elementary students apply for student teaching when they apply to the Teacher Education Program.

Placements

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

Assessment During Student Teaching

A *student teaching portfolio* submitted at the end of the first student teaching assignment is a key element of IUPUI's performance assessment system. If the student teaching portfolio submitted at the conclusion of the initial student teaching placement does not receive a passing score, the student will receive feedback and have the opportunity to revise and resubmit after the second student teaching placement.

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

Degree Tracks and Program Requirements

Bachelor of Science in Education—Elementary Education and Elementary/Middle School Majors

The elementary education program prepares graduates to meet standards for teaching in K-6 settings while the elementary/middle school program prepares graduates for teacing in grades 3–8 settings.

GENERAL EDUCATION (68 credit hours)

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

Students are encouraged to see an education advisor for course lists for the "concentration" and to begin planning early to meet that requirement.

PROFESSIONAL EDUCATION (42 credit hours)

Admission to the *Learning to Teach/Teaching to Learn* program is competitive, and applications are due February 7 for fall admission and October 10 for spring. The application can be found at www:education.iupui.edu/

The professional education component is a carefully articulated program of study where courses are taken in blocks and in a prescribed order (presented below). The professional education portion of the program is designed to be a four-semester sequence with courses that are taught on site at "professional development schools" (PDS) in Marion County. These schools have entered into a special partnership with the School of Education. Students also student teach at these PDS sites. Student teaching requires five days a week.

Students pursuing an initial license to teach in grades K-6 are authorized for professional education courses only after admission to Teacher Education. Because LT/TL is a field-based program in which formal class sessions are integrated with field experiences, most professional education courses are offered at a time when teacher education candidates are able to work with students in K-12 classrooms. Most professional education courses are scheduled during the day, and students will need to make arrangements to devote one (part-time enrollment) or two days (full time enrollment) each week to complete the class and field experience work.

Students pursuing the elementary/middle school license also will complete additional content areas courses in two areas. They may select from mathematics, social studies, language arts, and science.

The School of Education uses performance-based assessments to evaluate students' readiness for an *Initial Professional Educator License*. In addition to their course assignments, students are expected to pass three benchmark assessments during the LT/TL program. *Benchmark I* is a rubric that evaluates the students' basic competencies and dispositions; *Benchmark II* is a performance task that involves interviewing individual learners; and *Benchmark III* is a demonstration of the students' teaching abilities. These measures and others, including content area PRAXIS tests and student teaching evaluations, are used to determine whether a student will be recommended for licensure upon completion of the program.

Block I (elementary only)
A: Diversity & Learning (7 credits)
EDUC M320 Diversity and Learning (6 cr.)
EDUC M301 Field Experience (1 cr.)

B: Literacy & Numeracy in Early Childhood (7 credits)
EDUC E345 Language Arts & Mathematics for Young Children (6 cr.)
EDUC M303 Field Experience (1 cr.)

Block I (elementary/middle school only)
A: Diversity & Leaning (7 credits)
EDUC M322 Diversity and Learning: Reaching Every Adolescent (6 cr.)
EDUC M301 Field Experience (1 cr.)

B: Middle School (7 credits)
EDUC S420 Teaching and Learning in the Middle School (3 cr.)
EDUC M469 Content Area Literacy (3 cr.)
EDUC M303 Field Experience (1 cr.)

Benchmark I Rubrics at the end of Block I

Block II (both programs)

A: Middle Childhood A (8 credits)
EDUC E340 Reading Methods I (3 cr.)
EDUC E324 Teaching About the Arts (3 cr.)
EDUC M304 Field Experience (1 cr.)
EDUC W301 Computers in Education (1 cr.)

B: Middle Childhood B (7 credits)
EDUC E343 Math Methods (3 cr.)
EDUC E328 Science Methods (3 cr.)
EDUC M305 Field Experience (1 cr.)

Benchmark II performance assessment at the end of Block II

Block III (both programs)
A: Individualizing Instruction (8 credits)
EDUC K307 Methods of Teaching Students with Disabilities (3 cr.)
EDUC E341 Methods of Teaching Reading II (3 cr.)
EDUC M306 Field Experience (1 cr.)
EDUC W401 Computers in Education (1 cr.)

B: Reflective Practitioner (8 credits)
EDUC M425 Elementary Student Teaching (8 cr.)

Benchmark III Portfolio at the end of Block III

Block IV (both programs—IVB different)
A: Curriculum in a Democracy (7 credits)
EDUC E325 Social Studies in the Elementary Schools (3 cr.)
EDUC H340 Education and American Culture (3 cr.)
EDUC M307 Field Experience (1 cr.)

B: Reflective Practitioner (8 credits)
(elementary program)
EDUC M425 Elementary Student Teaching (8 cr.) *

B: Reflective Practitioner (8 credits)
(elementary/middle school program)
EDUC M451 Middle School Student Teaching (8 cr.) *

*Students doing a dual licensure program will register for a 4 credit hour practicum for the dual program and 4 hours of traditional student teaching.

Student Teaching (16 credit hours)

All interns complete student teaching assignments in two school settings. For elementary education majors, student teaching will comprise two eight-week placements, the first in Block IIIB and the second in Block IVB. Elementary majors will complete one primary placement and one intermediate placement. Elementary/middle school majors will complete one elementary placement and one middle school placement. In the elementary/middle school program, the student teaching requirement will be met by eight-week placements in an elementary and middle school settings during Blocks III and IV.

Assessment during Student Teaching (Benchmark III)

A *student teaching portfolio* submitted at the end of the first student teaching assignment is a key element of the performance assessment system. The requirements of the portfolio are outlined in the LT/LT Curriculum Assessment Handbook. If the student teaching portfolio submitted at the conclusion of the initial student teaching placement does not receive a passing score, the student will receive feedback and have the opportunity to revise and resubmit after the second student teaching placement. The mentor teachers and university supervisors conduct formal observations of interns.

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

Each discipline in the secondary program (English, Foreign Language, Mathematics, Science, and Social Studies) requires a unique and highly prescribed program of studies. Students should get the most current program of studies and help with course selection from School of Education advisors. Courses in these programs of study fall into three categories: the common core curriculum, the discipline-based preparation program, and the teacher education program. In all areas of these programs, the courses are carefully selected to prepare students to meet the rigorous content and teaching standards required for a middle school and high school teaching license in the discipline.

COMMON CORE CURRICULUM (45-51 credits)

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

- UCOL First Year Experience Course in their discipline (1-3 credits)
- ENG 131 (3 credits)
- ENG 132 or an equivalent (3 credits)
- COMM R100 (3 credits)
- EDUC W201 or an equivalent (1 credit)
- EDUC H341 (3 credits) (Science majors do not take this)
- 6 credits of Quantitative and Analytical Skills
- 9 credits of Natural Science
- 15 credits Humanities, Social Science and Comparative World Cultures

DISCIPLINE-BASED PREPARATION PROGRAM (36-51 credits)

Each discipline has a specific program for the preparation of teachers. In some departments, like Mathematics and Science, students complete discipline-based majors and minors like chemistry and physics. In other departments, like English, Foreign Language, and Social Studies, students take courses that provide them with a broad spectrum of knowledge across sub-disciplines like literature and writing or history, geography, and economics. All courses in this category must be completed with a C (2.0) or higher.

Requirements in all the secondary programs are currently under review in light of new license frameworks and standards. The lists that are provided here are subject to change as new courses are developed and gaps in the curriculum are addressed.

ENGLISH (36 cr.)

I. Language (6 cr.)
G205 Intro to the English Language (3 cr.)

Elective (Select one in consultation with an advisor):
G206 Introduction to Grammar (3 cr.)
G301 History of the English Language (3cr.)
G302 Structure of Modern English (3cr.)
G310 Social Speech Patterns (3cr.)
W310 Language and the Study of Writing (3cr.)

II. Literature (18 cr.)

Literary Genres (6 cr.):
Select either two courses (6 cr.) from Section A OR one course from Section A and one from Section B:

Section A
L203 Introduction to Drama (3cr.)
L204 Introduction to Fiction (3cr.)
L205 Introduction to Poetry (3cr.)
C292 Introduction to Film Studies (3cr.)

Section B
L213 Literary Masterpieces I (3cr.)
L214 Literary Masterpieces II (3cr.)

Literary Traditions (9 cr.):
Select two courses (6 cr.) from one of the following options:

Option A: Surveys of British Literature
L301 Critical/Historical English Lit I (3cr.)
L302 Critical/Historical English Lit II (3cr.)

Option B: Surveys of American Literature
L351 Critical/Historical American Literature I (3cr.)
L352 Critical/Historical American Literature II (3cr.)
L353 Critical/Historical American Lit III (3cr.)

Select one course (3 cr.) from the following:
L220 Introduction to Shakespeare (3cr.)
L315 Major Plays of Shakespeare (3cr.)

Diversity Literature (3 cr.):

Select one course from any of the following:
EDUC X460 Books for Reading Instruction: Adolescent Literature
L207 Women and Literature
L370 Recent Black American Writing
L378 Studies in Women and Literature
L379 American Ethnic and Minority Literature
L406 Topics in African American Literature

III. Writing Courses (12 cr.)

Writing Nonfiction (3 cr.)
Select one course from the following:
W305 Writing Creative Nonfiction
W314 The Art of Fact: Writing Nonfiction Prose
W315 Writing for the Web

Editing and Style (3 cr.)
Select one course from the following:
G204 Rhetorical Issues in Grammar and Usage
W365 Theory and Practice of Editing

Creative Writing (3 cr.)
Select one course from the following:
W206 Introduction to Creative Writing
W207 Introduction to Fiction Writing
W208 Introduction to Poetry Writing

Teaching Writing (3 cr.)
Select one course from the following:
W396 Writing Fellows Seminar
W400 Issues in Teaching Writing
W412 Technology and Literacy

FOREIGN LANGUAGE (36 cr.)

Programs in this area lead to teaching French, German, or Spanish. All three language majors require a minimum of 36 credit hours covering language, literature, culture, civilization, and electives. Prior to taking EDUC M445 Methods of Teaching Foreign Language, all language majors must take a departmental proficiency examination. The examination may be taken more than once, but the student must pass the examination before being admitted to students teaching. The examination will test the student's oral proficiency and knowledge of language structure.

FRENCH (36-41 cr.)

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

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

200-level courses (6-8 cr.)   This work may be completed through one of the following options:

1. By completing a sequence of courses at the 200 level
   FREN F203 Second-Year Composition, Conversation, and Reading I (4 cr.)
   REN F204 Second-Year Composition, Conversation, and Reading II (4 cr.)

2. By testing into a 300-level course and applying to the Department of French for 6 credit hours in FREN F299 (special credit).

3. By testing into FREN F204 and receiving a minimum grade of C and then applying to the Department of French for credit in FREN F203 Second-Year French I.

Required (18 cr.):
FREN F300 Lectures et analyses littéraires (3 cr.)
FREN F307 Masterpieces of French Literature (3 cr.)
FREN F328 Advanced French Composition and Grammar (3 cr.)
FREN F331 French Pronunciation and Diction (3 cr.)

FREN F360 Introduction socio-culturelle à la France (3 cr.)
FREN F421 Fourth-Year French (3 cr.)

Electives (15 cr.):
FREN F410 French Literature of the Middle Ages (3 cr.)
FREN F428 Seventeenth-Century French Literature (3 cr.)
FREN F443 Nineteenth-Century Novel I (3 cr.)
FREN F444 Nineteenth-Century Novel II (3 cr.)
FREN F452 La Civilisation et littérature québécoise (3 cr.)
FREN F453-F454 Littérature contemporaine I-II (3-3 cr.)
FREN F460 French Fiction in Film (3 cr.)
FREN F480 French Conversation (3 cr.)
FREN F495 Individual Readings in French Literature (1-3 cr.)
FREN F498 Foreign Study in France (4-8 cr.)

GERMAN (36-38 cr.)

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

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

200-level courses (6-8 cr.) This course work may be completed through one of the following options: Advanced placement through German G299 (6 cr.) or Satisfactory completion of German G225 (4 cr.) and G230 (4 cr.)

Required (15 credit hours):
GER G300 Mittelstufe I (3 cr.)
GER G330 Mittelstufe II (3 cr.)
GER G331 Business German (3 cr.)
GER G333 German Translation Practice (3 cr.)
GER G340 Deutsch: Schreiben und Sprechen (3 cr.)
GER G431 Advanced Business German (3 cr.)
GER G445 Fortgeschrittenes Deutsch: Grammatik (3 cr.)
GER G465 Fortgeschrittenes Deutsch: Kommunikation (3 cr.)

Literature (12 cr.)
Select from the following:
GER G371 Der deutsche Film (3 cr.)
GER G401 Deutsche Kultur in Amerika (3 cr.)
GER G407 Deutsche Literatur bis 1750 (3 cr.)
GER G408 Deutsche Klassik und Romantik (3 cr.)
GER G409 19. Jahrhunderts: Kultur und Literatur (3 cr.)
GER G410 20. Jahrhunderts: Kultur und Literatur (3 cr.)
GER G490 Das deutsche Kolloquium: Variable Titles (3 cr.)
GER G498 Individual Studies in German (1-3 cr.)

Culture (3 cr.)
GER G365 Deutsche Kulturkunde (3 cr.)

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*Two of these courses must be taken with the associated laboratory.

SPANISH (36-38 cr.)

The Spanish major requires the completion of a minimum of 36 credit hours, including 30 credit hours in 300- and 400-level courses. Courses taken in Spanish below the 200 level may not count toward licensing.

Prior to admission into EDUC M445 Methods of Teaching Foreign Languages, students must take a departmental proficiency examination. The examination may be repeated, but the student must pass the examination before being admitted to student teaching. The examination will test the student's oral proficiency and knowledge of language structure.

200-level courses (6-10 cr.)   May be completed through one of the following options:

1. SPAN S203 Second-Year Spanish I (4 cr.)
    SPAN S204 Second-Year Spanish II (4 cr.)
    SPAN S311 Spanish Grammar (3 cr.)
2. Placing by examination in SPAN S204 (4 cr.) and receiving 3 credit hours of special credit upon successful completion of the course (7 cr.), and SPAN S210 (2 cr.) for a total of 9 credit hours.
3. Placing by examination at the 300 level and receiving 6 credit hours of special credit in SPAN S298 upon the successful completion of a 300-level course.

Language (12 cr.)
SPAN S313 Writing Spanish I (3 cr.)
SPAN S317 Spanish Conversation and Diction (3 cr.)
SPAN S320 Spanish Pronunciation and Diction (3 cr.)
SPAN S428 Applied Spanish Linguistics (3 cr.)

Literature (6 cr.)
SPAN S360 Introduction to Hispanic Literature (3 cr.)
Additional 3 credit hours selected from 300- or 400-level literature courses

Culture and Civilization (3 cr.)
SPAN S363 Introduction to Hispanic Culture (3 cr.)

Electives (9 cr.)
To be selected from any 300- or 400-level courses not taken to fulfill other requirements.

MATHEMATICS (38 cr.)

Students pursuing the standard senior high/junior high/middle school teacher certification program in mathematics for a first undergraduate degree at IUPUI must be enrolled in the IUPUI School of Science and must meet degree requirements for the IUPUI School of Science as well as those for teacher certification which include the professional education program and benchmarks.

CSCI 230 Computing I (3 cr.)
MATH 163 Integrated Calculus and Analytic Geometry I (5 cr.)
MATH 164 Integrated Calculus and Analytic Geometry II (5 cr.)
MATH 261 Multivariate Calculus (4 cr.)
MATH 262 Linear Algebra and Differential Equations (4 cr.)
MATH 300 Foundation of the Number Systems (3 cr.)
MATH 351 Elementary Linear Algebra (3 cr.)
MATH 453 Algebra I (3 cr.)
MATH 463 Advanced Geometry (3 cr.)
MATH 583 History of Elementary Mathematics (3 cr.)

STAT 311 Introductory Probability I (3 cr.) or
    STAT 511 Statistical Methods I (3 cr.)

SCIENCE (51 cr.)

Students pursuing licensure to teach biology, chemistry, earth science, or physics at the secondary level must first meet the requirements of the School of Science for a bachelor's degree in science and then complete the *Transition to Teaching (T2T)* program. The T2T program is a post-baccalaureate program and is in the pilot stages. More detailed information about the program can be found in the graduate bulletin.

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

• Life Science/Chemistry (biology & chemistry)
• Physical Science (chemistry & physics)
• Earth/Space Science (geology)
• Chemistry
• Physics

Students should complete courses in one or more of the following licensure areas:

Life Science/Chemistry—(Biology major with science concentration)
BIOL K101 Concepts of Biology I
BIOL K103 Concepts of Biology II
BIOL K322 Genetics
BIO. K341/K342 Principles of Ecology/Lab
BIOL K338/K339 or K483 or K484 *
BIOL K356/K357 *
BIOL K331, K332 or K443 *
CHEM C105/C125 Chemistry I/Lab
CHEM C106/C126 Chemistry II/Lab
CHEM C341/C343 Organic I/Lab
CHEM C342 Organic II
PHYS P201 Physics I
PHYS P202 Physics II

Physical Science—(Chemistry major with science concentration in physics**)**
CHEM C105/C125 Chemistry I/Lab
CHEM C106/C126 Chemistry II/Lab
CHEM C341/C343 Organic Chemistry I/Lab
CHEM C342/344 Organic Chemistry II/Lab
CHEM C310/C311 Analytical Chemistry/Lab
CHEM C325 Intro Instrumental Analysis
CHEM C360 Elementary Physical Chemistry
PHYS P201 Physics I
PHYS P202 Physics II
PHYS 200 or 342/432L Modern Physics

One additional course with a laboratory selected from biology, geology, or physics.

Physical Science—(Physics major with chemistry minor)
PHYS 152 Mechanics
PHYS 251 Heat, Electricity, Optics
PHYS 300 Intro to Elementary Math Physics
PHYS 310 Intermediate Mechanics
PHYS 330 Intermediate Electricity and Magnetism
PHYS 342/342L Modern Physics/Lab

PHYS 353 Electronics Laboratory
PHYS 400/401 Physical Optics/Lab
PHYS 416 Thermal Physics
PHYS 442 Quantum Mechanics
CHEM C105/C125 Chemistry I/Lab
CHEM C106/C126 Chemistry II/Lab
CHEM C341/C343 Organic Chemistry I/Lab
CHEM C342 Organic Chemistry II
CHEM C310 or C360

Earth /Space—(Geology major with collateral science concentration)
GEOL G110 Physical Geology
GEOL G206 Adv. Physical Geology Lab
GEOL G209 History of the Earth
GEOL G221 Introductory Mineralogy
GEOL G222 Introductory Petrology
GEOL G303 Geologic Mapping/Field
GEOL G304 Principles of Paleontology
GEOL G334 Principles of Sedimentation
GEOL 300-400 level
GEOL 300-400 level
GEOL 300-400 level
GEOL 300-400 level
CHEM C105/C125 Chemistry I/Lab
CHEM C106/C126 Chemistry II/Lab

Two courses selected from two of the following areas: Astronomy (recommended), Biology, Climatology, Oceanography, and Physics.

Physics—(Physics major)
PHYS 152 Mechanics
PHYS 251 Heat, Electricity, Optics
PHYS 300 Intro to Elementary Math Physics
PHYS 310 Intermediate Mechanics
PHYS 330 Intermediate Electricity and Magnetism
PHYS 342/342L Modern Physics/Lab
PHYS 353 Electronics Laboratory
PHYS 400/401 Physical Optics/Lab
PHYS 416 Thermal Physics
PHYS 442 Quantum Mechanics
CHEM C105/C125 Chemistry I/Lab
CHEM C106/C126 Chemistry II/Lab

*Chemistry—(chemistry major)
CHEM C105/C125 Chemistry I/Lab
CHEM C106/C126 Chemistry II/Lab
CHEM C341/C343 Organic Chemistry I/Lab
CHEM C342/344 Organic Chemistry II/Lab
CHEM C310/C311 Analytical Chemistry/Lab
CHEM C325 Intro Instrumental Analysis
CHEM C360 Elementary Physical Chemistry
PHYS P201 Physics I
PHYS P202 Physics II

Two additional courses having a laboratory component chosen from biology, geology, or physics.

SOCIAL STUDIES (27 cr.)

This program prepares an individual to teach middle school or high school social studies in three of six areas:
- Economics
- Geographical Perspectives
- Government and Citizenship
- Historical Perspectives
- Psychology
- Sociology

Students are all expected to complete course work in the area of Historical Perspectives and to select at least two additional areas of specialization. The Core Curriculum for students in this program of studies is designed with social studies courses that all prospective teachers must take. The advanced discipline-based work outlined below provides more student choices.

Disciplinary Specialization (27 cr.)
Complete the courses for Historical Perspectives and your choice of at least 2 additional areas.

Historical Perspectives (9 cr.)
Choice of 200 level or higher (3 cr.)
Choice of 300 level or higher (3 cr.)
Choice of 300 level or higher (3 cr.)

Economics (9 cr.)
ECON E202 (3 cr.)
ECON 270 (3 cr.)
Choice of 300 or 400 level course (3 cr.)

Geographical Perspectives (9 cr.)
GEO G326 or G327 (3 cr.)
GEO G314 or G315 (3 cr.)
GEO G300 or G337 or G338 (3 cr.)

Government/Citizenship (9 cr.) (Select three)
POLS Y215 (3 cr.)
POLS Y301 (3 cr.)
POLS Y304 (3 cr.)
POLS Y305 (3 cr.)
POLS Y306 (3 cr.)
POLS Y307 (3 cr.)
POLS Y383 (3 cr.)
POLS Y384 (3 cr.)
POLS Y319 (3 cr.)
POLS Y322 (3 cr.)
POLS Y324 (3 cr.)
POLS Y360 (3 cr.)

Psychology (9 cr.)
PSY B310 or B340 or B360 (3 cr.)
PSY B370 or B380 (3 cr.)
PSY B105 or B307 (3 cr.)

Sociology (9 cr.)
SOC R121 (3 cr.)
SOC R351 (3 cr.)**
SOC R356 or R357 (3 cr.)**

TEACHER EDUCATION PROGRAM (38 cr.)

Admission to the *Learning to Teach/Teaching to Learn* program is competitive, and applications are due February 7 for fall admission and October 10 for spring (except for Science students who make application to the *Transition to Teaching* program instead of *Learning to Teach/Teaching to Learn*.) Students must have a 2.5 overall GPA and a 2.5 GPA in their discipline-based courses. At least one-half of their discipline-based course work must be completed before they begin the teacher education program.

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*Total of 33 credit hours of chemistry courses is required. The Department of Chemistry requires a minimum grade of C in all chemistry courses (C– grades are unacceptable).

**Requires R100 as a prerequisite course.

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

Block I Diversity and Learning (7 cr.)
EDUC M322 Diversity and Learning: Reaching Every Adolescent (6 cr.)
EDUC M301 Field Experience (1 cr.)
Benchmark I Rubrics

Block II Middle School Block (8 cr.)
EDUC S420 Teaching and Learning in the Middle School (3 cr.)
EDUC M469 Content Area Literacy (3 cr.)
EDUC W301 Computers in Education (1 cr.)
EDUC M303 Field Experience (1 cr.)

Block III High School Block (5 cr.)
EDUC S430 Teaching and Learning in High School (3 cr.)
EDUC W401 Computers in Education (1 cr.)
EDUC M304 Field Experience (1 cr.)

Content Block (4 cr.)
May be taken concurrently with Block II or Block III.
EDUC xxx Discipline-based Methods (3 cr.)
EDUC M403 Field Experience (1 cr.)
Benchmark II Assessment

Block IV Student Teaching (16 cr.)
EDUC M425 Student Teaching in Middle Schools— 8 weeks (8cr.)
Benchmark III Assessment
EDUC M480 Student Teaching in High School— 8 weeks (8 cr.)

Student Teaching (16 cr.)

For students pursuing a license to teach at the secondary level, student teaching comprises the final semester. Back-to-back placements in a middle school and high school setting are arranged through the School of Education. Either developmental level may be scheduled first; order will depend on student preference and availability of mentor teachers.

All-Grade Licensure Programs

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

General Education

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

Teaching Areas

PHYSICAL EDUCATION

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

VISUAL ARTS

Students wishing to become certified to teach in public schools may pursue either a Bachelor of Art Education or certification within the Master of Art Education at Herron. The Art Education Program of the Herron School of Art is offered in conjunction with the School of Education.

Students are encouraged to consult with Dr. Cindy Bixler Borgmann, coordinator of Art Education in the Herron School of Art for more information.

Professional Education and Student Teaching

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

Dual Licensure Programs

Students who wish to be licensed in an additional area, can take designated course work to earn a dual license. These dual licensure programs are only available to students obtaining their initial teaching license. The additional content area will be applicable to the developmental levels of the initial license. Programs are available at the graduate level for licensed teachers who seek to add other certification areas to their licenses.

Students apply to a dual program when completing the application to Teacher Education. However, some of the course work for certain programs may be completed prior to entering the Teacher Education program. See an advisor in the School of Education for details. A minimum GPA of 2.5 is required for each dual licensure area.

Students will student teach in their dual licensure area during the second student teaching experience. They will register for the appropriate 4 credit hour practicum and 4 additional credit hours of the traditional student teaching for their initial program. The all-grade requirements are currently under development. See an advisor in the School of Education for information.

COMPUTER DUAL PROGRAM (21 cr.)

The addition of the "Computer Endorsement" to the standard teaching license serves as credential for those who wish to teach computer education.

EDUC W200 Microcomputers for Education: An Introduction (3 cr.)
EDUC W204 Programming for Microcomputers in Education (Java for Educators) (3 cr.) *or* CSCI N331 Visual Basic Programming (3 cr.)
EDUC W210 Survey of Computer-Based Education (3 cr.)
EDUC W220 Technical Issues in Education (3 cr.)
EDUC W310 Computer-Based Teaching Methods (3 cr.)
EDUC W410 Practicum in Computer-Based Education (4 cr.)

ENGLISH AS A NEW LANGUAGE DUAL PROGRAM (25 cr.)

ENG G205 Introduction to English Language (3 cr.)
ENG G206 Introduction to Study of Grammar (3 cr.)
  OR

ENG G310: Social Speech Patterns [**prereq**: G205, G206, or consent of instructor]
ENG G432 Second Language Acquisition (3 cr.)
EDUC E449 Trade Books for the Classroom (elementary and elementary/middle school majors) *or*
  EDUC X460 Books for Reading Instruction (all-grade and secondary majors) (3 cr.)
EDUC L442 Teaching Eng. Lang. Learners: Bilingual & ENL (3 cr.)
EDUC X400 Diagnostic Teaching of Reading (3 cr.)
EDUC X470 Psycholinguistics for Teachers of Reading (3 cr.)
ENG G441 Materials Preparation for ESL Instruction (4 cr.)
EDUC M470 Practicum in ENL (4 cr.)

READING DUAL PROGRAM (22 cr.)

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

Required courses: Elementary & Elementary/Middle School Majors
EDUC E340 Methods of Teaching Reading I (3 cr.)
EDUC E341 Methods of Teaching Reading II (3 cr.)
EDUC X401 Critical Reading in the Content Area (3 cr.) *or*
  EDUC X400 Diagnostic Teaching of Reading in the Classroom (3 cr.)
EDUC X470 Psycholinguistics for Reading Teachers (3 cr.) *or* an advisor-approved linguistics course
EDUC E449 Trade Books for the Classroom (1-3 cr.) *or*
  ENG L390 Children's Literature (3 cr.)
EDUC X425 Practicum in Reading (4 cr.)

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

Required Courses: Secondary & All-grade Majors
EDUC M469 Content Area Literacy (3 cr.)
EDUC X400 Diagnostic Teaching of Reading in the Classroom (3 cr.)
EDUC X401 Critical Reading in the Content Area (3 cr.)
EDUC X470 Psycholinguistics for Reading Teachers (3 cr.) *or* an advisor-approved linguistics course
EDUC X460 Books for Reading Instruction (Adolescent Literature) (3 cr.) *or*
  ENG L376 Adolescent Lit. (3 cr.)
EDUC X425 Practicum in Reading (4 cr.)

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

SPECIAL EDUCATION DUAL PROGRAM (MILD INTERVENTION)   Students will be licensed in two developmental areas based on their initial program.

This program prepares students to teach students with "mild" intervention needs. Mild intervention certification will replace licensure in the areas of learning disabilities and mild cognitive disabilities in the state of Indiana.

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

Required Special Education courses:
Seminar 1: EDUC K490 (Fall) Families in School and Society
Seminar 2: EDUC K490 (Spring) Classroom Management and Behavior Support
Seminar 3: EDUC K490 (Summer I) Collaboration and Consultation
Seminar 4: EDUC K490 (Summer II) Technology Applications
Seminar 5: EDUC K490 (Fall) Assessment & Instruction I—Mild
Seminar 6: EDUC K490 (Spring) Transition Across the Lifespan
Practicum: EDUC K495 (4 cr.) (Taken during student teaching semester)

Certificate Programs

While requirements are under review in light of the new state license framework, the following certificates are available. A minimum GPA of 2.5 is required for each program.

COACHING (18 cr.)

HPER A480 Care and Prevention of Athletic Injuries (1 cr.)
HPER P397 Kinesiology (3 cr.)
HPER P450 Principles and Psychology of Coaching (3 cr.)
HPER Theory and Techniques of Coaching: 6 credits from the following: A361, A362, A363, A364, A365, A366, A367, A368, A369, A370, A371, or A372.
BIOL N217 Human Physiology (5 cr.)

DRIVER AND TRAFFIC SAFETY

HPER S350 Content and Materials in Safety Education (2 cr.)
HPER S456 Traffic Safety Education for Teachers (4 cr.)
HPER S458 Driver Education Multiple Instruction Techniques (3 cr.)
HPER S360 Highway Safety Administration (3 cr.)

Statement on Graduate Programs

Post-Baccalaureate Licensure Programs

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

IUPUI offers a field-based, post-baccalaureate program leading to an initial license to teach science in middle school and high school settings. Qualified candidates can complete the program in a 15-month period (four consecutive semesters: summer/fall/ spring/summer). Applicants must have

- earned a B.S. or B.A. degree from an accredited college or university.
- maintained a cumulative grade point average (GPA) of 3.0.
- completed a major in a field of science.
- passed all components of Praxis I or the PreProfessional Skills Test. (Note: Praxis and PPST are required by the Indiana Professional Standards Board (IPSB); IUPUI does not have authority to waive the requirement.)

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

Graduate Degree Programs

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

IUPUI provides unique opportunities for collaborative studies (for example, education and museum studies) or interprofessional work (for example, courses that enroll students from education, nursing and social work to emphasize service integration at the school site).

Through its "Summer in the City" program, the school offers a range of graduate workshops each summer on contemporary topics of interest to teachers and administrators. A growing number of courses for license renewal or continuing professional development is available online or through interactive video technology.

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

IUPU Columbus

Coursework leading to the B.S. in Elementary Education is available at IUPU Columbus; however, at the present time, students pursuing an initial license to teach in the elementary setting must register for student teaching through IUPUI.

Students at IUPU Columbus must meet the same admission and degree requirements as those in Indianapolis, including the same standards for performance assessments. Application to the Teacher Education Program is made directly to IUPU Columbus. Enrollment is limited and students are urged to consult an education program advisor at the Columbus campus.

Calendar and Schedule of Classes

Registration dates at IUPU Columbus generally do not correspond with the calendar listed in this bulletin. Final schedules and calendars pertaining to IUPU Columbus are available at IUPU Columbus.

IUPU Columbus
4601 Central Avenue
Columbus, IN 47203
Phone: (812) 348-7271 (Student Services Office) or
1-800-414-8782, Ext. 7271
Web: www.columbus.iupui.edu

Undergraduate Courses in the School of Education

The abbreviation "P" refers to course prerequisites. The number of hours of credit given a course is indicated in parentheses following the course title. The "I" or "B-I" after the course title indicates whether the course is offered at Indianapolis, or at both the Indianapolis and Bloomington campuses.

Courses in this section are listed alphabetically by prefix letter and in ascending numerical order within each of the sections. Unless otherwise specified, the prefix to all courses is EDUC.

Elementary Education

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

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

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

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

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

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

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

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

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

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

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

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

E495 Workshop in Elementary Education (cr. arr.) B-I For elementary school teachers. Gives 1 credit hour for each week of full-time work.

Foundations of Education

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

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

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

Special Education

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

K305 Teaching the Exceptional Learner in the Elementary School (3 cr.) B-I Knowledge, attitudes, and skills basic to the education of exceptional learners (students who are handicapped as well as gifted and talented) in the regular elementary classroom. Topics include historical and international perspectives, the law and public policy, profiling the exceptional learner, developing a responsive curriculum, teaching and management strategies, and teachers as persons and professionals. (Sem. I and II)

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

K307 Methods for Teaching Students with Special Needs (3 cr.) This course prepares future

teachers to work with students with diverse abilities in inclusive settings. Participants learn to use learning modalities, varied rates and complexity of instruction, and making use of individual interests and preferences. Additionally, differentiating and/or individualizing instruction for all learners and developing classroom management skills are emphasized.

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

K490 Topical Seminars for Special Education Dual Certification Program (3 cr.) I

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

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

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

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

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

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

K495 Laboratory/Field Experiences in Special Education (cr. arr.: max. 9) B-I P: Consent of instructor. This course provides the student a field-based, supervised experience with individuals with

severe handicaps. It allows the opportunity to interact within school/work/community settings on a daily basis (three hours a day, five days a week). Specific assignments, which are mutually agreed upon among student, cooperating teacher, and practicum supervisor, are also required.

Language Education

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

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

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

Methods

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

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

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

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

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

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

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

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

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

M314 (M313) General Methods for Senior High/Junior High/Middle School Teachers (3 cr.) B-I General methodology and organization; knowledge about the teaching process, including general methods, instructional media, measurement, curriculum development and organization of the senior high/junior high/middle school; and techniques to promote individualized and interdisciplinary learning.

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

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

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

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

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

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

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

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

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

M411 Laboratory/Field Experience: Middle and Secondary School (1-3 cr.) B Laboratory or field experience in middle or secondary school science

classes. (May be repeated.) Corequisite with M446 Methods of Teaching Senior High/Junior High/Middle School Science.

M423 Student Teaching: Early Childhood (1-16 cr.) Full-time supervised student teaching for a minimum of eight weeks in a preschool identified by the university. The experience is directed by a qualified supervising teacher and has university-provided supervision. Grade: S or F.

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

M425 Student Teaching: Elementary (1-16 cr.) B-I Full-time supervised student teaching in grades 1-6 for a minimum of 10 weeks in an elementary school accredited by the state of Indiana, or in an equivalent approved school out of state. The experience is directed by a qualified supervising teacher and has university-provided supervision. Grade: S or F.

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

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

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

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

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

M452 Methods of Teaching English in the Senior High/Junior High/Middle School (1-5 cr.) B-I Methods, techniques, content, and materials applicable to the teaching of English in secondary schools, junior high schools, and middle schools. Experiences provided to assess ongoing programs in public schools and to study materials appropriate for these programs.

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

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

M469 Content Area Literacy (1-3 cr.) B-I Focuses on middle, junior, and senior high school. Curriculum, methods, and materials for teaching students to read and learn more effectively in all content areas.

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

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

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

which encompasses Herron Saturday School experience.

M480 Student Teaching in the Secondary School (1-16 cr.) B-I Full-time supervised student teaching for a minimum of 10 weeks in a junior high/middle school or senior high school accredited by the state of Indiana, or in an equivalent approved school out of state. The experience is directed by a qualified supervising teacher and has university-approved supervision. Grade: S or F.

M482 Student Teaching: All Grades (1-16 cr.) B-I Full-time supervised student teaching in the areas of visual arts, music, physical education, special education, or school library/media services for a minimum of 10 weeks at an elementary school, junior high/middle school, and/or senior high school accredited by the state of Indiana, or at an equivalent approved school out of state. The experience is directed by a qualified supervising teacher and has university-provided supervision. Grade: S or F.

S420 Teaching and Learning in the Middle School (3 cr.) Middle schools operate on unique philosophical and organizational foundations. This course will explore the design of middle schools and the ways teachers work to meet the needs of a diverse range of learners including those with specific needs. Preservice teachers will develop the skills needed to provide challenging learning opportunities to young adolescent learners.

Mathematics Education

N443 Teaching Elementary-School Mathematics Problem Solving (3 cr.) B-I The teaching and learning of problem solving. Topics include types of problems, appropriate instructional sequences, strategies for solving problems, factors related to problem difficulty, evaluating problem-solving learning. Work with elementary school children is included.

Educational Psychology

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

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

P254 Educational Psychology for Teachers of All Grades (1-4 cr.) B-I The application of psychological concepts to school learning and teaching, using the perspective of development from

childhood through adolescence. Special attention is devoted to the needs of the handicapped.

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

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

Science Education

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

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

Secondary Education

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

Computer Education

W201 Using Computers in Education (1 cr.) B-I Required of all students pursuing teacher education. Introduction to instructional computing and educational computing literature. Hands-on experience with educational software utility packages and commonly used microcomputer hardware.

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

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

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

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

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

educational setting that incorporates instructional computing.

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

Reading

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

X401 Critical Reading in the Content Area (3 cr.) B-I Aids elementary and secondary teachers in the development of instructional strategies that assist students in the comprehension, critical analysis, and integration of ideas presented in print material from various subject matter areas.

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

X460 Books for Reading Instruction (3 cr.) B-I Examines the use of trade books and non-text materials for teaching language arts and reading K-8. Special sections may focus on specific student populations. Section emphasis announced each semester. (At IUPUI, the focus of this course is adolescent literature, grades 5-12.)

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

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

School of Education Administrative Officers and Faculty

Administrative Officers

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

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

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

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

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

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

Undergraduate Recorder, Maureen Jayne, Education/Social Work Building, ES 3143, (317) 274-0643

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

Directors of Departments and Programs

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

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

Early Childhood Education, Jacqueline Blackwell, Education/Social Work Building, ES 3155, (317) 274-6830

Educational Leadership/School Administration, see the graduate advisor in Education Student Services, ES 3131

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

Higher Education and Student Affairs, graduate advisor, Education/Social Work Building, ES 3161, (317) 274-5739

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

Mathematics Education, Beatriz D'Ambrosio, Education/Social Work Building, ES 3152, (317) 274-6833

Physical Education, Elizabeth Jones, Physical Education/Natatorium Building, PE 268, (317) 274-2248

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

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

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

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

Faculty

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

Banta, Trudy W., Ed.D. (University of Tennessee, 1967), Professor (Graduate School)

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

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

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

Blackwell, Jacqueline, Ph.D. (University of Maryland, 1977), Associate Professor (Graduate School–Associate)

Bohnenkamp, Julie, M.S. (George Mason University, 1991), Adjunct Lecturer

Carrigan, Jackie, M.S. (Butler University, 1972), Trustee's Lecturer

Chism, Nancy Van Note, Ph.D. (Ohio State University, 1984), Associate Professor (Graduate School)

D'Ambrosio, Beatriz, Ph.D. (Indiana University, 1987), Associate Professor (Graduate School)

Fisher, Mary, Ph.D. (University of Virginia, 1996), Visiting Associate Professor

Goud, Nelson H., Ph.D. (Michigan State University, 1967), Associate Professor

Hoffman, Kerry, Ph.D. (Purdue University, 2002), Assistant Professor

Houser, Linda, Ph.D. (Indiana State University, 1992), Adjunct Assistant Professor

Kastberg, Signe, Ph.D. (University of Georgia, 2002), Assistant Professor

Leland, Christine H., Ed.D. (Boston University, 1986), Professor (Graduate School)

Magee, Paula, Ph.D. (City University of New York, 1992), Visiting Lecturer

Matern, Carol, M.S. (Butler University, 2002), Visiting Lecturer

Medina, Carmen, Ph.D. (The Ohio State University, 2000), Assistant Professor

Medina, Monica, M.S. (Indiana University, 1979), Lecturer

Morran, Keith, Ph.D. (Indiana University, 1980), Professor (Graduate School)

Morrone, Anastasia, Ph.D. (University of Texas at Austin, 1992), Assistant Professor (Graduate School–Associate)

Murtadha, Khaula, Ph.D. (Miami University, 1994), Associate Professor (Graduate School–Associate)

Ociepka, Anne, Ph.D. (Indiana University, 2003), Lecturer

Osgood, Robert, Ph.D. (Claremont Graduate School, 1989), Associate Professor (Graduate School–Associate)

Robison, Floyd F., Ph.D. (Indiana University, 1982), Associate Professor (Graduate School)

Rogan, Patricia M., Ph.D. (University of Wisconsin–Madison, 1987), Associate Professor (Graduate School)

Rosario, Jose, Ph.D. (University of Wisconsin–Madison, 1976), Professor (Graduate School)

Sailes, JaDora, Ed.D. (Indiana University, 1996), Visiting Lecturer

Silk, David, Ph.D. (University of Maryland, 1972), Associate Professor (Graduate School–Associate)

Stafford, Patricia, Ed.S. (Middle Tennessee State University, 1980), Visiting Lecturer

Tempel, Eugene, Ed.D. (Indiana University, 1985), Professor

Walker, Vicki Rumford, M.Ed. (University of Louisville, 1984), Lecturer

Weis, Patricia, M.S. (Indiana University, 1987), Visiting Lecturer

Wilcox, Barbara L., Ph.D. (University of Illinois, 1972), Professor (Graduate School)

Faculty Emeriti

Abel, Billy, Ed.D. (Indiana University, 1970)

Arrington, J. Donald, Ed.D. (Indiana University, 1972)

Best, William P., Ph.D. (Purdue University, 1968)

Brill, Arthur D., Ed.D. (Indiana University, 1969)

Britton, Ronald B., Ed.D. (University of Missouri, 1972)

Cohen, Michael R., Ph.D. (Cornell University, 1968)

Davis, Bette Joe, Ph.D. (Wayne State University, 1975)

Dehnke, Ronald E., Ed.D. (Wayne State University, 1966)

Draper, Merle R., Ed.D. (Indiana University, 1965)

Ebbert, J. Marvin, Ph.D. (Purdue University, 1964)

Gilchrist, Mary A., Ed.D. (University of Colorado, 1968)

Grigsby, Clifford E., Ed.D. (Indiana University, 1971)

Hart, Stuart N., Ph.D. (Indiana State University, 1972)

Harvin, Virginia, Ed.S. (Indiana University, 1964)

Hobbs, Philip J., Ph.D. (Purdue University, 1969)

Holland, Ruth E., Ed.D. (Indiana University, 1967)

Jarboe, Everett, Ed.D. (Indiana University, 1949)

Mannan, Golam, Ph.D. (Indiana University, 1967)

McBurney, Wendell F., Ed.D. (Indiana University, 1967)

Perisho, M. Joan, M.S. in Ed. (Indiana University, 1950)

Preusz, Gerald C., Ed.D. (Indiana University, 1970)

Robbins, Edward L., Ed.D. (Indiana University, 1971)

Scannell, Dale, Ph.D. (University of Iowa, 1958)

Wolf, Hugh A., Ed.D. (Indiana University, 1971)

Wood, Leslie A., Ed.D. (Stanford University, 1962)