

# IU School of Education

## Welcome to the IU School of Education!

### Mission

The IU Indianapolis School of Education is strongly committed to introspectively examining our collective role in improving the human condition through developing leaders, educators, and counselors who are equipped to critique and disrupt longstanding inequities and address ever-changing dynamics that manifest in urban educational ecosystems. With community-engaged research, teaching, and service at the core of our work, IU Indianapolis School of Education faculty, staff, and students seek to positively impact youth and adult learners in our educational systems and serve the welfare of surrounding communities through our engagement in transactional and strategic alliances to promote equitable, just, culturally relevant and sustaining practices in teaching and learning.

## Accreditation & Licenses

### Accreditation & Licenses

The School of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and by the Higher Learning Commission of North Central Association of Colleges and Secondary Schools. Teacher education programs offered through the School of Education at IU Indianapolis have either been nationally approved by their Specialized Professional Associations (SPA), or approved by the Indiana Department of Education. The School Counseling program is CACREP accredited.

The School of Education has the following approved licensure programs:

- Early Childhood Education
- Elementary Education
- Secondary /All-grade Education - English, social studies, mathematics, world languages, visual arts, chemistry biology, and physical education
- Special Education
- English Language Learners - (ENL)
- School Counseling
- K-12 Principal
- District-level Administration

More information about each program is available by clicking "Overview" and then scrolling to the bottom of the page. Active links are available for each program.

## Contact Information

### Contact Information

[Indiana University School of Education](#)

Education/Social Work Building (ES) 3131  
902 W. New York Street

Indianapolis, IN 46202  
(317) 274-6801

## General Education

### General Education

General education refers to courses and other experiences that lay the foundation for IU Indianapolis students to evidence progress toward the IU Indianapolis "Profiles of Learning for Undergraduate Success."

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 organized by the Profiles of Learning for Undergraduate Success to which they are most directly related. Students are encouraged to meet with an advisor in the School of Education as soon as possible. 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.

## Overview

### Overview

#### History

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 Marriott 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 located at 902 West New York Street. In fall 2019, the School of Education at IUPUI separated from Bloomington to become an independent school with its own accreditation.

Today, Indiana University's School of Education (IU Indianapolis) 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 at IU Indianapolis 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 Elementary Education, Bachelor of Science in Secondary

Education, Master of Science in Language Education (includes ESL), Masters of Science in Special Education , Masters of Science in Educational Leadership, Masters of Science in School Counseling, and a Ph.D. in Cuban Education Studies.

Students learn from top professionals in the classroom, assist with cutting-edge research done right here on campus, and engage with the community that surrounds us. The faculty believe that students should work in the field and engage with the community throughout their time here. As a result, our graduates leave with an unparalleled level of practical experience and real-world skills.

### Mission

The IU Indianapolis School of Education is committed to examining our collective role in improving the human condition. We develop leaders, educators, and counselors equipped to critique and disrupt longstanding inequities and address the changing dynamics in urban educational contexts. Through community-engaged research, teaching, and service, we seek to positively impact youth and adult learners in educational systems and serve the welfare of communities through engagement in strategic alliances to promote equitable, just, culturally relevant and sustaining practices in teaching and learning.

### Our Academic Departments

Our academic programs are divided into two departments to help students easily choose their path of study.

\*Denotes a licensure program

### Urban Teacher Education

- [Early Childhood Education \\*](#)
- [Elementary Education \\*](#)
- [Secondary Education-English, Social Studies, Mathematics, Sciences, World Languages, Visual Arts & Physical Education \\*](#)
- [Special Education \\*](#)
- [English as a New Language \\*](#)
- [African Studies and Urban Education Program\\*](#)
- [Urban Education Studies Minor](#)
- [Technology Education at the Graduate Level](#)
- [Literacy/Language Education at the Graduate Level](#)
- [Literacy and Learning Graduate Certificate](#)
- [Alternative Certification for Initial Teacher Licensure at the Graduate Level \\*](#)
- [Language Education ENL at Graduate Level \\*](#)
- [Special Education at the Graduate Level \\*](#)
- [Urban Education \(Elementary and Secondary\) at the Graduate Level](#)
- [Education Non-Degree at the Graduate Level](#)
- [License Renewal at the Graduate Level](#)

### Graduate Programs in Urban Educational Counseling, Leadership and Policy Studies

- [Counseling and Counselor Education Master's\\*](#)
- [Urban Educational Leadership/Urban Principalship Master's \\*](#)
- Urban Educational Leadership Certification-only Program\*
- [EDS in Educational Leadership\\*](#)
- [Urban Education Studies Doctoral Program](#)

### Online Collaborative Graduate Programs

- Academic Advising CT
- Educational Leadership EDS - District Level Superintendent \*
- Graduate Certificate for District Level Administrators in Urban Settings\*
- Educational Technology for Learning MSED
- Teaching, Learning and Curriculum MSED

## Professional Education

### Professional Education

The professional education component is a carefully articulated program of study where courses are taken in blocks and in a prescribed order. The professional education courses that are part of the IU Indianapolis Teacher Education Programs 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.

Teacher education professional education courses are integrated with field experiences and offered at times when teacher education candidates are able to work with students in P-12 classrooms. Most professional education courses are scheduled during the day, and students will need to make arrangements to devote two or three days each week to complete the class and early field experience work prior to full-time student teaching.

## Student Teaching

### Student Teaching

Interns complete student teaching assignments in school settings. Student teaching occurs during the last block of each teacher education program.

In the secondary and elementary programs, the student teaching requirement will be met a 16-week placement occurring during Block IV. Student completing an add-on program in ENL or Special Education will two 8-week experiences. 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 and be in good standing.
2. Completed all professional education and education technology courses within 10 years and attained a minimum grade point average (GPA) of 2.50 in all professional education and major courses with a minimum grade of C in each course.
3. Earned a minimum overall GPA of 2.50 at Indiana University.
4. Submitted an application for Student Teaching during Block III

# Admission

## Admission

### Requirements

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 2.50 overall grade point average (GPA) with at least 12 hours of coursework.

Education majors transferring to IU Indianapolis from other colleges and universities may be dually admitted to the University College and the School of Education if their GPA is 2.50 or better, or admitted to University College if they have not yet achieved a 2.50 overall GPA. Students must attain a 2.50 overall GPA to be admitted to the School of Education.

It is important to note that admission to the School of Education does not guarantee admission to an IU Indianapolis Teacher Education Program. Application to teacher education programs 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).

## Admission to Teacher Education Programs

### Admission to Teacher Education Programs

Admission to the Teacher Education Program is separate from admission to the School of Education.

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 being authorized to enroll in any professional education courses. Since space is limited and admission is competitive, students interested in Teacher Education are urged to meet application deadlines (June 15 for fall admission and November 10 for spring admission). Please note that due to the competitive nature of admission to the programs not all students meeting minimum requirements may be admitted. The application and supporting information are available from the School of Education home page on the Web at [education.iupui.edu](http://education.iupui.edu).

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

The standards for admission to the Teacher Education Program apply both to education majors and to majors in other schools who are seeking an initial teaching license. A student must:

1. Maintain a minimum overall grade point average (GPA) of 2.50. (This minimum GPA is subject to change)
2. Complete required courses.
  1. *Early Childhood Majors*
    - Achieve a grade of C or higher in all courses.
    - Complete all prerequisite coursework prior to beginning the Teacher Education Program. (Refer to the General Education section of this bulletin for a list of required prerequisite courses.) Prerequisite courses can be in progress at the time of application submission; however, they must be completed satisfactorily prior to beginning Block I.
  2. *Elementary Majors*
    - Achieve a grade of C or higher in all courses.
    - Complete all prerequisite coursework prior to beginning the Teacher Education Program. (Refer to the General Education section of this bulletin for a list of required prerequisite courses.) Prerequisite courses can be in progress at the time of application submission; however, they must be completed satisfactorily prior to beginning Block I.
  3. *Secondary Majors*
    - Complete ENG W131 as well as a second writing course, COMM R110, or COMM C180, EDUC H341, and EDUC W200, with a C or higher before entering the program.
    - Achieve a grade of C or higher in all general education and major courses.
    - Achieve a 2.50 GPA in general education. (Subject to change)
    - Achieve a 2.50 GPA in major. (Subject to change)
    - Complete half of the major courses plus enough of the general education courses to equal no less than 60 credit hours. (See check sheets for specific numbers of hours for each program) Fulfilling this requirement will leave no more than 6-9 classes outside of the blocks left to take. Prerequisite courses can be in progress at the time of application submission; however, they must be completed satisfactorily prior to beginning Block I.
  4. *Secondary/All-grade Majors*
    - Achieve a 2.50 GPA in major. (Subject to change)
    - Achieve a 2.50 overall GPA (Subject to change)
    - Consult an advisor in the students designated school for additional admission requirements.
3. Complete a formal application. Applications for admission to the Teacher Education Program are

due by June 15 for the following fall semester and by November 10 for the spring semester.

## Transfer Students

### Transfer Students

#### Transfer Credit Policy

Acceptance of credit from other institutions will be determined by IU Indianapolis 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 early childhood, elementary or secondary programs must have a minimum grade of C or higher in the transfer courses that would apply toward their degree. No courses with grades below a C will be accepted. Degree Progress GPAs and GPAs from transfer courses are combined to determine overall and major GPAs for admission and graduation purposes when a student transfers in more than 27 credit hours.

#### Transfer Single Articulation Pathways (TSAP) Programs

Transfer Single Articulation Pathway (TSAP) degree programs at IU Indianapolis allow students at Ivy Tech Community College and Vincennes University to earn an associate degree in a specified field and then transfer to IU Indianapolis with junior status to complete a bachelor's degree in the same field. Students who have completed or will complete one of the Transfer Single Articulation Pathway (TSAP) degrees at either Ivy Tech Community College or Vincennes University prior to enrolling at IU Indianapolis, may wish to apply to the corresponding degree program in the School of Education at IU Indianapolis. TSAP agreements are in place for early childhood and elementary and some secondary pathways may be available. Students should contact an advisor in the School of Education to determine availability.

IU Indianapolis Teacher Education Programs are 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 IU Indianapolis 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. No more than 15 credits of professional education courses from an accredited program can be transferred to the program. Only education courses with grades of B- (2.70) or higher will be considered.

## Academic Policies & Procedures

### Academic Policies & Procedures

- Appeals Committee and Student Grievance Committee
- Grading Policy
- Probation, Dismissal, and Reinstatement
- Nondiscrimination Policy
- Other Special School or Program Requirements, Including Graduation Policies
- Graduate Student Policies

## Appeals and Grievances

### School of Education Academic Standards (Appeals) Committee

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

1. Students should submit all appeals to the School of Education Academic Standards Committee by letter or email to the Assistant Dean for Program Assessment in the School of Education.
2. Students will be given an opportunity to meet with the committee to present their request.
3. Students will be notified via university e-mail of the committee's decision within 48 hours of meeting with the committee for most requests.

Students should contact the Assistant Dean for Assessment in the School of Education for information about filing an appeal. This committee does not hear requests for grade changes.

### School of Education Student Grievance Hearing Committee

The purpose of the School of Education at IU Indianapolis Student Grievance Hearing Committee, (hereafter "Grievance Committee") is to provide a formal hearing for any student who believes that their 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.

#### Overview

The Grievance Committee will hold a formal meeting to consider any grievance brought to the committee. If the Grievance Committee determines it should hear the case, then a formal hearing is held. The Grievance Committee then votes on the case and forwards its recommendation for action to the Dean of the School of Education, who makes final determination of the resolution based on the grievance. Should the student wish to grieve further, the Code of Student Rights, Responsibilities, and Conduct provides an avenue through the Dean of the Faculties.

#### Grievance Jurisdiction

The Grievance Committee only hears specific grievances under Violations of "Student Rights" as defined in Part I of the Code of Student Rights, Responsibilities, and Conduct. These include:

- A. Pursuit of Education
- D. Access to records and facilities
- E. Freedom of association, expression, advocacy and publication

#### Grievance Committee

The Grievance Committee is composed of a total of 8 members, including four faculty and one staff member from the School of Education and one representative of its student body. There are also two faculty alternates as part of the Grievance Committee. Each hearing will be comprised of a minimum of five committee members. These five members are chosen from the Grievance Committee by its chairperson based on availability. The chair will also appoint a presiding officer who will perform the duties of leading, having oversight regarding how time is used by the different parties in the deliberation of the hearing, and preparing a written report based on the deliberations. A quorum consisting of four faculty or three faculty and the staff member, along with the representative of the student body must always be present when a formal grievance hearing is conducted.

*Procedures followed by the Grievance Committee*

The Grievance Committee follows the procedures in the Code of Student Rights, Responsibilities, and Conduct: Procedures for the IU Indianapolis Campus document with the following additions:

1. The School of Education Dean designates the IU Indianapolis SOE Associate Dean for Academic Affairs as the ex-officio member of the committee for student hearings.
2. The presiding officer and committee members in every hearing will be identified by the committee chair on the basis of availability.
3. The Grievance Committee will have five weeks to accomplish all the tasks of the student grievance process.
4. The presiding officer will submit the committee's conclusions and recommendations to the School of Education Dean following the directives in the Student Code of Rights, Responsibilities, and Conduct document.
5. The School of Education Dean can accept, modify, or reject the committee's conclusions and recommendations following the directives in the Student Code of Rights, Responsibilities, and Conduct document.
6. Either party, the student and the person who is the target of the grievance, may appeal the final decision made by the Dean of the School of Education, to the Dean of Faculties office as indicated in the Code of Student Rights, Responsibilities, and Conduct, IV.B.5.b. In the event of special circumstances, a faculty member or administrative staff member may submit an appeal on a student's behalf to the Dean of Faculties.

*Steps of the student grievance process*

Before beginning the student grievance process, the committee strongly recommends students to seek resources available through student affairs, specifically Student Advocacy. Seeking counsel provided by the campus will support clarification of policies and procedures and explain student options.

In all but the most unusual circumstances, a case should not be brought to the Grievance Committee until normal avenues of resolution have been exhausted. Grievances will only be accepted for consideration with evidence of reasonable attempts to resolve the problem. Ideally these attempts will involve a meeting between the student and faculty member, instructor, or administrator. If the problem cannot be resolved satisfactorily, the student should submit a formal complaint by filling out the Student

Grievance form with supporting documentation and email it to the SOE Associate Dean of Academic Affairs.

## Grades and Grading Policy

### Grading Policy

Below is the undergraduate grading policy of the School of Education as approved by the faculty.

A	Extraordinary high achievement; shows unusually complete command of the subject matter; represents an exceptionally high degree of originality and creativity.**
A-	Exceptionally thorough knowledge of the subject matter; outstanding performance, showing strong analytical abilities.
B+	Significantly above average understanding of material and quality of work.
B	Very good, solid, above average understanding of material and quality of work.
C+	Good, acceptable performance.
C	Satisfactory quality of work.
C- to D	Unacceptable work. Not meeting requirements for certification in the School of Education.
F	Completely unacceptable work.

Most students should expect grades ranging between C+ and B. Students should recognize that effort alone does not necessarily guarantee above average grades, since grades are assigned on the basis of the overall quality of a student's work.

\*\* The School of Education does not recognize a grade of A+.

### Grade Replacement Policy:

Students pursuing their first bachelor's degree who do poorly in non-education undergraduate courses may be able to retake some courses and have the earlier grades removed from their GPA calculation.

- Available only for courses taken at Indiana University
- Can be used for no more that a total of 15 credit hours
- Must be approved by advisor in the School of Education prior to retaking the class
- Can replace a grade no more than twice for a single class
- Replacement grade must be the same or higher than the previous grade
- Course the student retakes must be the same course as the previous course
- Students may not replace grades in any EDUC course.

- Students must submit a grade replacement form before the policy can take effect. These forms are available from a School of Education Advisor.

For grade replacement applied to courses taken between 1996 and summer 2021: the replaced grade remains on the student's academic record with an X placed next to the original grade.

For grade replacement applied to courses taken during fall 2021 and beyond: the replaced grade will appear on your academic record as an X.

Grade replacement is not an option if the original grade was assigned as a result of the student's academic misconduct. Once a grade replacement has been put on your record, it can't be reversed.

#### **Determination of GPA**

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

Note: Only credit hours are transferred to Indiana University from schools outside of the IU system. Grades made in courses taken at other universities will be used to compute GPAs for purposes of admission to the teacher education programs when students are transferring in more than 27 credit hours.

#### **Grade Change Appeal**

Students wishing to appeal a grade in any course offered by the School of Education should follow the grievance policy within one semester of receiving the grade.

Students wishing to have a grade changed to a "W" after a semester has passed should follow the IU Indianapolis grade appeal procedure as outlined in this bulletin. Grade appeal forms are available online from [registrar.iupui.edu](http://registrar.iupui.edu).

These grade petitions in undergraduate courses will not be considered for concluded courses older than 5 years. Exceptions will only be considered if an extremely serious and documented circumstance (e.g., coma, unmanageable schizophrenia, etc.) literally prevented the student from filing the petition within the 5-year period.

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 only 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.

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 School of Education.

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 2.50

standard, has grades of C or higher in all professional (block) education courses, and when the student has no pending issues with the school or university.

#### **Bulletin Designation**

Students must meet requirements for graduation as stated by the school in the IU Indianapolis 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 for graduation but must meet the state licensure requirements in place at the time of completion of the program.

#### **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. Students desiring to use this option for courses toward an education degree should see an academic advisor in the School of Education.

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 a course taken with the Pass/Fail option is entered on the transcript, treated as a regular letter grade, and used in computing the grade point average.

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

#### **Incomplete (I) Grades**

If a student is not in attendance during the last several weeks of a semester, the instructor may report a grade of Incomplete (I) (indicating that the work submitted is satisfactory but that the entire course has not been completed) if the instructor has reason to believe that the absence was beyond the student's control. If this is not a valid assumption, the instructor shall record a grade based on the work submitted to date.

The student must have completed 75% 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 up to one calendar year from the date of its initial recording, unless, in exceptional circumstances, the School of Education 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.

Students receiving an incomplete in block courses cannot move forward in the program until all work is completed and the incomplete has been changed to a grade of "C" or higher.

#### **Withdrawal (W) from Courses**

Withdrawal 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, financial aid, and/or eventual employment.

A student must refer to the semester calendar to determine the last date for an automatic W from a class for each semester or summer session. The calendar is available online at Student Central. <https://studentcentral.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, military service, 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 students work up to that point is passing. Otherwise, the instructor may elect to assign a grade of "F."

Any student withdrawing from a block course after the beginning of the fourth week of classes or dropping block courses during two or more semesters must appeal to the School of Education Academic Standards (Appeals) Committee to re-enter the program. **Readmission is not automatic.**

It is the student's responsibility to start the withdrawal procedure through E-Drop in One.IU

**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 withdrawal is not automatic. Failure to withdraw from both sections may result in a grade of F in the Laboratory/Field Experience. Students are cautioned that withdrawing from courses may jeopardize their financial aid.

## Dean's List, Probation, Dismissal, Reinstatement, and Stopping Out

### Dean's List

The Dean's List recognizes academic achievements within a single semester. To earn this distinction, a student must be:

- Admitted to the School of Education or in good standing in a Teacher Education program
- Seeking an undergraduate or second bachelor's degree
- Have completed 12 credit hours in the fall or spring semester
- Have a semester grade point average of 3.6 or higher

### 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 2.50 and minimum grades of or in all professional education courses and related field experiences are required to remain in good standing.

### Probation

The academic progress of students in the School of Education working toward admission into a School of Education program is reviewed at the close of each fall

and spring semester; students will receive formal, written notice if they have been placed on probation and are, or may be, subject to dismissal. A negative service indicator is added to the student's academic record which requires that the student see an academic advisor in the School of Education prior to being able to register. Students on academic probation have two semesters to meet the minimum academic standards before they are dismissed from the school and possibly the university.

### 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 2.50, and the student has made progress toward fulfilling program requirements.

### Dismissal and Reinstatement from the Teacher Education Program

Students receiving grades below a "C" or "S" in any teacher education (block) courses or whose overall or major GPA or their GPA in the block courses falls below 2.50 will be automatically dismissed from the teacher education program. Students may appeal to reenter the program within one semester of dismissal. Students should contact the Assistant Dean in the School of Education. Students dismissed from the teacher education program but who still meet the minimum IU Indianapolis requirements to remain at the university must move their files to another school within one semester of dismissal from the program.

### Dismissal from the School of Education

Once dismissed from the School of Education for academic reasons, students are given a negative service indicator on their university records, which means that they may not enroll in courses on any Indiana University campus until they are admitted to another school or readmitted to the School of Education.

### Stopping Out

Once admitted to the Teacher Education Program, a student in good standing 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 one year of stopping out. Upon reentering the program, the student must meet any new program requirements. Student who do not return within one year of stopping out must reapply for admission to the Teacher Education Program and the university.

## Nonprescription Policy

### Nonprescription 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 Associate Dean for Academic Affairs in the School of Education.

## Other Requirements: Graduation Policies

### Other special school or program requirements, including graduation policies

#### Currency 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 IU Indianapolis or another university, will need to be retaken. The student should consult with a School of Education academic advisor.

Graduates should apply for their teaching license upon completion of their program. Delays in applying for initial licensure may result in graduates needing to retake portions of the program as the state requirements for licensure constantly change.

#### 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 IU Indianapolis. 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 IU Indianapolis, unless the student has transferred from an IU campus offering a degree in that major.

#### 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 intercampus transfer form found on the Web by visiting <https://admissions.iupui.edu/apply/transfer/index.html>

#### Undergraduate Students in Graduate Courses

Undergraduate students may not enroll in graduate courses.

#### Graduation

The School of Education requires a minimum of 120 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.

Students should file an application for a Bachelor of Science degree in the School of Education at the

beginning of their final semester of classes or at the beginning of their senior year. The application for graduation is available at <https://education.iupui.edu/machform/view.php?id=22322>. 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, must be in the top 10 percent of the class and must complete at least 60 hours at Indiana University campuses. Since only the top 10 percent of students from the School of Education may receive honors, students with high GPAs are not guaranteed this designation.

#### Application for Licensure

Students should file an Indiana State Application for a Teaching License once the degree is posted to the transcript, or all grades are posted for certification-only programs. The application requires evidence of passing scores for all state licensure exams as well as proof of successfully completing training for CPR-Heimlich Maneuver-AED certification and Suicide Prevention.

Information about exams can be obtained at the School of Education or through the Indiana Department of Education website ([www.state.in.us/psb](http://www.state.in.us/psb)). Students must take content and pedagogy tests offered by Educational Testing Services (ETS). Those students having already taken one or more of the Pearson licensure tests before September 1, 2021 may be able to use some or all of them for licensure. Meet with a School of Education advisor to determine if the tests are still accepted by the Indiana Department of Education (IDOE).

## Graduate Student Policies

### Graduate Student Policies

#### Academic Probation and Dismissal

Students in master's degree and licensure programs are expected to maintain a GPA of 3.30 or higher in graduate course work.

Specialist and doctoral degree students are expected to maintain a GPA of 3.50 or higher. **Master's and licensure students whose graduate GPA falls below 3.00 are subject to probation and dismissal.** Specialist and doctoral students whose GPA falls below 3.30 are subject to probation and dismissal. Graduate licensure students taking undergraduate courses must maintain a GPA of 2.75 in such course work. Students may not graduate with GPAs in their program course work below the minimum specified levels. Students dismissed for academic reasons may not be recommended for teaching or other education licenses. Students so dismissed may apply for readmission. They will be readmitted only if there is substantial reason to expect that their academic performance will improve.

#### Reinstatement



Students so dismissed may apply for readmission. They will be readmitted only if there is substantial reason to expect that their academic performance will improve.

### **Incomplete Course Work (I)**

A grade of Incomplete may be assigned when, at the end of the term, a student has not completed all course work. This grade may be given only when the completed work is of passing quality.

Unfinished course work must be completed within one calendar year from the date the grade of I is assigned. The course must ordinarily be completed with the original course instructor. The instructor then completes an e-Grade Change to remove the incomplete and assigns a letter grade. Incomplete grades that are not removed within one year are changed to a grade of F. This change occurs automatically unless the associate dean for graduate studies receives and approves a petition for extension from the course instructor.

Graduate students with an inordinate number faceplate courses will not be allowed to register in additional courses. As a general rule, graduate students with 9 or more credit hours of I or R grades (excluding dissertation credits) will be disallowed further enrollment.

### **Deferred Grade (R)**

An R, indicating that the grade has been deferred, may be assigned in thesis and dissertation courses, internship courses, and a few other selected courses where work is expected to take longer than one year to complete. Unlike a grade of I, a grade of R does not automatically change to an F.

### **Withdrawal from Courses (W and WF)**

Withdrawal from enrollment in a course during the drop / add period (in the first week of each term) is not recorded on a student's transcript. Withdrawal after this time is recorded as a W on the student's transcript. During the first quarter of each term, students may withdraw without instructor consent. After this date, instructor approval is required. If a student is failing at the time of withdrawal, or simply discontinues attending the class, a grade of WF (withdrawal with failure) is assigned. This is treated as an F in grade point averaging. Near the end of the term withdrawal is not allowed at all, except in cases where a student is withdrawing from all classes. See the *Schedule of Classes* at <https://studentcentral.iupui.edu/calendars/official-calendar.html> for pertinent dates.

### **Transfer Courses**

Graduate course work completed at other universities may be transferred, with faculty approval, into a degree or licensure program in the IU School of Education-Indianapolis. All course work transferred must be from an accredited college or university. No transfer credit will be given for a course with a grade lower than B. Courses graded P (Pass) may not ordinarily be transferred into education graduate programs. Courses graded S (Satisfactory) the course instructor stating that the student's performance in the course was at or above a grade of B.

All transferred courses must be relevant to the student's plan of study. An official transcript is required for course work to be transferred. A course description or

syllabus may also be required to determine the eligibility to transfer the course.

Master's degree students must complete a minimum of 27 credit hours of course work at Indiana University. Beyond this, graduate course work may be transferred from other universities. Of the 27 credit hours required at Indiana University, a minimum of 15 credit hours must be earned through the campus awarding the degree. Specialist degree students must complete 35 credit hours of course work at the Indianapolis campuses of Indiana University. Licensure requirements may restrict the number of transfer credits approved. Beyond this, course work may be transferred from other universities or from other IU campuses.

Doctoral students (Ph.D. and Ed.D.) in the 90 credit hour program must complete 60 credit hours of course work at the Indianapolis campus of Indiana University (this includes dissertation credits). Ph.D. and Ed.D. students may transfer no more than 30 credit hours into an IU doctoral program. The form required for students to transfer courses is available in the Office of Graduate Studies and online. Ed.D. students in the 60 credit hour postmaster's doctoral program must complete 42 credit hours (including dissertation credits) at the Indianapolis campus.

Licensure students are generally required to complete at least half of their course work at the Indianapolis campus of Indiana University.

### **Course Revalidation**

Courses over seven years old must be revalidated. Revalidation requires students to demonstrate the current knowledge of course material that was not recently taken. Students will work with their faculty advisor and/or Program Coordinator for an approved revalidation plan.

\*Courses over ten years old are expired and can not be used to fulfill the degree/licensure requirements.

### **Workshops**

Workshop courses have the word "workshop" in the title. These courses are intended primarily as a mechanism for the professional development of teachers and other education professionals. The topics covered and the skills learned in workshop courses are generally of a very applied nature, with the intent of giving participants hands-on experience with models and techniques directly useful in school settings. Workshop courses are typically scheduled to meet on a very concentrated schedule (e.g., for one or a few continuous days, sometimes all day) and have little or no time between class sessions for studying or for out-of-class assignments. They may or may not generate credit hours. Workshop courses awarding credit require a minimum of 700 contact minutes per credit hour and require readings and papers or projects for each credit hour earned. (Papers are sometimes scheduled with a due date after the end of the workshop period.) Up to 9 hours of credit gained through workshop courses (including conference and institute courses) may be used in master's and Ed.D. programs. No workshop credit hours can be applied toward a Ph.D. program. If both undergraduate and workshop courses are to be used in an M.S. program, the total of undergraduate credit hours and workshop credit hours may not exceed 9. Correspondence courses and activity courses may not be used in graduate

programs. (Activity courses are courses for learning and practicing a nonprofessional skill, such as a sports activity or playing a musical instrument.)

## All-Grade Licensure Programs and Licensure Addition Programs

### All-Grade Licensure Programs

Students pursuing an all-grades license must be students in good standing in either the School of Health and Human Sciences for Physical Education or the Herron School of Art + Design for visual arts education, 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 (Physical Education or Visual Arts).

### Teaching Areas

#### Physical Education

Students wishing to be licensed in physical education may pursue a bachelor degree from the School of Health and Human Services. The program, which prepares physical education teachers in conjunction with the School of Education, is the oldest in the nation, and the faculty provide longstanding expertise in effective and innovative programming to promote youth physical activity. The degree program and curriculum meet all standards of the Indiana Department of Education and are founded on the guidelines of the National Association for Sport and Physical Education. Students study basic sciences, physical education, health, and teaching methods. Students are encouraged to review the [information on the web](#) and then contact an advisor in the School of Health and Human Sciences for a more information.

#### Visual Arts

Students wishing to become certified to teach in public schools may pursue a [Bachelor of Art Education](#). The Bachelor of Art Education Program prepares students to pursue certification (teaching license) in Art Education in all grades (P-12) in the state of Indiana. The program features a commitment to practical experience integrated with a strong studio program. Throughout the program, students increase skill and knowledge in the content of art education today, including art historical inquiry, critical inquiry, philosophical inquiry, studio, and teaching methodology. Students gain experience by teaching school-age students in a variety of programs and settings including student teaching. In addition, students observe and participate in art programs and events citywide. The IU Indianapolis Art Education Program of the Herron School of Art is offered in conjunction with the School of Education.

Students are encouraged to consult the Herron School of Art for more information.

## Assessment in the Teacher Education Program

### Assessment in the Teacher Education Program

Students recommended for a teaching license by IU Indianapolis will be expected to demonstrate the knowledge, disposition, and skills expected of beginning teachers. It is IU School of Education's responsibility to ensure that students recommended for an initial license have met all relevant standards set by the Indiana Department of Education Division and the national professional organizations.

Students will be required to complete Benchmark assessments as they move through the program. Failure to complete a Benchmark may result in removal from the program. Students whose Benchmarks support that they do not have adequate skills, knowledge and/or dispositions may be required to do a follow-up to the benchmark. Benchmark evaluations will also be considered when determining if students removed from the program will be readmitted.

## Bachelor of Science in Education-Elementary Education

### Bachelor of Science in Education-Elementary Education

The [Elementary Education Program](#) prepares graduates to meet standards for teaching in K-6 settings. The REPA Licensing Rules require 120 credit hours to be completed in order for students to earn their degree. There are two options for completing the elementary education program. With the TSAP option, the first two years are completed at Ivy Tech or Vincennes University with the last two years at IU Indianapolis. The TSAP pathway offers an online hybrid option. Only grades of "C" or higher transfer. With the traditional option, students may transfer in some courses but complete most of the four-year program at IU Indianapolis. Students should contact an advisor in the School of Education to discuss these options.

#### General Education Core (30 credits)

Students in the elementary education program complete the general education requirements outlined below. 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.

#### Pre-professional Program Requirements (28 credits)

Students complete pre-requisite courses designed to prepare student to enter the "blocks" during the last portion of their program.

#### Professional Education (56 credits)

Students must apply and be admitted to this portion of the program. Admission to the elementary program is competitive, and applications are due June 15 for fall admission and November 10 for spring. The application can be found at <https://education.iupui.edu/admissions-aid/>.

The professional education component is a carefully articulated program of study where courses are taken in blocks and in a prescribed order. 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 full 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 the elementary program 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 two days each week to complete the class and field experience work for the first two blocks. During Block III students will need to devote 3 full days while Block IV is full-time student teaching for 16 weeks.

#### *Program Assessments During the Blocks*

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 benchmark assessments during the elementary program. Benchmark I is a rubric that evaluates the students basic competencies and dispositions and Benchmark IV is a demonstration of the students abilities to have an impact on children's learning. These measures and others, including ETS CORE tests and student teaching evaluations, are used to determine whether a student will be recommended for licensure upon completion of the program.

Upon entering the "Blocks" during the final two years, students normally complete **30 credit hours** of coursework per year. If fewer than 30 credits are completed successfully during the fall or spring semesters, or if developmental (non-credit) courses must be taken as prerequisites to required courses (e.g., Math 11000) prior to entering the blocks, students are may enroll in coursework during the summer terms to get back on track for an on-time graduation.

Please note: a minimum cumulative GPA of a 2.50 or higher is required to remain in good standing within the School of Education.

#### **Student Teaching (14 credits)**

All interns complete student teaching assignments in school settings. If a student is doing an overseas teaching experience, the first experience will be 10-weeks and must be completed in the Indianapolis area. If the student is doing an addition program like ENL or Special Education, the 10-week must be in the area.

The new Indiana licensing regulations require that all elementary majors have a concentration, an institutional minor, or a license addition program.

#### **Concentration Areas (6 or more credits)**

Elementary majors may complete a concentration area by taking 12 credit hours in a subject area approved by the state of Indiana. Completion of most concentration areas will not extend or add an area to the students' teaching license and will not be identified on students' transcripts but will be listed on the Indiana teaching license.

**Note:** Classes in the concentration area can also be used to meet prerequisite requirements when indicated. Students must have a total of 120 credit hours to graduate.

#### *Concentration Areas Which Are Also Licensure Addition Areas*

Students electing to do a licensure addition area take 15 to 18 credits in an area that will give them additional expertise and will add an additional teaching area to their K-6 license. Licensure addition areas are not identified on students' transcripts. Please note that classes in the license addition area can also be used to meet prerequisite requirements when indicated. Students must have a total of 120 credit hours to graduate.

Students apply to a licensure addition program when completing the application to Teacher Education. However, some of the course work for certain licensure additions may be completed prior to entering the teacher education program. See an advisor in the School of Education for details. A minimum GPA of 3.00 is required for each licensure addition area.

Students will student teach in their licensure addition area during the student teaching experience. They will register for the appropriate practicum as part of the traditional student teaching experience for their initial program. See an advisor in the School of Education for information.

Licensure additions are available in the following areas:

- **English as a Second (New) Language Licensure Addition** (15 additional credits outside the teacher education program)

The ESL/ENL licensure addition program prepares a teacher to meet the needs of students who are learning to speak English in the school classroom or pull-out programs. Students must select ESL/ENL as an licensure addition area when applying for admission to the IU Indianapolis Teacher Education Program and must maintain an overall GPA of 3.00 or higher in this licensure addition program. Student must take and pass the state licensure test for ESL/ENL. The license will be issued at the developmental levels of the student's initial teaching license.

Information on the English as a Second (New) Language program can be found at <https://education.iupui.edu/academics/degrees-programs/dual/enl.html>

- **Special Education Licensure Addition Program (Mild Intervention)** - (18 additional credits outside the teacher education program)

Students will be licensed in developmental areas based on their initial program. The program is designed to enable students to complete field experiences as part of their elementary education program. Special education seminars are offered one evening each week and twice a week in the summer so they do not conflict with the

block courses. Students are required to take one 3 credit seminars each semester while completing their elementary program.

This undergraduate program offers special education certification in Mild Intervention. Mild Intervention certification replaces licensure in the areas of learning disabilities, mild cognitive disabilities, and emotional disabilities in the state of Indiana. This program is not available for all-grade majors. Students must select special education as the area of licensure addition when applying for admission to the IU Indianapolis Teacher Education Program and must maintain an overall GPA of 3.00 or higher in this licensure addition program. Students must pass all state required licensure tests for special education to obtain a special education license.

Information of the Special Education Licensure Addition can be found at <https://education.iupui.edu/academics/degrees-programs/dual/special-education/>

#### *Institutional Minors That Can Be Used As A Concentration*

Institutional minors may be completed in lieu of a concentration and are issued by the IU Indianapolis school which offers the minor. They range in length from 15 to 21 credits. Completion of an institutional minor will give students additional expertise in the chosen subject area, but will NOT extend or automatically add an areas to the student's teaching license. Some areas may be added to an existing teaching license through the testing option available through the Indiana Department of Education. Institutional minors will be shown on the students' transcripts if they arrange to have that done through the school or department offering the minor.

American Sign Language Minor - School of Liberal Arts (15 credits)

Art Minor - Herron School of Art (15 credits)

Chemistry Minor - School of Science (20 credits)

French Minor - School of Liberal Arts (14 credits)

Geology Minor - School of Science (18 credits)

Biology Minor - School of Science (19 credits)

Economics Minor - School of Liberal Arts (15 credits)

English Minor - School of Liberal Arts (15 credits)

Geography Minor - School of Liberal Arts (15 credits)

German Minor - School of Liberal Arts (14 credits)

History Minor - School of Liberal Arts (15 credits)

Mathematics Minor - School of Science (21 credits)

Music Minor - School of Music (20 credits)

Physics Minor - School of Science (18 credits)

Political Science Minor - School of Liberal Arts (15 credits)

Psychology Minor - School of Science (15 credits)

Sociology Minor - School of Liberal Arts (15 credits)

Spanish Minor - School of Liberal Arts (15 credits)

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

### **Bachelor of Science in Education with Secondary (5-12) Teaching License**

Each discipline in the secondary program (English, mathematics, social studies, science, and world languages) requires a unique and highly prescribed program of studies. Courses in these programs of study fall into three categories: the common core curriculum, the licensure concentration 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.

#### **English Education (120 credits)**

The English Education major for Secondary Education focuses on grades 5-12. The REPA 3 Licensing Rules require 120 credit hours to be completed in order to earn their degree. You must complete 34 of your 37 General Education credits *before* you may begin the Secondary Teacher Education Program. The available areas of study and their respective courses out outlined in the degree map. Additional information can be found on the [School of Education website](#).

#### **Social Studies Education (120 credits)**

The Social Studies Education major for Secondary Education focuses on grades 5-12. The REPA 3 Licensing Rules require 120 credit hours to be completed in order to earn their degree. You must complete 31 of your 34 General Education credits before you may begin the Secondary Teacher Education Program. The available areas of study and their respective courses out outlined in the degree map. Additional information can be found on the [School of Education website](#).

#### **Mathematics Education**

The secondary mathematics education program is offered in conjunction with the School of Science and additional information can be found in the bulletin under the School of Science.

#### **Science**

The secondary biology (Life Science) and chemistry are also offered in conjunction with the School of Science. Interested students should contact an advisor in the School of Education for more information.

#### **World Languages**

The World Language program prepares students to be licensed secondary teachers in Spanish, German, French or American Sign Language. Interested students should contact an advisor in the School of Education for more information.

Last Updated: April, 2022.

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

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

Each discipline in the secondary program (English, World Languages, Mathematics, and Social Studies) requires a unique and highly prescribed program of studies. Courses in these programs of study fall into three categories: the common core curriculum, the licensure concentration 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.

#### Note the following symbols next to the course title:

+ - This course must be completed with a C or better before beginning the Teacher Education Program

# - Strongly recommended due to current Academic Standards for secondary students.

\* - Requires a prerequisite course.

Higher-level courses may be substituted with permission of an advisor in any general education area.

**Note:** EDUC F110 Windows on Education is designed for beginning freshman, students entering IU Indianapolis or changing majors after their freshman year may substitute an elective.

General Education courses cannot be counted more than once. Example: Anthropology A104 can be counted toward Social Sciences credit requirements **OR** Comparative World Cultures, but not for both.

### English Education (120 credits)

*Nationally Recognized by the National Council for Teachers of English (NCTE)*

#### General Education (38 credits)

Must complete 33 of these credits before beginning Teacher Education Program

#### Communication Core (9 credits)

- ENG W131 Reading, Writing, and Inquiry I (or W140) + (3 cr.)
- ENG W132 Reading, Writing, and Inquiry II (or W150) + **OR**
- EDUC E201 Multicultural Education/Global Awareness (3 cr.) +
- COMM R 110 Speech Communication (3 cr.)

#### Education Core (11 credits)

- EDUC F110 Windows on Education (see note above)(2 cr.)
- EDUC W200 Using Computers in Education + (3 cr.)
- EDUC H341 American Culture & Education +(3 cr.)
- EDUC F200 Examining Self as Teacher + (3 cr.)

#### Analytical Reasoning (3 credits)

Select **one** course from the following list:

- CSCI N207 Data Analysis Using Spreadsheets (3 cr.)
- ECON E270 Stats in Business/Economics\* (3 cr.)
- GEOG G488 Applied Spatial Statistics (3 cr.)
- MATH M118 Finite Mathematics\* (3 cr.)
- MATH 15300 Algebra and Trigonometry (3 cr.)
- PHIL P162 Logic (3 cr.)
- POLS Y205 Elements of Political Analysis (3 cr.)
- PSY B305 Statistics\* (3 cr.)
- SOC R251 Methods of Social Research\* (3 cr.)
- STAT 11300 Statistics and Society (3 cr.)

#### Arts and Humanities (3 credits)

Select **one** course from the following list:

- AFRO A150 Afro-American Studies (3 cr.)
- AMST A103 Topics in American Studies (3 cr.)
- CLAS C205 Classical Mythology # (3 cr.)
- COMM T130 Intro to Theatre (3 cr.)
- ENG L105 Appreciation of Literature (3 cr.)
- ENG L115 Literature for Today (3 cr.)
- HER H100 Art Appreciation (3 cr.)
- HER H101 History of Art I (3 cr.)
- HER H102 History of Art II (3 cr.)
- FOLK F101 Intro to Folklore (3 cr.)
- FLAC E231 Japan: The Living Tradition (3 cr.)
- MUS M174 Music for the Listener (3 cr.)
- PHIL P110 Intro to Philosophy (3 cr.)
- PHIL P120 Ethics (3 cr.)
- WOST W105 Introduction to Womens Studies (3 cr.)

#### Natural Science (3 credits)

Select **one** course from the following list:

- ANTH A103 Human Origins and Prehistory (3 cr.)
- AST A100 Solar Systems (3 cr.)
- AST A105 Stars and Galaxies (3 cr.)
- BIOL N100 Contemporary Biology (3 cr.)
- BIOL N107 Exploring the World of Animals (3 cr.)
- BIOL N200 The Biology of Women (3 cr.)
- CHEM C100 The World of Chemistry (3 cr.)
- GEOG G107 Physical Systems of the Environment (3 cr.)
- GEOL G110 Physical Geology (3 cr.)
- GEOL G115 Intro to Oceanography (3 cr.)
- GEOL G132 Environmental Problems (3 crs)
- PHYS 20000 Our Physical Environment (3 cr.)
- PSY B105 Psychology as a Biological Science (3 cr.)
- PSY B310 Life Span Development\* (3 cr.)

#### Social Sciences (9 credits)

Select **one** course from the following list:

- HIST H108 Perspectives: World to 1800 (3 cr.)
- HIST H109 Perspectives: World 1800 to Present (3 cr.)
- HIST H113 History of Western Civilization I (3 cr.)
- HIST H114 History of Western Civilization II (3 cr.)

Select **two** courses from the following list:

- AFRO A150 Afro-American Studies (3 cr.)

- ANTH A104 Culture and Society (3 cr.)
- GEOG G110 Intro to Human Geography (3 cr.)
- GEOG G130 World Geography (3 cr.)
- HIST H105 American History I (3 cr.)
- HIST H106 American History II (3 cr.)
- HIST H117 Intro to Historical Studies (3 cr.)
- POLS Y101 Principles of Political Science (3 cr.)
- POLS Y103 Intro to American Politics (3 cr.)
- POLS Y219 Intro to International Relations (3 cr.)
- PSY B104 Psychology as a Social Science (3 cr.)
- PSY B310 Life Span Development \* (3 cr.)
- PSY B360 Child and Adolescent Development \* (3 cr.)
- SOC R100 Intro to Sociology (3 cr.)
- SOC R121 Social Problems\* (3 cr.)
- WOST W105 Introduction to Womens Studies (3 cr.)

### **Comparative World Cultures (3 credits)**

Select **one** course from the following list:

- ANTH A104 Culture and Society (3 cr.)
- CLAS C205 Classical Mythology (3 cr.)
- EDUC E201 Multicultural Education/Global Awareness (3 cr.)
- GEOG G110 Intro to Human Geography (3 cr.)
- POLS Y217 Intro to Comparative Politics (3 cr.)
- REL R133 Introduction to Religion (3 cr.)
- REL R212 Comparative Religions (3 cr.)

### **English/Speech Requirements (48 credits)**

Must complete 27 of these credits before beginning the Teacher Education Program

#### **I. Language (6 credits)**

- ENG Z205 Intro to the English Language (3 cr.)

Select **one** of the following in consultation with advisor:

- ENG Z301 History of the English Language\* (3 cr.)
- ENG Z310 Language in Context: Sociolinguistics\* (3 cr.)
- ENG W310 Language/Study of Writing\*# (3 cr.)

#### **II. Reading for Adolescents (6 credits)**

- EDUC X460 Adolescent Literature **OR**
- ENG L376 Literature for Adolescents (3 cr.)
- EDUC X470 Psycholinguistics of Reading (3 cr.)

#### **III. Literature (18 credits)**

Literary Genres (3 credits)

Select **one** from the following list:

- ENG L202 Literary Interpretation# (3 cr.)
- ENG L203 Intro to Drama (3 cr.)
- ENG L204 Intro to Fiction (3 cr.)
- ENG L205 Intro to Poetry (3 cr.)
- FILM C292 Intro to Film Studies (3 cr.)
- ENG L213 Literary Masterpieces I (3 cr.)
- ENG L214 Literary Masterpieces II (3 cr.)

Literary Traditions (9 crs):

Select **two** courses from one of the following options:

#### **Option A: Surveys of British Literature**

- ENG L301 Critical/Historical English Lit I (3 cr.)
- ENG L302 Critical/Historical English Lit II (3 cr.)

#### **Option B: Surveys of American Literature**

- ENG L351 Critical/Historical American Lit I (3 cr.)
- ENG L352 Critical/Historical American Lit II (3 cr.)
- ENG L354 Critical/Historical American Lit III (3 cr.)

Select **one** course from the following:

- ENG L220 Intro to Shakespeare (3 cr.)
- ENG L315 Major Plays of Shakespeare (3 cr.)

#### **Diversity Literature (6 credits):**

Select **two** (6 credits.): one must be African American and/or Minority Literature

- ENG L207 Women and Literature (3 cr.)
- ENG L370 Black American Writing (3 cr.)
- ENG L378 Studies in Women in Literature (3 cr.)
- ENG L379 American Ethnic and Minority Lit (3 cr.)
- ENG L382 Fiction of the Non-Western World (3 cr.)
- ENG L406 Topics in African American Lit (3 cr.)
- ENG L411 Literature & Society: South African Lit. (3 cr.)

### **IV. Writing (12 credits)**

Writing Nonfiction (3 credits):

- ENG W305 Writing Creative Nonfiction (3 cr.)
- ENG W313 Art of Fact: Writing Nonfiction Prose (3 cr.)
- ENG W390 Writing for Social Change (3 cr.)
- ENG W390 Writing Biography (3 cr.)
- ENG W426 Writing Nonfiction: Popular & Professional Publication (3 cr.)
- ENG W366 Written Englishes: Living Cultural Realities # (3 cr.)

Editing and Style (3 credits):

- ENG Z204 Rhetorical Issues in Grammar (3 cr.)
- ENG W365 Theory and Practice of Editing (3 cr.)

Creative Writing (3 credits):

- ENG W206 Intro to Creative Writing (3 cr.)
- ENG W207 Intro to Fiction Writing (3 cr.)
- ENG W208 Intro to Poetry Writing (3 cr.)

Teaching Writing (3 credits):

- ENG W396 Writing Fellows Seminar\*\* (3 cr.)
- ENG W400 Issues in Teaching Writing + (3 cr.)
- ENG W412 Technology and Literacy (3 cr.)

\*\*Prepares students to tutor at the Writing Center

#### **V. Speech (6 credits)**

- COMM R110 Speech Communication (3 cr.)

Select **one** course from the following list:

- COMM C228 Group Discussion Techniques (3 cr.)
- COMM R227 Argumentation & Debate (3 cr.)
- COMM T133 Introduction to Acting (3 cr.)
- COMM R309 Great Speakers (3 cr.)

- COMM R321 Persuasion (3 cr.)

Secondary Teacher Education Program (38 credits)

Students must apply for and be admitted to the Teacher Education Program prior to taking Block courses.

**Block I: Diversity and Learning (10 credits.)**

- EDUC M322 Diversity and Learning (6 cr.)
- EDUC M469 Content Area Literacy (3 cr.)
- EDUC M403 Field Experience (1 cr.)

**Benchmark I Assessment**

**Block II: Middle School (6 credits)**

- EDUC S420 Teaching/Learning in Middle School (3 cr.)
- EDUC K306 Teaching Students with Special Needs in Sec. Classrooms (3 cr.)
- EDUC M404 Field Experience (0 cr.)

**Benchmark II Assessment**

**English Methods (3 credits)**

Offered spring only. May be taken concurrently with Middle School or High School Block.

- EDUC M452 Methods of Teaching English (3 cr.)

**Block III: High School (3 credits)**

- EDUC S430 Teaching/Learning in High School (3 cr.)
- EDUC M405 Field Experience (0 cr.)

**Benchmark III Assessment**

*PRAXIS II must be passed prior to student teaching*

Students must demonstrate content area skills by achieving passing scores on the PRAXIS II test in the content area(s) of licensure prior to student teaching in Block IV.

**Block IV: Student Teaching (16 credits)**

- EDUC M451 Middle Schools-8 weeks (8 cr.)
- EDUC M480 High School-8 weeks (8 cr.)

**Benchmark IV**

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. Students doing an overseas experience must complete 10-weeks in the Indianapolis areas prior to the 8-week overseas experience.

**World Languages (SPANISH EDUCATION - 123 credits)**

**General Education (44 credits)**

***Must complete 36 of these credits before beginning Teaching Education Program***

**Communication Core (9 credits)**

- ENG W131 Elementary Composition 1(or W140) + (3cr.)
- ENG W132 Elementary Composition 2(or W150) + **OR**
- EDUC E201 Multicultural Educ/Global Awareness + (3cr.)
- COMM R110 Speech Communication + **OR**
- COMM C180 Interpersonal Communications + (3cr.)

**Education Core (11 credits)**

- EDUC F110 Windows on Education (see note) (2 cr.)
- EDUC W200 Using Computers in Education+ (3 cr.)
- EDUC H341 American Culture & Education+ (3 cr.)
- EDUC F200 Examining Self as Teacher+ (3 cr.)

**Analytical Reasoning (3 credits)**

*Select **one** course from the following list:*

- CSCI N207 Data Analysis Using Spreadsheets (3 cr.)
- ECON E270 Stats in Business/Economics\* (3 cr.)
- GEOG G488 Applied Spatial Statistics (3 cr.)
- MATH M118 Finite Mathematics\* (3 cr.)
- MATH 15300 Algebra and Trigonometry\* (3 cr.)
- PHIL P162 Logic (3 cr.)
- POLS Y205 Elements of Political Analysis (3 cr.)
- PSY B305 Statistics\* (3 cr.)
- SOC R251 Methods of Social Research\* (3 cr.)
- STAT 11300 Statistics and Society (3 cr.)

**Arts and Humanities (3 credits)**

*Select **one** course from the following list:*

- AFRO A150 Afro-American Studies (3 cr.)
- AMST A103 Topics in American Studies (3 cr.)
- CLAS C205 Classical Mythology (3 cr.)
- COMM T130 Intro to Theatre (3 cr.)
- ENG L105 Appreciation of Literature (3 cr.)
- ENG L115 Literature for Today (3 cr.)
- HER H100 Art Appreciation (3 cr.)
- HER H101 History of Art I (3 cr.)
- HER H102 History of Art II (3 cr.)
- FOLK F101 Intro to Folklore (3 cr.)
- FLAC E231 Japan:The Living Tradition (3 cr.)
- MUS M174 Music for the Listener (3 cr.)
- PHIL P110 Intro to Philosophy (3 cr.)
- PHIL P120 Ethics (3 cr.)
- WOST W105 Introduction to Womens Studies (3 cr.)

**Natural Science (6 credits)**

*Select **two** courses from the following list:*

- ANTH A103 Human Origins and Prehistory (3 cr.)
- AST A100 Solar Systems (3 cr.)
- AST A105 Stars and Galaxies (3 cr.)
- BIOL N100 Contemporary Biology (3 cr.)
- BIOL N107 Exploring the World of Animals (3 cr.)
- BIOL N200 The Biology of Women (3 crs.)
- CHEM C100 The World of Chemistry (3 crs.)
- GEOG G107 Physical Systems of the Environment (3 cr.)
- GEOL G110 Physical Geology (3 cr.)

- GEOL G115 Intro to Oceanography (3 cr.)
- GEOL G132 Environmental Problems (3 cr.)
- PHYS 20000 Our Physical Environment (3 cr.)
- PSY B105 Psychology as a Biological Science (3 cr.)
- PSY B310 Life Span Development \* (3 cr.)

### **Social Sciences (9 credits)**

- HIST H108 Perspectives: World to 1800 (3 cr.) and HIST H114 History of Western Civilization II (3 cr.) **OR**
- HIST H109 Perspectives: World 1800 to Present (3 cr.) and
- HIST H113 History of Western Civilization I (3 cr.)

Select **one** course from the following list:

- AFRO A150 Afro-American Studies (3 cr.)
- ANTH A104 Culture and Society (3 cr.)
- GEOG G110 Intro to Human Geography (3 cr.)
- GEOG G130 World Geography (3 cr.)
- HIST H105 American History I (3 cr.)
- HIST H106 American History II (3 cr.)
- POLS Y101 Principles of Political Science (3 cr.)
- POLS Y103 Intro to American Politics (3 cr.)
- POLS Y219 Intro to International Relations (3 cr.)
- PSY B104 Psychology as a Social Science (3 cr.)
- PSY B310 Life Span Development\* (3 cr.)
- PSY B360 Child and Adolescent Development\* (3 cr.)
- SOC R100 Intro to Sociology (3 cr.)
- SOC R121 Social Problems\* (3 cr.)
- WOST W105 Introduction to Womens Studies (3 cr.)

### **Comparative World Cultures (3 credits)**

Select **one** course from the following list:

- ANTH A104 Culture and Society (3 cr.)
- CLAS C205 Classical Mythology (3 cr.)
- EDUC E201 Multicultural Education/Global Awareness (3 cr.)
- GEOG G110 Intro to Human Geography (3 cr.)
- POLS Y217 Intro to Comparative Politics (3 cr.)
- REL R133 Introduction to Religion (3 cr.)
- REL R212 Comparative Religions (3 cr.)

### **Spanish Requirements (39-41 credits)**

Must complete 24 of these credits before beginning Teacher Education Program

#### **I. Second Year Spanish (6-8 credits)**

- SPAN S298 Second Yr Spanish (this option is for native speakers only) (6 cr.) **OR**
- SPAN S203 Second Yr Spanish I (4 cr.) **AND**
- SPAN S204 Second Year Spanish II (4 cr.)

#### **II. Spanish Foundation (15 credits)**

Select **three** from the following list:

- SPAN S311 Spanish Grammar (3 cr.)
- SPAN S317 Spanish Conversation and Diction (3 cr.)
- (S317 may not be taken by native speakers. If you are a native speaker you will take a 300-400 level elective instead)\_\_\_\_\_

- SPAN S313 Writing Spanish (3 cr.)
- SPAN S323 Intro to Translating Spanish & English (3 cr.)

#### **Required Foundation Courses**

- SPAN S363 Introduction to Hispanic Culture (3 cr.) **AND**
- SPAN S326 Introduction to Spanish Linguistics (3 cr.)

#### **III. Spanish Literature (6 credits)**

- SPAN S260 Introduction to Hispanic Literature (3 cr.)

Select **one** from the following list:

- SPAN S407 or S408 Survey of Spanish Lit I or II (3 cr.)
- SPAN S431 or S432 Survey of Spanish Poetry I or II (3 cr.)
- SPAN S445 Major Dramatists of the Golden Age I (3 cr.)
- SPAN S450 Cervantes' Don Quixote I (3 cr.)
- SPAN S455 Modern Spanish Drama I (3 cr.)
- SPAN S457 Modern Spanish Novel I (3 cr.)
- SPAN S461 Contemporary Spanish Literature I (3 cr.)
- SPAN S470 Women and Hispanic Literature (3 cr.)
- SPAN S471 or S472 Spanish-American Lit I or II (3 cr.)
- SPAN S477 20th Century Spanish-American Fiction (3 cr.)

#### **IV. Advanced Spanish Culture and Civilization (3 credits)**

Select **one** from the following list:

- SPAN S411 Spanish Culture and Civilization (3 cr.)
- SPAN S412 Latin American Culture and Civilization (3 cr.)

#### **V. Advanced Spanish Linguistics (3 credits)**

Select **one** from the following list:

- SPAN S440 Hispanic Sociolinguistics (3 cr.)
- SPAN S441 The Acquisition of Spanish (3 cr.)
- SPAN S425 Spanish Phonetics (3 cr.)
- SPAN S427 The Structure of Spanish (3 cr.)
- SPAN S428 Applied Spanish Linguistics (3 cr.)

#### **VI. Advanced Spanish Electives (6 credits)**

Select **two** courses at the 400 level from among the courses listed above or the ones listed below:

- SPAN S487 Capstone Internship in Spanish (3 cr.)
- SPAN S498 Capstone Seminar in Spanish (3 cr.)

#### **Secondary Teacher Education Program (38 credits)**

Students must apply for and be admitted to the Teach Education Program prior to taking Block Courses.

#### **Block I: Diversity and Learning (10 credits)**

- EDUC M322 Diversity and Learning (6 cr.)
- EDUC M469 Content Area Literacy (3 cr.)
- EDUC M403 Field Experience (1 cr.)



*Benchmark I Assessment***Block II: Middle School (6 credits)**

- EDUC S420 Teaching/Learning in Middle School (3 cr.)
- EDUC K306 Teaching Students with Special Needs in Secondary Classrooms (3 cr.)
- EDUC M404 Field Experience (0 cr.)

*Benchmark II Assessment***World Language Methods (3 credits)**

Offered in Spring only. May be taken concurrently with Middle School or High School Blocks.

- EDUC M445 Methods of Teaching Foreign Language (3 cr.)

**Block III: High School (3 credits)**

- EDUC S430 Teaching/Learning in High School (3 crs.)
- EDUC M405 Field Experience (0 crs.)

*Benchmark III Assessment*

Praxis II - Must be passed prior to student teaching

Students must demonstrate content area skills by achieving passing scores on the PRAXIS II test in the content area(s) of licensure prior to student teaching in Block IV.

**Block IV: Student Teaching (16 credits)**

- EDUC M451 Middle School - 8 weeks (8 cr.)
- EDUC M480 High School - 8 weeks (8 crs)

*Benchmark IV*

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. Students doing an overseas experience must complete 10 weeks in the Indianapolis areas prior to the 8 week overseas experience.

**Social Studies Education (124 credits)**

*Nationally Recognized by the National Council for the Social Studies (NCSS)*

**General Education (38 credits)**

*Students must complete 33 of the General Education credits before beginning the Teacher Education Program*

**Education Core (11 credits)**

- EDUC F100 Windows on Education (see note above) (2 cr.)
- EDUC F200 Examining Self as Teacher + (3 cr.)
- EDUC W200 Using Computers in Education + (3 cr.)
- EDUC H341 American Culture & Education + (3 cr.)

**English/Communication Core (9 credits)**

- ENG W131 Elementary Composition I + (3 cr.)

- EDUC E201 Multicultural Education & Cultural Awareness + (3 cr.) **OR**
- ENG W132 Elementary Composition II +(3 cr.)
- COMM R110 Speech Communications + (3 cr.) **OR**
- COMM C180 Interpersonal Communications + (3 cr.)

**Natural Science (6 credits)**

- ANTH A103 Anthropology (3 cr.) **AND**

Select **one** course from the following list:

- Astronomy A100, A105 (3 cr.)
- Biology K101, K103, N100, N107, N200, N212 (3 cr.)
- Chemistry C100, C101, C102, C105, C106 (3 cr.)
- GEOL G110 #(3 cr.)
- Geology G107, G109, G115, G132, G180 (3 cr.)
- Physics 10000, 15200, 20000, 21800, 21900, 25100 (3 cr.)
- Psychology B105 (3 cr.)

**Humanities (3 credits)**

Select **one** course from the following list:

- REL R212 Comparative Religions (3 cr.)
- REL R303 Religions in the Making (3 cr.)
- PHIL P 323 Society and State in the Modern World (3 cr.)

**Social Sciences (9 credits)**

Select **three** courses that are not in one of your teaching areas from the following list:

- AFRO A150 Afro-American Studies (3 cr.)
- ANTH A104 Culture and Society (3 crs)
- ECON E101 Survey of Current Econ. Issues (3 cr.)
- GEOG G110 Intor to Human Geograhp (3 cr.)
- POLS Y103 Intro to American Policitcs (3 cr.)
- PSY B104 Psychology as a Social Science (3 cr.)
- SOC R100 Intro to Sociology (3 cr.)
- SOC R121 Social Problems (3 cr.)

**Social Studies Major (48 credits)****Historical Perspectives (24 credits)****American History**Survey of American History (6 credits)

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

Advanced Early American History Through 1876 (3 credits)

Choose **one** of the following:

- HIST A 301-A302 Colonial and Revolutionary America I & II (3 cr.)
- HIST A 337-338 American Frontier I & II (3 cr.)
- HIST A 345-346 American Diplomatic Hist. I & II (3 cr.)

Advanced American History 1877 - present (3 credits)

Choose **one** of the following:

- HIST A 315 US History Since WWII (3 cr.)
- HIST A 313 Origins of Modern America (3 cr.)

- HIST A 322 History of American Thought II (3 cr.)

### **World History**

#### **Survey of World History (6 credits)**

- HIST H113 Western Civilization I (3 cr.) **AND**
- HIST H109 Perspectives: World 1800 to Present (3 cr.) **OR**
- HIST H108 Perspectives: World 1800 to Present (3 cr.) **AND**
- HIST H114 Western Civilization II (3 cr.)

#### **Advanced World History (6 credits)**

- 200-400 African or Asian History (3 cr.)
- Latin American History (3 cr.)

CHOOSE AT LEAST **ONE** OF THE FOLLOWING ADDITIONAL LICENSURE (TEACHING) AREAS:

### **Economics (24 credits)**

#### **Economics Core (12 credits)**

- Econ E 201 Intro to Microeconomics (3 cr.)
- Econ E 202 Intro to Macroeconomics (3 cr.)
- Econ E 321 Inter. to Microeconomic Theory (3 cr.)
- Econ E 322 Inter. to Macroeconomics Theory (3 cr.)

Choose **four** of the following Economics electives (12 credits):

- Econ E 270 Statistical Theory in Business and Econ (3 cr.)
- Econ E 303 International Economics (3 cr.)
- Econ E 304 Labor Economics (3 cr.)
- Econ E 305 Money and Banking (3 cr.)
- Econ E 308 Public Finance (3 cr.)
- Econ E 325 Comparative Economics (3 cr.)
- Econ E 337 Economic Development (3 cr.)
- Econ E 385 Economics of Industry (3 cr.)

### **Geography (24 credits)**

#### **Required Geography Core (15 credits)**

- GEOG G107 Physical Systems of the Environment (3 cr.)
- GEOG G110 Introduction to Human Geography (3 cr.)
- GEOG G130 World Geography (3 cr.)
- GEOG G337 Computer Cart. and Graphics (3 cr.)
- GEOG G303 Weather and Climate (3 cr.)

#### **Regional Geography (6 credits)**

Choose **two** of the following regional geography courses:

- GEOG G326 Geography of North America (3 cr.)
- GEOG G321 Geography of Europe (3 cr.)
- GEOG G323 Geography of Latin America (3 cr.)
- GEOG G324 Geography of the Caribbean (3 cr.)

### **Government/Political Science (24 credits)**

#### **Required Political Science Core (12 credits)**

- POLS Y103 American Politics (3 cr.)
- POLS Y215 Intro to Political Theory (3 cr.)
- POLS Y217 Comparative Politics (3 cr.)
- POLS Y304 American Constitutional Law I (3 cr.) **OR**
- POLS Y305 American Constitutional Law II (3 cr.)

Select **four** courses from the following list (12 credits):

- POLS Y213 Introduction to Public Policy (3 cr.)
- POLS Y301 Political Parties & Interest Groups (3 cr.)
- POLS Y303 Policy Making in the U.S. (3 cr.)
- POLS Y306 State Politics in the US (3 cr.)
- POLS Y307 Indiana State Government & Politics (3 cr.)
- POLS Y317 Voting, Election & Public Opinion (3 cr.)
- POLS Y318 American Presidency (3 cr.)
- POLS Y319 The United States Congress (3 cr.)
- POLS Y324 Women and Politics (3 cr.)
- POLS Y360 United States Foreign Policy (3 cr.)
- POLS Y382 Modern Political Thought (3 cr.)
- POLS Y383 American Political Ideals I (3 cr.)
- POLS Y384 American Political Ideals II (3 cr.)

### **Secondary Teacher Education Program (38 credits)**

Students must apply for and be admitted to the Teacher Education Program prior to taking Block courses.

#### **Block I: Diversity and Learning (10 credits)**

- EDUC M322 Diversity and Learning (6 cr.)
- EDUC M469 Content Area Literacy (3 cr.)
- EDUC M403 Field Experience (1 cr.)

*Benchmark I Assessment*

#### **Block II: Middle School (6 credits)**

- EDUC S420 Teaching/Learning in Middle School (3 cr.)
- EDUC K306 Teaching Students with Special Needs in Secondary Classrooms (3 cr.)
- EDUC M404 Field Experience (0 cr.)

*Benchmark II Assessment*

#### **Social Studies Methods (3 credits)**

Offered in Spring only. May be taken concurrently with Middle School or High School Block.

- EDUC M442 Teaching Secondary Social Studies (3 cr.)

#### **Block III: High School (3 credits)**

*Benchmark III Assessment*

Praxis II - Must be passed prior to student teaching

Students must demonstrate content area skills by achieving passing scores on the PRAXIS II test in the content area(s) of licensure prior to student teaching in Block IV.

#### **Block IV: Student Teaching (16 credits)**

- EDUC M451 Middle Schools-8 weeks (8 cr.)
- EDUC M480 High School-8 weeks (8 cr.)

*Benchmark IV*

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. Students doing

an overseas experience must complete 10 weeks in the Indianapolis areas prior to the 8-week overseas experience.

Last Updated: February, 2014.

## Degree Programs

### Degree Programs

#### Bachelor of Science in Education (B.S.Ed.) housed in the School of Education

- Bachelor of Science in Education - Early Childhood
- Bachelor of Science in Education—Elementary Education
- Bachelor of Science in Education with Middle School/High School Teaching License

Degrees in all-grade physical education, secondary sciences and mathematics, and all-grade visual arts are housed in the schools of their major content area.

## Degree Maps

### Degree Maps for Undergraduate Licensure Programs

A degree map is a semester by semester list of courses which a student needs to take in order to graduate on time. It suggests courses to complete each semester in order to be "on track" to graduate by taking the right courses in the right order.

The degrees below are those offered by the IU Indianapolis School of Education. Degrees for secondary mathematics and science are housed in the School of Science. Physical education degrees and visual arts degrees are offered in their respective schools. Students should reference those schools for the degree maps in those licensure areas.

- Early Childhood EDUC BSED
- Early Childhood EDUC BSED TSAP
- Elementary Education BSED
- Elementary Education BSED TSAP
- English Education BSED
- Social Studies EDUC BSED
- World Lang EDUC French BSED
- World Lang EDUC German BSED
- World Lang EDUC Spanish BSED
- World Language ASL BSED

## Program Format

IU Indianapolis and the IU School of Education is recognized as a leader in urban education. Students are prepared according to the standards established by the Indiana Department of Education and are prepared for REPA 3 Indiana Teaching licenses. In addition, students are immersed in programs of study that challenge them intellectually with new models of instruction and explorations of diversity.

All students in the an IU Indianapolis Teacher Education Program spend significant time in community schools, where they learn the importance of social justice and democratic practices. They learn to tap the wealth of assets in Indianapolis as they hone their expertise as discipline-based teachers and passionate professionals. The School of Education is committed to preparing teachers who want to make a difference and have the knowledge and skills to do so.

Upon successful completion, teacher education programs leads to a Bachelor of Science in Education and a license to teach in Indiana upon completion of state testing requirements.

The program consists of these parts:

1. General Education Core
2. Pre-professional Education Courses
3. Concentration (elementary and early childhood programs only)
4. Teacher Education Courses
5. Student Teaching

### Prerequisite Courses

Teachers are first and foremost required to be knowledgeable about the subjects they teach. Specific prerequisite courses are required for every different teaching license available through Indiana University School of Education at IU Indianapolis. School of Education advisors and the School of Education Web site provide advising sheets that list the specific courses required to prepare for admittance into each teaching license program.

Elementary education majors complete a program of prerequisite courses that prepares them to be strong generalists. They typically take all their prerequisite courses as freshmen and sophomores, building their skills in written and oral communication, information technology, science, language arts, mathematics, social sciences, and fine arts.

Secondary and all-grade education majors prepare more specifically for teaching in a discipline area like English, social studies, science, mathematics, world languages, visual art, or physical education. Their prerequisite courses focus on the development of core knowledge. These courses help students develop their abilities to think critically and communicate, and prepare them to meet the rigorous content and teaching standards required for middle school, high school, or all-grade teaching.

### Teacher Education Courses

IU Indianapolis Teacher Education Programs are a gateway into the profession of teaching. The courses in the programs are carefully aligned with standards and integrate field experiences so students develop the knowledge, skills, and dispositions they need to be professional educators.

Elementary majors enter the program as juniors and spend four full semesters in the teacher education blocks. They learn about the developmental needs of children, the complexities of schools and social systems, and research-based methods of teaching. Secondary and all-grade students also take teacher education courses in

sequenced blocks, but their preparation is a combination of continued learning in their discipline and gaining the knowledge, skills, and dispositions required for teaching adolescents and young adults or all levels of students.

### Student Teaching

Student teaching represents the culminating experience in the teacher education programs. 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.

### Indiana Teaching Licenses

Every Indiana Teaching License requires preparation to meet multiple categories of professional standards. Teachers must be prepared to teach both content and children, so each license program is aligned to content standards and developmental standards. In addition to doing well in teacher education courses, benchmark assessments, and student teaching, prospective teachers must also pass ETS licensure tests.

IU Indianapolis offers the following license programs:

- Early Childhood Education (Grades Pre-K - 3)
- Elementary Education (Grades K-6)
- Secondary Education (Grades 5-12) in specific content areas
- All-Grade (Grades k-12) in specific content areas
- Licensure Additions in ENL or Special Education (Grades specific to initial license)

### Indiana License Types and Coverage

IU Indianapolis' educator preparation programs at both the graduate and undergraduate levels were developed to meet the REPA 3 Licensure Framework adopted by the Indiana Department of Education. This 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).

### Degrees are offered in the following areas:

- Early Childhood
- Elementary Education
- Secondary Education in
  - English
  - Mathematics
  - Social Studies
  - Chemistry
  - Biology
  - World Languages
- All-Grade Education in
  - Visual Arts
  - Physical Education

### Licensure Addition Programs:

Students may complete any of the following programs 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-grade programs where the dual license will be for middle school and high school only. The special education dual program is only available to elementary and secondary majors.

### English as a Second Language (ESL) Licensure Addition Program

- Preparation to teach children whose first language is not English
- Content Standard: English as a Second Language

### Special Education Licensure Addition Program

- Preparation to teach children with special needs
- Content Standard: Exceptional Needs

The School of Education at IU Indianapolis also offers programs at the graduate level that lead to the following licenses:

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

## Undergraduate Programs

### Degree Programs

- Bachelor of Science in Education - Early Childhood

The Bachelor of Science in Early Childhood Education program is designed for individuals interested in developing the skills necessary to effectively engage, educate, and empower diverse learners in a variety of urban education settings both in the public and private sectors. Students learn from experienced faculty members who prepare them to be transformative educators of early childhood-aged children. In this program, you will:

- Practice assessing children's knowledge, planning instruction, and teaching in real classrooms
- Progress from working with individual children to teaching small groups to managing the entire class
- Learn to address issues of equity and other barriers to education in urban communities
- Practice culturally relevant and inclusive teaching

Completion of this program prepares graduates to teach infant/toddler preschool programs and grades K-3 with an emphasis on child development, family-centered practices,

- Bachelor of Science in Education—Elementary Education

The Urban Teacher Ed Program prepares students to be a transformative teacher of elementary-aged children. Students join a "cohort", become an "intern", and learn from experienced faculty members who conduct urban education research and collaborate with mentor teachers in local partnership schools. Graduates are prepared to teach grades K-6.

- Bachelor of Science in Education with Secondary (5-12) Teaching License

These programs prepare secondary teachers to work effectively with urban schools and communities, to

challenge barriers to educational opportunities, and to adopt an anti-racist stance towards teaching. During our programs, students have substantive, meaningful, and ongoing field experiences. After our program, graduates are highly sought by local school districts because they aspire to teach for social change in urban schools. Programs are available in English, social studies (history), mathematics, and world languages.

- All Grade Licensure Programs

All-grade programs in visual arts and physical education are offered by the Herron School of Art and the School of Health & Human Services. Graduates are prepared to teach grade P-12.

- Specific Degree Requirements

### Minors

- [Undergraduate Minor for Urban Education Studies](#)

## Student Responsibilities

### 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 blocks 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 ([one.iu.edu](http://one.iu.edu)). For questions about accessing One.IU, please see an advisor or visit Education Student Services.
4. Apply for admission to the IU Indianapolis Teacher Education Program during the semester (Fall/Spring) prior to when you intend to begin the program.

## Specific Degree Requirements

### Specific Degree Requirements

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

Students pursuing an elementary license must

1. Meet the regular matriculation requirements of the university;
2. Be admitted to the IU Indianapolis Teacher Education Program;

3. Complete at least 30 of the last 60 credit hours required for a specific degree program at IU Indianapolis. These 30 credit hours must include student teaching as well as methods courses in the major teaching area. No more than 15 hours of teacher education coursework can be transferred from another institution;
4. 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 IU Indianapolis for an initial teaching license;
5. Complete a minimum of 120 credit hours of academic credit (see specific program requirements). Some programs require additional hours for graduation;
6. Maintain a minimum cumulative grade point average (GPA) of 2.50 in all courses;
7. 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 2.50 in professional education courses;
8. Earn a C or better in all courses

Students pursuing a secondary or all-grades license must

1. Meet conditions 1 through 7 above;
2. Achieve a minimum GPA of 2.50 in the teaching area(s);
3. Take no more than 15 credit hours of professional teacher education courses at other institutions.

## Student Learning Outcomes

### Student Learning Outcomes

The following Student Learning Outcomes apply to all undergraduate degree and certification programs offered by the School of 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 understanding of core knowledge
- Interact with learners, providing meaningful and strategic 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 understanding.
- 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 conceptual understanding 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 and developmentally appropriate 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, meaningful learning.
- Encourage learners to see, question, and interpret ideas from diverse perspectives.
- Support learners in assuming responsibility for themselves and for their own learning.
- Motivate all children to learn.
- Create an inviting, interactive learning environment.
- Ask questions that promote meaningful 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 all learners with special needs including learners new to English.
- 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 and meaningful choices.
- Provide all learners with equitable access to meaningful learning opportunities.
- Seek help from other professionals when needed.
- Engage in personal inquiry to construct content and pedagogical 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, inclusivity, and equity; to recognize the impact of social, cultural, economic, linguistic, geographic, 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.
- Demonstrate willingness and growth toward multicultural competence and culturally responsive teaching.
- Recognize cultural differences and strive to address the discontinuities that can become obstacles to equitable teaching and learning.
- Mediate when learners need help to resolve problems or change attitudes.
- Initiate and engage in partnerships with families, teachers, administrators, and other community members involved in the lives of students and respect families as partners in teaching and learning.
- Embed knowledge of home, school, and community into teaching.
- Recognize and challenge deficit perspectives about and utilize strength-based approaches to engage with students, families, and communities.

### **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:

- Demonstrate the ethical principles guiding professional conduct.
- Demonstrate and document standards-based practice that aligns with Common Core, Indiana and professional standards.
- Stay current in terms of research on pedagogy, content, and assessment.
- Participate in professional organizations and resource networks beyond the school.
- Collaborate 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.

## Bachelor of Science in Early Childhood Education

### Bachelor of Science in Early Childhood Education

In consideration of the full spectrum of early childhood and the professional aspirations of students, there are two options for program completion: non-licensure and licensure. The non-licensure option is for educators interested in working in early childhood settings focused on birth to pre-K. Student complete an internship in a non-school setting in lieu of student teaching. Students should contact an advisor in the School of Education for additional information.

The licensure option is for educators interested in working in early childhood settings with the focus on pre-K to Grade 3. The goal of the program is an Early Childhood Education license (Grades P-3) issued by the state of Indiana upon completion of state required licensure tests and other state licensure requirements.

Students learn from experienced faculty members who prepare them to be a transformative teacher of early childhood-aged children. Evening, Saturday, and online-hybrid course offerings are tailored to support learners working toward professional certification and career advancement. As part of a learning cohort, students remain together for the duration of the two-year education portion of the program.

#### Early Childhood Licensure Preparation Programs

There are two options for completing the early childhood licensure program. With the TSAP option, an associate degree in early childhood is obtained from Ivy Tech or Vincennes University with the last two years of the bachelor degree at IU Indianapolis. With the traditional option, students may transfer in some courses but complete most of the four-year program at IU Indianapolis.

Students should contact an advisor in the School of Education to discuss these options.

#### Prerequisite Courses (60-61 credits)

Students in the early childhood program complete the general education requirements outlined below. 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 (60 credits)

The Early Childhood Program is a fall-admit only program. Admission to the early childhood program is competitive, and application due dates are June 15 for fall.

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 full days a week.

Students pursuing an initial license to teach in grades P-3 are authorized for professional education courses only after admission to Teacher Education. Because the early childhood program 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 P-3 classrooms. Most professional education courses are scheduled during the day, and students will need to make arrangements to devote two days each week to complete the class and field experience work for the first two blocks. During Block III students will need to devote 3 full days while Block IV is full-time student teaching for 16 weeks.

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 benchmark assessments during the elementary program. Benchmark I is a rubric that evaluates the students basic competencies and dispositions and Benchmark IV is a demonstration of the students abilities to have an impact on children's learning. These measures and others, including ETS Licensure tests and student teaching evaluations, are used to determine whether a student will be recommended for licensure upon completion of the program.

It is expected that students complete **30 credit hours** of coursework per year. If fewer than 30 credits are completed successfully during the Fall or Spring semesters, or if developmental (non-credit) courses must be taken as prerequisites to required courses (e.g., Math 11000), students are expected to enroll in coursework during the Summer terms to get back on track for an on-time graduation.

Please note: a minimum cumulative GPA of a 2.5 or higher is required to remain in good standing within the School of Education.

#### Student Teaching (12-15 cr. hours)

All interns complete student teaching assignments in school settings. If a student doing an overseas teaching experience, the first experience will be 10-weeks and must be completed in the Indianapolis area.

The new Indiana licensing regulations require that all early childhood majors have a concentration, an institutional minor, or a license addition program.

#### Concentration Areas

Early childhood majors may complete a concentration area by taking 12 credit hours in a subject area approved by the state of Indiana. Completion of most concentration areas will not extend or add an area to the students' teaching license and will not be identified on students' transcripts but will be listed on the Indiana teaching license.

**Note:** Classes in the concentration area can also be used to meet prerequisite requirements when indicated. Students must have a total of 120 credit hours to graduate.

#### Licensure Addition Areas

Students electing to do a licensure addition area take 15 to 18 credits in an area that will give them additional expertise and will add an additional teaching area to their

P-3 license. Licensure addition areas are not identified on students' transcripts. Please note that classes in the license addition area can also be used to meet prerequisite requirements when indicated. Students must have a total of 120 credit hours to graduate.

Students apply to a licensure addition program when completing the application to Teacher Education. However, some of the course work for certain licensure additions may be completed prior to entering the teacher education program. See an advisor in the School of Education for details. A minimum GPA of 3.00 is required for each licensure addition area.

Students will student teach in their licensure addition area during the student teaching experience. They will register for the appropriate practicum as part of the traditional student teaching experience for their initial program. See an advisor in the School of Education for information.

*Licensure additions are available in the following areas:*

**English As A Second (new) Language Licensure Addition** (15 additional credits outside the teacher education program)

The ESL/ENL licensure addition program prepares a teacher to meet the needs of students who are learning to speak English in the school classroom or pull-out programs. Students must select ESL/ENL as an licensure addition area when applying for admission to the IU Indianapolis Teacher Education Program and must maintain an overall GPA of 3.00 or higher in this licensure addition program. Student must take and pass the state licensure test for ESL/ENL. The license will be issued at the developmental levels of the student's initial teaching license.

[Information on the English as a Second \(New\) Language program](#)

**Special Education Licensure Addition Program (Mild Intervention)** - (18 additional credits outside the teacher education program)

Students will be licensed in developmental areas based on their initial program. The program is designed to enable students to complete field experiences as part of their elementary education program. Special education seminars are offered one evening each week and twice a week in the summer so they do not conflict with the block courses. Students are required to take one 3 credit seminars each semester while completing their elementary program.

This undergraduate program offers special education certification in Mild Intervention. Mild Intervention certification replaces licensure in the areas of learning disabilities, mild cognitive disabilities, and emotional disabilities in the state of Indiana. This program is not available for all-grade majors. Students must select special education as the area of licensure addition when applying for admission to the IU Indianapolis Teacher Education Program and must maintain an overall GPA of 3.00 or higher in this licensure addition program. Students must pass all state required licensure tests for special education to obtain a special education license.

[Information of the Special Education Licensure Addition](#)

## Institutional Minors

Institutional minors may be completed in lieu of a concentration and are issued by the IU Indianapolis school which offers the minor. They range in length from 15 to 21 credits. Completion of an institutional minor will give students additional expertise in the chosen subject area, but will NOT extend or automatically add an areas to the student's teaching license. Some areas may be added to an existing teaching license through the testing option available through the Indiana Department of Education.

Institutional minors will be shown on the students' transcripts if they arrange to have that done through the school or department offering the minor.

American Sign Language Minor - School of Liberal Arts (15 credits)

Art Minor - Herron School of Art (15 credits)

Chemistry Minor - School of Science (20 credits)

French Minor - School of Liberal Arts (14 credits)

Geology Minor - School of Science (18 credits)

Biology Minor - School of Science (19 credits)

Economics Minor - School of Liberal Arts (15 credits)

English Minor - School of Liberal Arts (15 credits)

Geography Minor - School of Liberal Arts (15 credits)

German Minor - School of Liberal Arts (14 credits)

History Minor - School of Liberal Arts (15 credits)

Mathematics Minor - School of Science (21 credits)

Music Minor - School of Music (20 credits)

Physics Minor - School of Science (18 credits)

Political Science Minor - School of Liberal Arts (15 credits)

Psychology Minor - School of Science (15 credits)

Sociology Minor - School of Liberal Arts (15 credits)

Spanish Minor - School of Liberal Arts (15 credits)

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

### Bachelor of Science in Education with Secondary (5-12) Teaching License

Each discipline in the secondary program (English, mathematics, social studies, science, and world languages) requires a unique and highly prescribed program of studies. Courses in these programs of study fall into three categories: the common core curriculum, the licensure concentration 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.



### English Education (120 credits)

The English Education major for Secondary Education focuses on grades 5-12. The REPA 3 Licensing Rules require 120 credit hours to be completed in order to earn their degree. You must complete 34 of your 37 General Education credits *before* you may begin the Secondary Teacher Education Program. The available areas of study and their respective courses out outlined in the degree map. Additional information can be found on the [School of Education website](#).

### Social Studies Education (120 credits)

The Social Studies Education major for Secondary Education focuses on grades 5-12. The REPA 3 Licensing Rules require 120 credit hours to be completed in order to earn their degree. You must complete 31 of your 34 General Education credits before you may begin the Secondary Teacher Education Program. The available areas of study and their respective courses out outlined in the degree map. Additional information can be found on the [School of Education website](#).

### Mathematics Education

The secondary mathematics education program is offered in conjunction with the School of Science and additional information can be found in the bulletin under the School of Science.

### Science

The secondary biology (Life Science) and chemistry are also offered in conjunction with the School of Science. Interested students should contact an advisor in the School of Education for more information.

### World Languages

The World Language program prepares students to be licensed secondary teachers in Spanish, German, French or American Sign Language. Interested students should contact an advisor in the School of Education for more information.

Last Updated: April, 2022.

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

### Bachelor of Science in Education with Secondary (5-12) Teaching License

Each discipline in the secondary program (English, mathematics, social studies, science, and world languages) requires a unique and highly prescribed program of studies. Courses in these programs of study fall into three categories: the common core curriculum, the licensure concentration 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.

### English Education (120 credits)

The English Education major for Secondary Education focuses on grades 5-12. The REPA 3 Licensing Rules require 120 credit hours to be completed in order to earn their degree. You must complete 34 of your 37 General Education credits *before* you may begin the Secondary Teacher Education Program. The available areas of study and their respective courses out outlined in the degree map. Additional information can be found on the [School of Education website](#).

### Social Studies Education (120 credits)

The Social Studies Education major for Secondary Education focuses on grades 5-12. The REPA 3 Licensing Rules require 120 credit hours to be completed in order to earn their degree. You must complete 31 of your 34 General Education credits before you may begin the Secondary Teacher Education Program. The available areas of study and their respective courses out outlined in the degree map. Additional information can be found on the [School of Education website](#).

### Mathematics Education

The secondary mathematics education program is offered in conjunction with the School of Science and additional information can be found in the bulletin under the School of Science.

### Science

The secondary biology (Life Science) and chemistry are also offered in conjunction with the School of Science. Interested students should contact an advisor in the School of Education for more information.

### World Languages

The World Language program prepares students to be licensed secondary teachers in Spanish, German, French or American Sign Language. Interested students should contact an advisor in the School of Education for more information.

Last Updated: April, 2022.

## Graduate Programs

A full range of graduate opportunities is available through the IU School of Education -Indianapolis. Students can earn master's degrees in the following: Counseling and Counselor Education, Elementary Education, Language Education(ENL or Literacy), Secondary Education, Special Education, and Urban Education Leadership. The Master's program in Counseling and Counselor Education leads to a master's degree and a license in School Guidance Counseling(K-12). Courses in the Master's program in Urban Education Leadership may apply to the Building-Level Administration license(K-12). The School of Education also offers a master's degree with a focus on technology.

Information about our graduate programs is available here: <https://education.iupui.edu/academics/degrees-programs/masters/index.html>

IU Indianapolis provides unique opportunities for collaborative studies or interprofessional work (for example, courses that enroll students from Education, Nursing, and Social Work to emphasize service integration at the school site).

The school offers a range of graduate courses each summer on contemporary topics of interest to teachers and administrators. A growing number of courses for license renewal or continuing professional development are available online or through interactive video technology. Post-baccalaureate licensure programs described below. Information on other graduate programs can be found by clicking "Degrees Programs" on the left or by contacting Ketha Troutman for program information at [kytroutm@iu.edu](mailto:kytroutm@iu.edu).

### ATAC/DBAC Elementary Education Licensure Programs

The School of Education offers the Elementary-Master's Aspiring Teacher Alternative Certification (ATAC) or District-Based Alternative Certification (DBAC) program. This program is designed for someone who is interested in becoming a licensed teacher. The Elementary ATAC/DBAC program (K-6), begins once a year during the Fall semester. Currently, classes are being offered in-person and online. The ATAC/DBAC program is 24 credits; students who receive a (B) in their classes can apply 18 credits to the Master's degree in Elementary Education. The student teaching/field experience is coordinated by the program faculty.

The DBAC program is designed for students who are affiliated with one of our district partners, and/or a student who is currently employed by a school district/corporation. Students in the DBAC program, complete courses in the evening, in a designated school district, and they may also complete courses online.

**Note: You must have a minimum of a Bachelor's degree from an accredited institution prior to beginning the ATAC/DBAC program.**

- **Elementary ATAC (Daytime or Evening). Daytime or Evening tracks are subject to program availability.**

The program requires students to be available during the following times:

- (2) days/evenings a week during the first Fall and Spring semesters
- (3 ½) days/evenings, and/or complete online courses during Summer I
- M-F during the second Fall semester for student teaching
- Note: Student teaching is coordinated by the faculty and is non-paid.
- **District-Based (DBAC). The DBAC program is subject to availability.**
- The program requires students to be available during the following times:
- (2) nights a week during the first Fall and Spring semesters between, 6-9
- Hybrid courses during Summer I

- M-F, during the second Fall semester for student teaching
- Note: Student teaching is coordinated by the faculty and will take place in the district or a school partnership site. The student teaching hours are determined by the faculty and student teaching site.

#### • Licensure Addition

ATAC/DBAC students are eligible to complete a licensure addition in Special Education (Mild Intervention). The licensure addition will require the completion of an additional 21-24 credits. The courses for ENL/Special Education, are offered in the evening, 6-8:40 and/or online.

**\*In addition to successfully completing the program, students seeking licensure must meet all current Indiana Department of Education requirements.**

The priority application deadline is March 1st for the upcoming fall cohort. We will continue to accept applications until August 1st.

#### Questions?

For more information about the program, curriculum, assignments, and student teaching, contact: Paula Magee, Ph.D. Program Coordinator - [pamagee@iupui.edu](mailto:pamagee@iupui.edu)

For general program and application information, contact: Sharice Booker, Director of Graduate Programs - [sbireland@iupui.edu](mailto:sbireland@iupui.edu)

### ATAC/DBAC Secondary Education Licensure Programs

The School of Education offers the Secondary-Master's Aspiring Teacher Alternative Certification (ATAC) or District-Based Alternative Certification (DBAC) program. This program is designed for someone who is interested in becoming a licensed teacher. The Secondary ATAC/DBAC program (5-12), begins once a year during the Summer. Currently, classes are being offered face-to-face and online. The ATAC/DBAC program is 18 credits; students who receive a (B) in their classes can apply 18 credits to the Master's degree in Secondary Education.

Please be advised: The DBAC program is designed for students who are affiliated with one of our district partners, and/or a student who is currently employed by a school district/corporation. Students in the DBAC program, complete courses in the evening, in a designated school district, and they may also complete courses online.

**Note: You must have a minimum of a Bachelor's degree from an accredited institution prior to beginning the ATAC/DBAC program. The ATAC/DBAC tracks are subject to availability.**

#### • Secondary ATAC Program

The program requires students to be available during the following times:

- (2) evenings a week during the first Summer II semester, between 6-9
- (1-2) evenings a week during the Fall semester, between 6-9
- (2) evenings a week during the Spring semester, between 6-9

- Combination of online and evening class during the final Summer I semester

Note: Student teaching is individualized and will take place throughout the academic year. Student teaching is coordinated by the faculty and is non-paid.

- **Secondary DBAC Program**  
The program requires students to be available during the following times:
  - (2) evenings a week during the first Summer II semester, between 6-9
  - (1-2) evenings a week during the Fall semester, between 6-9
  - (2) evenings a week during the Spring semester, between 6-9
  - Combination of online and evening class during the final Summer I semester

Note: Student teaching is individualized and will take place throughout the academic year. Student teaching is coordinated by the faculty and is completed in the district or a school partnership site. The student teaching hours are determined by the faculty and student teaching site.

- **Licensure Addition**

ATAC/DBAC students are eligible to complete a licensure addition in ENL or Special Education (Mild Intervention). The licensure addition will require the completion of an additional 21-24 credits. The courses for ENL/Special Education, are offered in the evening, 6-8:40 and/or online.

**\*In addition to successfully completing the program, students seeking licensure must meet all current Indiana Department of Education requirements.**

The priority application deadline is March 1st for the upcoming Summer II cohort. We will continue to accept applications until May 1st.

**Questions?** For more information about the program, curriculum, assignments, and student teaching, contact: Paula Magee, Ph.D. Program Coordinator - [pamagee@iupui.edu](mailto:pamagee@iupui.edu)

For general program and application information, contact: Sharice Booker, Director of Graduate Programs - [sbreland@iupui.edu](mailto:sbreland@iupui.edu)

## Admissions

### Admissions

#### Priority Application Deadlines:

Fall Semester: **May 1 (Fall)**

Spring Semester: **November 1 (Spring)**

Summer Session: **March 1 (Summer)**

**Applications will continue to be accepted until the start of the academic term.**

**Note: Applicants who apply 1-2 weeks prior to the academic term, may be subject to late admission and enrollment.**

### General Admission Requirements

- 1–2-page personal goal statement
- Two letters of recommendation on letterhead with signatures
- CV/Resume
- Official transcripts with your degree conferral

**Please be advised: Each graduate program has specific admission requirements. Information about graduate admissions is available here:**

Questions about Graduate Admissions:

Contact Ky Shaw, Graduate Admissions & Data Coordinator at, [kycshaw@iupui.edu](mailto:kycshaw@iupui.edu)

URL: <https://bulletins.iu.edu/iupui/2022-2023/schools/education/graduate/contact.shtml>

### Contact Information

#### Sharice Booker

Director of Graduate Programs  
Indiana University School of Education-Indianapolis  
[sbreland@iupui.edu](mailto:sbreland@iupui.edu)

*Education/Social Work Building (ES) 3116 902 West New York Street Indianapolis, IN 46202*

Phone: (317) 274-6801

Fax: (317) 274-6864

## Contact Information

### Contact Information

#### Ketha Troutman

Academic Advisor for Graduate Programs  
Indiana University School of Education-Indianapolis

[kytroutm@iu.edu](mailto:kytroutm@iu.edu)

317-278-6863

[IU School of Education](#) Education/Social Work Building (ES) 3116  
902 West New York Street  
Indianapolis, IN 46202  
Phone: (317) 274-6801  
Fax: (317) 274-6864

## Degree Programs

### Master of Science in Education (M.S.Ed.)

The IU Indianapolis School of Education (SoE) is committed to preparing students with the knowledge and skills to make a difference—even if they didn't begin their academic career in education. We offer two graduate initial licensure programs in Elementary and Secondary Education. The programs are: Aspiring

Teacher Alternative Certification program (ATAC) or District-Based Alternative Certification (DBAC).

- Alternative & District Based Certification Programs

The IU Indianapolis School of Education (SOE) is committed to preparing students with the knowledge and skills to make a difference—even if they didn't begin their academic career in education. We offer two transition programs for students who seek an alternative route to teacher certification in either elementary or secondary education—Aspiring Teacher Alternative Certification program.

- Counseling and Counselor Education

The counseling and counselor education program helps students develop the exceptional skills in counseling practice, consultation, leadership, and outreach they need to thrive in any setting. The School of Education's urban focus emphasizes the opportunity gap between students based on socioeconomic background and race or ethnicity. Students graduate ready to work cooperatively with parents, teachers, administrators, and others in the pursuit of optimal development for all P-12 students.

- Urban Educational Leadership

This program prepares school leaders in urban areas to confront and engage in complex social change. Because these communities have unique challenges, urban principals require a different kind of preparation at the certification level. This program trains leaders who risk, hope, and dare to create the social justice critical for all students to be successful.

The program gives the highest priority to the issues that affect urban areas, including:

- Demonstrating moral and ethical leadership
- Engaging the school and community
- Recognizing power and politics
- Organizing and creating change
- Supporting the teaching and learning of diversity
- Advocating equity and social justice
- Designing school improvement Urban principalship program of study.
- Elementary Education (Urban Education)

In as little as two years, graduates can earn a Master of Science in Elementary Education (non-licensure) with a focus on urban education. Students engage directly and unflinchingly with the toughest issues urban educators face, including:

- Curriculum
- Special education
- Assessment
- Teacher leadership
- Politics and schools as organizations
- Research
- Culture and communities
- Educational philosophy

Graduates will be prepared to succeed with and support diverse learners anywhere in the country.

- English as a New Language

Literacy, culture, and language education courses focus upon the improvement of instruction through an understanding of language and literacy processes in

cultural contexts, the integration of formal and informal assessment with instruction, and the application of research knowledge to practice and internship opportunities. Course work involves experiences with children, high school and college youth, and adults. The Teacher Cert Program in English as a New Language (ENL) is (21) credits. Applicants who hold an Indiana elementary or secondary education teaching license will be eligible to apply for a licensure addition in ENL. The license is added to the area/s of the existing teaching license.

- Language Education (Literacy or ENL focus)

The Master's program in Language Education, is (36) credits. Students have the option of choosing a focus in English as a New Language (ENL) or Literacy. The Language Education Literacy program is designed for teachers or informal educators who want to develop advanced expertise in teaching literacy to diverse learners, using critical theories and pedagogical methods. For the ENL focus, graduates who hold an Indiana elementary or secondary education teaching license will be eligible to apply for a licensure addition in ENL. The license is added to the area/s of the existing teaching license.

Literacy and Learning Certificate is (15) credits. Participants in this program will develop deep expertise in the teaching of reading, language, and literacy in urban elementary schools. They will learn to take leadership in the design of literacy instruction and assessment based on current research and critical, inclusive practices.

- Secondary Education (Urban Education)

Students can earn a Master of Science in Secondary Education(non-licensure) with a focus on Urban Education. They engage directly and unflinchingly with the toughest issues urban educators face, including:

- Curriculum
- Special education
- Assessment
- Teacher leadership
- Politics and schools as organizations
- Research
- Culture and communities
- Educational philosophy

Graduates are prepared to succeed with and support diverse learners anywhere in the country.

- Special Education

Teacher Certification Program (licensure only) This program will include face-to-face and online course offerings. The Teacher Certification program in Special Education is offered in Mild and Intense Intervention. It is designed for licensed Indiana elementary and secondary education teachers, who want to complete a licensure addition in mild or intense intervention. The license is added to the area/s of the existing Indiana teaching license.

Special Education MSED - (licensure) The Master's program in Special Education is (36) credits. It is designed for professionals who already have an undergraduate

degree and want to learn about special education and work in a variety of careers. This includes the following:

- Completing a teaching licensure addition in Mild or Intense Intervention
- Working in community organizations
- Building capacity to teach all learners in education environment
- Working in community organizations Engaging in research and doctoral work in Special education

Applicants who hold an Indiana elementary or secondary education teaching license will be eligible to apply for licensure in mild only or mild and intense intervention. The license is added to the area/s of the existing teaching license.

- Specializations in Technology

Elementary Education-Technology or Secondary Education-Technology The School of Education offers the Master of Science in Elementary Education-Technology (non-licensure) and the Masters of Science in Secondary Education -Technology (non-licensure). The programs are flexible enough to meet specific needs when planned in consultation with a faculty advisor. As hybrid programs, students have the opportunity to take classes on campus and online. Each master's program is (36) credits, and prepares teachers, coaches, and district leaders to meet the needs of diverse students and prepares them to face the contemporary challenges and opportunities of our technology-infused world. As a part of Indiana's premier urban research university, the programs foster the growth of educators to prepare them to become technology leaders at the classroom, school, and district levels with a focus on equity, inclusion, and justice. The courses in the program focus on helping educators to engage in mindful and culturally relevant teaching and leading with technology to serve students, families, and communities. The programs engage educators in a distinctive mindful and culturally relevant approach, to serve diverse students and communities in: classrooms, schools, and districts with technology as teachers and leaders. There are two areas of specialization: Technology in Urban Classrooms and District Technology Leadership.

Licensure Addition & Certification Options The Technology in Urban Classrooms specialization helps educators improve their practices and skills to better meet the needs of their diverse students with technology and to prepare them to work as Technology or Instructional Coaches. The District Technology Leadership specialization prepares educators to become district-level technology leaders who help their schools and communities address technology through the lenses of equity, inclusion and justice. Graduates of the Technology in Urban Classrooms specialization with existing Indiana teaching licenses have the option of taking the Indiana Computer Educator licensure exam to apply for a licensure addition to their current license. The licensure addition process is completed directly through the Indiana Department of Education. Students applying for the licensure addition must meet all current IDOE requirements. This program will include face-to-face and online course offerings.

Graduates of the program have the option of taking the Certified Education Technology Leader (CETL) exam to

work towards nationally-recognized CETL certification through CoSN (Consortium on School Networks).

For more information about the technology programs, please contact: Jeremy Price, Ph.D. Program Coordinator - [jfprice@iu.edu](mailto:jfprice@iu.edu) Ketha Troutman, Graduate Advisor - [kytroutm@iu.edu](mailto:kytroutm@iu.edu)

- District-Level Leadership
- [Urban Doctorate Program](#)

The IU Indianapolis School of Education offers a doctorate degree in urban education entirely on the Indianapolis campus. The degree is just one of a handful of urban education doctorates in the country, and is focused on preparing researchers to study schools in complex urban environments. Faculty and students in the program conduct community-based research designed in partnership with P-12 schools and community organizations. It is the only urban education doctoral program in the state of Indiana.

The program is a distinctive, research-oriented degree program, and the first of its kind in Indiana. The interdisciplinary focus will prepare scholars who are capable of making significant contributions to improve urban education. The focus is on research addressing the needs of high risk students and other factors that impact student learning. The community-based, collaborative model place researchers in the social context of urban education issues.

- [Education Non-Degree Program](#)

The Education Non-Degree Graduate program allows students to:

- Explore courses for possible future enrollment in a graduate education program
- Take courses for personal or professional enrichment

### Additional Graduate Programs

- Academic Advising Certificate-online collaborative program
- Educational Leadership EDS - online collaborative program
- Educational Technology for Learning MsED - online collaborative program
- Teaching, Learning, and Curriculum MsED - online collaborative program
- [Graduate Certificate in Teaching English Learners - online collaborative program](#)
- Graduate Certificate for District Level Administrators in Urban Settings
- Post-Master's Graduate Certificate for Urban School Leadership
- Graduate Certificate in Clinical Mental Health
- 

For more information about any graduate program contact Ketha Troutman, Graduate Advisor - [kytroutm@iu.edu](mailto:kytroutm@iu.edu)

## Alternative Certification

## Graduate Alternative Certification (Teacher Licensure) Programs

The IU Indianapolis School of Education (SoE) is committed to preparing students with the knowledge and skills to make a difference—even if they didn't begin their academic career in education. We offer two graduate initial licensure programs in Elementary and Secondary Education. The programs are: Aspiring Teacher Alternative Certification program (ATAC) or District-Based Alternative Certification (DBAC). Learn more about the program here: <https://education.iupui.edu/academics/degrees-programs/transition/index.html>

### ATAC/DBAC Elementary Education Licensure Programs

The School of Education offers the Elementary-Master's Aspiring Teacher Alternative Certification (ATAC) or District-Based Alternative Certification (DBAC) program. This program is designed for someone who is interested in becoming a licensed teacher. The Elementary ATAC/DBAC program (K-6), begins once a year during the Fall semester. Currently, classes are being offered in-person and online. The ATAC/DBAC program is 24 credits; students who receive a (B) in their classes can apply 18 credits to the Master's degree in Elementary Education. The student teaching/field experience is coordinated by the program faculty.

The DBAC program is designed for students who are affiliated with one of our district partners, and/or a student who is currently employed by a school district/corporation. Students in the DBAC program, complete courses in the evening, in a designated school district, and they may also complete courses online.

**Note: You must have a minimum of a Bachelor's degree from an accredited institution prior to beginning the ATAC/DBAC program.**

- **Elementary ATAC (Daytime or Evening). Daytime or Evening tracks are subject to program availability.**

The program requires students to be available during the following times:

- (2) days/evenings a week during the first Fall and Spring semesters
- (3 ½) days/evenings, and/or complete online courses during Summer I
- M-F during the second Fall semester for student teaching
- Note: Student teaching is coordinated by the faculty and is non-paid.

**District-Based (DBAC). The DBAC program is subject to availability.**

- The program requires students to be available during the following times:
- (2) nights a week during the first Fall and Spring semesters between, 6-9
- Hybrid courses during Summer I
- M-F, during the second Fall semester for student teaching
- Note: Student teaching is coordinated by the faculty and will take place in the district or a school

partnership site. The student teaching hours are determined by the faculty and student teaching site.

### • Licensure Addition

ATAC/DBAC students are eligible to complete a licensure addition in Special Education (Mild Intervention). The licensure addition will require the completion of an additional 21-24 credits. The courses for ENL/Special Education, are offered in the evening, 6-8:40 and/or online.

**\*In addition to successfully completing the program, students seeking licensure must meet all current Indiana Department of Education requirements.**

The priority application deadline is March 1st for the upcoming fall cohort. We will continue to accept applications until August 1st.

### Questions?

For more information about the program, curriculum, assignments, and student teaching, contact: Paula Magee, Ph.D. Program Coordinator - [pamagee@iupui.edu](mailto:pamagee@iupui.edu)

For general program and application information, contact: Sharice Booker, Director of Graduate Programs - [sbreland@iupui.edu](mailto:sbreland@iupui.edu)

### ATAC/DBAC Secondary Education Licensure Programs

The School of Education offers the Secondary-Master's Aspiring Teacher Alternative Certification (ATAC) or District-Based Alternative Certification (DBAC) program. This program is designed for someone who is interested in becoming a licensed teacher. The Secondary ATAC/DBAC program (5-12), begins once a year during the Summer. Currently, classes are being offered face-to-face and online. The ATAC/DBAC program is 18 credits; students who receive a (B) in their classes can apply 18 credits to the Master's degree in Secondary Education.

Please be advised: The DBAC program is designed for students who are affiliated with one of our district partners, and/or a student who is currently employed by a school district/corporation. Students in the DBAC program, complete courses in the evening, in a designated school district, and they may also complete courses online.

**Note: You must have a minimum of a Bachelor's degree from an accredited institution prior to beginning the ATAC/DBAC program. The ATAC/DBAC tracks are subject to availability.**

### • Secondary ATAC Program

The program requires students to be available during the following times:

- (2) evenings a week during the first Summer II semester, between 6-9
- (1-2) evenings a week during the Fall semester, between 6-9
- (2) evenings a week during the Spring semester, between 6-9
- Combination of online and evening class during the final Summer I semester

Note: Student teaching is individualized and will take place throughout the academic year. Student teaching is coordinated by the faculty and is non-paid.

- **Secondary DBAC Program**  
The program requires students to be available during the following times:
- (2) evenings a week during the first Summer II semester, between 6-9
- (1-2) evenings a week during the Fall semester, between 6-9
- (2) evenings a week during the Spring semester, between 6-9
- Combination of online and evening class during the final Summer I semester

Note: Student teaching is individualized and will take place throughout the academic year. Student teaching is coordinated by the faculty and is completed in the district or a school partnership site. The student teaching hours are determined by the faculty and student teaching site.

- **Licensure Addition**

ATAC/DBAC students are eligible to complete a licensure addition in ENL or Special Education (Mild Intervention). The licensure addition will require the completion of an additional 21-24 credits. The courses for ENL/Special Education, are offered in the evening, 6-8:40 and/or online.

**\*In addition to successfully completing the program, students seeking licensure must meet all current Indiana Department of Education requirements.**

The priority application deadline is March 1st for the upcoming Summer II cohort. We will continue to accept applications until May 1st.

**Questions?** For more information about the program, curriculum, assignments, and student teaching, contact: Paula Magee, Ph.D. Program Coordinator - pamagee@iupui.edu

For general program and application information, contact: Sharice Booker, Director of Graduate Programs - sbreland@iupui.edu

## Aspiring Teacher Alternative Certification

### ASPIRING TEACHER ALTERNATIVE CERTIFICATION

Our Aspiring Teacher Alternative Certification programs are designed for students who have already earned at least a bachelor's degree from an accredited institution, but whose program did not include preparation for teaching licensure. Coursework in the Aspiring Teacher Alternative Certification programs can be applied toward a master's degree at the IU Indianapolis School of Education (SOE).

The Elementary District Based Alternative Certification (DBAC) program is a 24-credit 18-month program designed for district employees looking to earn elementary licensure. After successful completion of the

program, students are eligible for elementary generalist (K-6) licensure in the state of Indiana. Cohorts are district-based and currently start in the fall semester. The program requires evening attendance and the completion of a student teaching practicum. All clinical work can be completed in the district schools. Students can choose to complete a licensure addition option in special education or ENL. These licensure additions require additional courses that are *not* part of the 24-credit DBAC program. 18 of the 24 credits can be counted toward a Master's degree in Elementary Urban Education from the School of Education. Completing the 36-credit Master's degree requires an additional 18 credits (6 classes) of coursework. [Find out more about DBAC!](#)

## Master of Urban Education Program

## Counseling & Counselor Education

### Learn how to be the counselor your students deserve

As a school counselor, you help students work through a wide variety of issues, overcome serious obstacles, and make decisions that will influence their future for years to come.

The counseling and counselor education program will help you develop the exceptional skills in counseling practice, consultation, leadership, and outreach you need to thrive in any setting.

Our urban focus emphasizes the opportunity gap between students based on socioeconomic background and race or ethnicity. You will graduate ready to work cooperatively with parents, teachers, administrators, and others in the pursuit of optimal development for all students.

### Counselor education program goals

When you graduate from the counselor education master's program, you will be a reflective practitioner who continues the process of self-critique and self-improvement throughout your professional life.

You will also:

- Commit to continually build your knowledge base
- Know and apply ethical counseling principles
- Understand and apply research findings

## Urban Education (Elementary & Secondary)

### A master's degree for urban education professionals

Today's urban environments present unique challenges and rewards. The master's in urban education will give you the advanced skills you need to face these issues head on—and thrive in any school setting.

## The master's of urban education program

In as little as two years, you can earn a Master of Science in Elementary or Secondary Education with a focus on Urban Education.

You will engage directly and unflinchingly with the toughest issues urban educators face, including:

- Curriculum
- Special education
- Assessment
- Teacher leadership
- Politics and schools as organizations
- Research
- Culture and communities
- Educational philosophy

By the time you graduate, you will be prepared to succeed with and support diverse learners anywhere in the country.

## Is the master's of urban education program right for you?

To be eligible for this program, one or more of the following situations must apply to you:

- You already have a bachelor's degree in education or another field
- You have attained a teacher license in Indiana or any other state
- You want to teach at the college level
- You plan to enter a Ph.D. program in education
- You started the master's program, but haven't taken a class in more than two years

If you don't fall into one of these categories, consider our [undergraduate](#) or [alternative certification](#) programs.

## Talk to us about the master's in urban education

For more information about the program, please schedule an appointment with us. We would be happy to help you explore your options.

**Paula Magee, Ph.D.**  
Program Coordinator

[pamagee@iupui.edu](mailto:pamagee@iupui.edu)  
317-274-6834

**Sharice Booker**  
Director of Graduate Programs

[sbreland@iupui.edu](mailto:sbreland@iupui.edu)  
317-274-0928

## Alternative Certification

### Get licensed to help new English speakers learn

If you're interested in helping students learning English as a second language as part of their educational journey, this is the dual license area for you.

We offer licensing programs at the undergraduate and graduate level, as well as non-degree granting certification

for working professionals. Each has its own requirements, but all require you to complete a practicum.

### English as a New Language licensure for undergraduates

This program gives you the knowledge and skills you need to add ESL/ENL to your initial teaching license.

You will take a series of five classes (15 credit hours) in sequential order and complete a specialized student teaching assignment. Classes are offered one night a week in the fall and spring and are available at variable times in the summer.

### Undergraduate program of study

- EDUC-L 441 Bilingual Education
- Either ENG-Z 432 Second Language Acquisition or ENG-Z 205 Introduction to English Grammar
- EDUC-L 403 Assessment Literacy for Cultural and Linguistic Diversity
- EDUC-L 436 Methods and Materials for ESL
- Either EDUC-X 470 Psycholinguistics for Teachers of Reading or EDUC-X 401 Critical Reading in the Content Areas

### Graduate level English as a New Language programs

If you already have your bachelor's degree and are licensed to teach in the state of Indiana, you are eligible for our graduate-level dual licensure programs in ENL/ESL.

You can choose either to seek your license as part of the [Literacy, Culture and Language Education master's program](#) or simply seek certification without the addition of a graduate-level degree. Whichever route you choose, you will take the same 21 credit group of ENL/ESL classes.

### Program of Study

- EDUC-L 524 Language Issues in Bilingual and Multicultural Education
- Either EDUC-L 539 Language Foundations for ESL/EFL Teachers or LING-L 532 Second Language Acquisition
- EDUC-L 503 Assessment Literacy for Cultural and Linguistic Diversity
- Either EDUC-T 624 Diverse Perspectives on Families or an approved elective
- EDUC-L 540 ESL/EFL Approaches to Instruction and Assessment
- Either EDUC-L 505 Second Language Literacy Instruction, EDUC-L 503 SOcio-Psycholinguistic Applications to Reading Instruction (elementary teachers), or EDUC-L 501 Critical Reading in the Content Area (secondary teachers)
- EDUC-L 525 ENL Practicum

These classes are offered on a non-traditional 12 week and summer intensive schedule to allow working professionals to complete them within 16 months. However, you can also complete the program using the traditional 15-week semester calendar.



- **Learn more about Certification**
- **Learn more about the master's program**

### Aspiring Teacher Alternative Certification

#### Alternative & District Based Certification Programs

- [Alternative & District Based Certification Programs](#)
- [Counseling and Counselor Education](#)
- [Educational Leadership](#)
- [Elementary Education \(Urban Education\)](#)
- [English as a New Language](#)
- [Language Education \(Literacy\)](#)
- [Secondary Education \(Urban Education\)](#)
- [Special Education](#)

### Master of Urban Education Program

#### Alternative & District Based Certification Programs

- [Alternative & District Based Certification Programs](#)
- [Counseling and Counselor Education](#)
- [Educational Leadership](#)
- [Elementary Education \(Urban Education\)](#)
- [English as a New Language](#)
- [Language Education \(Literacy\)](#)
- [Secondary Education \(Urban Education\)](#)
- [Special Education](#)

## Language Education

### Language Education

Literacy, Culture, and Language Education courses focus upon the improvement of instruction through an understanding of language and literacy processes in cultural contexts, the integration of formal and informal assessment with instruction, and the application of research knowledge to practice and internship opportunities. Course work involves experiences with children, high school and college youth, and adults.

- Literacy and Learning Graduate Certificate
- **Language Education Master's Program**

### Literacy and Learning Certificate

### Literacy and Learning Certificate

Participants in this program will develop deep expertise in the teaching of reading, language, and literacy in urban elementary schools. They will learn to take leadership in the design of literacy instruction and assessment based on current research and critical, inclusive practices.

### Learning Outcomes

Upon successful completion of this program, participants will:

- Design and implement reading/literacy curriculum with theoretical integrity that builds from socio-cultural understandings, critical pedagogical skills, inclusive values, and professional ethics.

- Demonstrate reflective practice that incorporates active inquiry toward innovative practices, critical literacies, and the well-being of all developing learners.
- Include, value, and support readers with diverse perspectives, experiences, languages, cultures, and abilities.
- Develop strategies for individualized assessment of students' progress including specific strategies to support struggling readers and writers.
- Understand the role of family, culture, and community in schools.
- Select fiction and nonfiction texts appropriate for the learners and curricular goals.
- Participate in professional literacy networks.
- Demonstrate leadership in advocating for students and sound literacy practices and policies.

This *Literacy and Learning* specialist program is designed for licensed elementary teachers or informal educators who want to develop advanced expertise in teaching literacy to diverse learners using critical theories and pedagogical methods appropriate to the 21st century.

The program accepts students with 1) a baccalaureate degree, 2) a minimum 3.0/4.0 GPA in undergraduate or 3.0/4.0 GPA in graduate coursework, and 3) a personal goal statement. The School of Education Graduate advisor can assist students who need help with the admission process.

Students who have an initial teaching license and complete this certificate program will be eligible to apply to the state of Indiana for a Dual License in Reading. All students in this program can count the 15 credits in this certificate program toward a 36 credit Masters of Science in Language Education once they have been admitted.

### Plan of study

This 15 credit hour program includes five courses. Students must maintain a cumulative GPA of a 3.00, with a grade of a B- or better in all individual coursework.

### Required Courses:

- L500 Instructional Issues in Language Learning (3 credits)
- L502 Socio-psycholinguistic Applications to Reading Instruction (3 credits)
- L504 Diagnosis in Language Difficulties (3 credits)
- One elective such as L545 Advanced Study in the Teaching of Reading in Elementary Schools (3 credits)
- L559 Tradebooks in the Elementary Classroom (3 credits)

### Additional Resources

- [Student Consumer Information on this Program](#)

### Language Education Master's Program

#### Alternative & District Based Certification Programs

- [Alternative & District Based Certification Programs](#)

- [Counseling and Counselor Education](#)
- [Educational Leadership](#)
- [Elementary Education \(Urban Education\)](#)
- [English as a New Language](#)
- [Language Education \(Literacy\)](#)
- [Secondary Education \(Urban Education\)](#)
- [Special Education](#)

## Degree Programs

### Master of Science in Education (M.S.Ed.)

- [Alternative & District Based Certification Programs](#)
- [Counseling and Counselor Education](#)
- [Educational Leadership](#)
- [Elementary Education \(Urban Education\)](#)
- [English as a New Language](#)
- [Language Education \(Literacy\)](#)
- [Secondary Education \(Urban Education\)](#)
- [Special Education](#)

## Educational Leadership

### Discover Programs Designed for Today's Educational Leaders

The world of education needs leaders who recognize the current inequities in our society and who advocate for social justice. The [educational leadership programs](#) here can help make you one of them.

The IU School of Education at IU Indianapolis also has a number of degree and licensure\* offerings for students holding bachelor's or Masters degrees and interested in educational leadership in and for urban communities.

- *MSED in Urban Education Leadership*: This nationally-accredited 36-credit hour program leads to a Masters degree and an Indiana Building-level Administrators license. The program may be completed in as little 14 months, which includes a year-long practicum bookended by two intensive summers.
- *MSED in Urban Education Leadership with an Urban Principal Program Specialization*: This specialization brings focus to the politics, policies, and organizational dynamics needed for advocacy-oriented leadership in urban schools and urban communities. Students already holding a master's degree can complete the Post-Masters Graduate Certificate in Urban School Leadership portion of the program for licensure.
- *MSED in Urban Education Leadership and Director of Exceptional Needs Licensure*: Students interested in leadership positions in Special Education may reduce the time to earn the degree and license through this streamlined 36-credit hour program.

Upon completion of the master's degree program (or licensure program for those with a master's degree), candidates are eligible to apply for licensure as a Building-level Administrator in Indiana. For additional licensure requirements, refer to the [Indiana Department of Education website](#).

### Options Related to IU's Collaborative On-line EdS in Educational Leadership

Students with interest in educational leadership may pursue the 60-credit hour IU Collaborative On-line EdS in Educational Leadership. This is a fully on-line degree delivered through a collaboration of IU Indianapolis and IU's regional campuses of IU East, IU Northwest, IU South Bend, and IU Southeast. As noted below, the degree may be combined with licensure\* options. (Students may transfer up to 36 credit hours into the degree program).

- *EdS with Building-level OR District-level Licensure*: Students interested in post-Masters study and positions as building or district leaders may earn an *Indiana District-level Administrators (DLA) license* or an *Indiana Building-level Administrators (DLA) license* en route to completing the EdS program.
- *EdS with Building-level AND District-level Licensure*: Students interested in post-Masters study and positions as building or district leaders may earn an *Indiana District-level Administrators (DLA) and Building-level Administrators (DLA) licenses* en route to completing the EdS degree program.

### Options Related to the PhD in Urban Education Studies

The IU School of Education at IU Indianapolis has a number of offerings for students interested in advanced study and leadership roles. These include dual degree, licensure\*, and minor options that complement our 90-credit hour PhD in Urban Education Studies.

- *Dual MJ/PhD*: Students with an interest in legal analysis may enroll in our new 90-credit hour MJ/PHD dual degree program delivered in partnership with IU Indianapolis' McKinney School of Law.
- *PhD with Building-level Licensure*: Students interested in district-level leadership positions may earn an *Indiana Building-level Administrators (BLA) license* en route to completing the Ph.D. program.
- *PhD with minor in Educational Leadership*: Students interested in concentrated study of educational leadership in and for urban communities may incorporate a 12-credit hour *Doctoral Minor in Education Leadership* in their PhD program of study.
- *PhD with minor in Education Law, Policy, and Advocacy*: Students interested in concentrated study of educational law, policy, and advocacy in and for urban communities may incorporate a 12-credit hour *Doctoral Minor in Education Law, Policy & Advocacy* in their PhD program of study.

### Doctoral Minors

The Urban Education Leadership & Policy program offers two doctoral minors. Students are advised and the minors approved by a faculty member from the Urban Education Leadership & Policy program.

- *PhD Minor Educational Leadership*: This 12 credit-hour minor provides a grounding in educational leadership allowing students to select four courses in consultation with a faculty advisor.
- *PhD Minor Education Law, Policy, and Advocacy*: This 12 credit-hour minor provides a grounding

in Education Law, Policy, and Advocacy allowing students to select four courses in consultation with a faculty advisor.

### Urban Principalship Master's Program

#### Lead the way to better urban schools

If you want to step into a leadership position at an urban school, the urban principalship program can help you reach your goal. You can choose to pursue both a Master's Degree in Educational Leadership and building level administrator certification for the state of Indiana, or focus solely on building level administrator certification.

#### Program overview

The urban principalship master's program will provide you with training in leadership practice. Strategies used include reflective opportunities, action research, integrated course content, educational rounds, mentoring, and coaching.

It also emphasizes the skills you need for success in this era of accountability, including training in relationship building, collaboration, data analysis, and systems thinking.

You will spend a lot of time preparing for your future career in school sites to give you greater interaction with school-based problems and issues.

The culminating experience for the program is a capstone, which incorporates portfolio evidence, reflective analysis, and performance based assessment through inquiry projects.

#### Urban principalship program structure

This master's program can be completed in two calendar years—or 14 months, if you already have a building level administrator's license.

It combines online classes with two intensive summer experiences—one week each calendar year. It also requires you to complete a practicum at your school site.

### Urban Principalship Master's Program

#### Urban Principalship Certification-only Program

If you want to step into a leadership position at an urban school, the urban principalship program can help you reach your goal. Those already holding a master's degree may choose to pursue both a Master's Degree in Educational Leadership and building level administrator certification for the state of Indiana, or focus solely on building level administrator certification-only program.

#### Certification -only Program overview

The urban principalship program will provide you with training in leadership practice. Strategies used include reflective opportunities, action research, integrated course content, educational rounds, mentoring, and coaching.

It also emphasizes the skills you need for success in this era of accountability, including training in relationship building, collaboration, data analysis, and systems thinking.

You will spend a lot of time preparing for your future career in school sites to give you greater interaction with school-based problems and issues.

The culminating experience for the program is a capstone, which incorporates portfolio evidence, reflective analysis, and performance based assessment through inquiry projects.

#### Urban principalship program structure

The certification program combines online classes with two intensive summer experiences—one week each calendar year. It also requires you to complete a practicum at your school site.

For more information contact Dr. Brendan Maxcy at [bmaxcy@iu.edu](mailto:bmaxcy@iu.edu)

## Special Education (Exceptional Needs)

### Special Education

The IU Indianapolis School of Education offers both Mild and Intense Intervention certification and a Master's degree program in special education at the post-baccalaureate level. Students earn Mild Intervention certification by completing six courses and a practicum. Once these are completed, students can earn Intense Intervention by completing two additional courses and a practicum. Candidates must already be licensed to teach elementary or secondary education.

- **Special Education Master's Program**

#### Special Education Master's Program

### Specializations in Technology

- **Specializations in Technology**

A master's degree in urban education with specializations in technology. Be prepared for either two areas of specialization: Technology in Urban Classrooms or District Technology Leadership.

The **Technology in Urban Classrooms** specialization helps educators improve their practices and skills to better meet the needs of their diverse students with technology and to prepare them to work as Technology or Instructional Coaches. The **District Technology Leadership** specialization prepares educators to become district-level technology leaders who help their schools and communities address technology through the lenses of equity, inclusion and justice.

#### Technology program goals

Graduates of the Technology in Urban Classrooms specialization who have an Indiana teaching license have the option of taking the Indiana Computer Educator licensure exam to add this add-on certification to their current license.

Graduates of the District Technology Leadership specialization have the option of taking the Certified

Education Technology Leader (CETL) exam to work towards nationally-recognized CETL certification through CoSN (Consortium on School Networks).

### About the curriculum

The Urban Education Masters with Specializations in Technology is a two-year, 36 credit-hour program set up for the working education professional when completed as suggested. As a hybrid program, students have the opportunity to take classes on campus and online.

## District-Level Leadership

### District-Level Leadership

The IU School of Education at IU Indianapolis has a number of offerings for students interested in advanced study and leadership roles. These include dual degree, licensure\*, and minor options that complement our 90-credit hour PhD in Urban Education Studies.

The IU School of Education at IU Indianapolis offers a 24-credit hour state-approved licensure program for students interested a district leadership position.

- *District-level Administrator license:* Students with a post-Masters degree from an accredited institution may earn an *Indiana District-level Administrators (DLA) license*. This program may be completed in as little 24 months, which includes a year-long practicum.

### IU's Collaborative On-line EdS in Educational Leadership

Another option for students with interest in educational leadership is the 60-credit hour IU Collaborative On-line EdS in Educational Leadership. This a fully on-line degree delivered through a collaboration of IU Indianapolis and IU's regional campuses of IU East, IU Northwest, IU South Bend, and IU Southeast. As noted below, the degree may be combined with licensure\* options. (Students may transfer up to 36 credit hours into the the degree program).

- *EdS with Building-level OR District-level Licensure:* Students interested in post-Masters study and positions as building or district leaders may earn an *Indiana District-level Administrators (DLA) license* or an *Indiana Building-level Administrators (DLA) license* en route to completing the EdS program.
- *EdS with Building-level AND District-level Licensure:* Students interested in post-Masters study and positions as building or district leaders may earn an may earn both the *Indiana District-level Administrators (DLA)* and *Building-level Administrators (DLA) licenses* en route to completing the EdS degree program.

### Option related to the PhD In Urban Education Studies

- *PhD with District-level Licensure:* Students interested in district-level leadership positions may earn an *Indiana District-level Administrators (DLA) license* en route to completing the PhD program.

### District-Level Leadership

## District-Level Leadership-Certification Program

The IU School of Education at IU Indianapolis offers a 24-credit hour state-approved licensure program for students interested a district leadership position.

- *District-level Administrator license:* Students with a post-Masters degree from an accredited institution may earn an *Indiana District-level Administrators (DLA) license*. This program may be completed in as little 24 months, which includes a year-long practicum

Indiana University plays a leading role in the training and licensure of principals and superintendents across the state. The 24-credit hour IU collaborative Graduate Certificate for District Level Administrators in Urban Settings (GCDLAUS) provides current and future school leaders with the knowledge base, technical expertise, and interpersonal skills they need to support and improve education in their schools and districts. According to the Bureau of Labor statistics, leadership jobs associated with the degree have high median incomes and projected job growth.

*On-line delivery and audience:* Designed for working professionals who appreciate the flexibility of on-line delivery, the certificate program appeals to educators interested in positions such as superintendent, directors of personnel, district-level curriculum directors, etc. Given its fully online delivery, the program is accessible to a national, and even international audience. Non-Indiana applicants should inquire with their state or national licensing agencies regarding license reciprocity.

*National accreditation and state licensure:* This student-centered online degree program meets the specific needs and interests of practicing teachers or educators who hold a post-master's degrees in the field. This certificate program conforms to National Educational Leadership Preparation (NELP) requirements and the specific coursework and field-based practicum required by the Indiana Department of Education for District-Level Administrator licensure.

*Connection to the Ed.S. program and financial aid eligibility:* The Graduate Certificate complements the IU Collaborative Ed.S. in Educational Leadership. The certificate provides an additional path to licensure for individuals who already hold the post-master's degree and meet other state requirements related to licensure, testing, etc. The 24-credit hour course of study focuses on those areas of study that tie in specifically to DLA licensure including a field-based practicum with associated assessments. Students enrolled in the program may apply for federal financial aid.

For more information contact Dr. Brendan Maxcy at [bmaxcy@iu.edu](mailto:bmaxcy@iu.edu)

## Teaching, Learning, and Curriculum MSED

This 30 credit hour Master's degree will include three sub-components:

- Teaching, Learning, and Curriculum Core – (TLC Core) (15 cr)
- Teaching, Learning, and Curriculum Tracks – (TLC Tracks) (12 cr)
- Teaching, Learning, and Curriculum Capstone – (TLC Capstone) (3 c)

### Teaching, Learning, and Curriculum Core and Capstone (6 courses/18 cr)

- Curriculum – EDUC J500 – Instruction in the Context of Curriculum
- Choose one of the following two Equity for Learning courses:
  1. EDUC E555 – Human Diversity in Education, **or**
  2. EDUC J655 – Seminar in Multicultural and Global Education
- Teaching for All Learners – EDUC J501 Strategies for Teaching, Learning, and Curriculum (*in development*)
- Assessment and Evaluation – EDUC J502 (*in development*)
- Inquiry – EDUC Y520 – Strategies for Education Inquiry
- Capstone – EDUC J597 Teaching, Learning & Curriculum Capstone (*in development*)

### Teaching, Learning, and Curriculum Tracks (4 courses / 12cr)

Each track is composed of a set of four interdisciplinary courses offered across teaching, learning, and curriculum that reflect the anticipated needs and interests of M.S.Ed. in Teaching, Learning, and Curriculum students. Courses will be taught by curriculum and instruction faculty with faculty in different specializations offering courses on occasion.

#### Track I: Early Childhood Care and Education

- Take the following 3 classes:

EDUC E506 Curriculum in Early Childhood Education

EDUC E525 Advanced Curriculum Study in Early Childhood Education

EDUC P515 Child Development

- One course selected from one of the other TLC tracks

- 

#### Track II: STEM and Arts Innovations

- Take the following 3 classes:

EDUC S504 Introduction to STEM Teaching

EDUC Q528 Demonstration and Field Strategies in Science

EDUC Z501 Art Methods for Non-Art Specialist Educators

- One course selected from one of the other TLC tracks

#### Track III: Teacher Leadership and Instructional Coaching

Take the following 3 classes:

EDUC J503 Teacher Leadership and Instructional Coaching (*in development*)

EDUC A510 School Community Relations

EDUC A629 Data-Informed Decision Making for School Leaders

- One course selected from one of the other TLC tracks

#### Track IV: Educating Exceptional Learners

- Complete the following 3 classes:
  - EDUC W551 Education and Psychology of the Gifted and Talented

EDUC K553 Classroom Management and Behavioral Support

EDUC L524 Language Education Issues in Bilingual and Multicultural Education

- One course selected from one of the other TLC tracks

- :

Learners will develop and demonstrate over the course of the program the knowledge, skills, and dispositions to:

1. Design curriculum that demonstrates equitable learning opportunities for exceptional
2. Critically analyze information associated with research-based pedagogies and their use across multiple contexts.
3. Design and implement an empirically-based study associated with teaching, learning, and curriculum for the purpose of learning to use evidence to make informed decisions regarding effective

## Educational Technology for Learning MSED

### Master of Science in Educational Technology for Learning

Collaborative Online Degree

This 100 percent online, consortial program is taught by IU South Bend, IU Bloomington, IU East, IU Indianapolis, IU Kokomo, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Technology is rapidly revolutionizing society, making it imperative that educators learn to use digital tools to strengthen their teaching and improve student learning.

The IU Online Master of Science in Education (MSEd) in Educational Technology for Learning will engage you in a technology-infused curriculum that requires you to use and evaluate a wide variety of digital tools used in educational environments. As a student in the program, you will consider how you can teach differently in today's technology-enhanced environments. You will develop new technology skill sets and be able to determine which technologies to apply in order to achieve your pedagogical goals.

As the United States strives to develop a globally competitive workforce, demand is high for educators who can engage learners in 21st-century skills and mindsets. The MSEd in Educational Technology for Learning curriculum connects theory to practice, preparing you to design learning experiences that promote creativity and active learning through the integration of digital tools.

Your IU Online MSEd in Educational Technology for Learning prepares you for careers in the K12 sector such as:

- Technology coach or specialist
- Instructional coach
- Technology director
- Teacher with a specialty in technology integration
- Online curriculum developer

### Program learning goals and outcomes:

Graduates from the Technology for Learning M.S. Ed program will be able to:

1. Design, support, and facilitate inclusive and accessible K-12 educational learning environments with technology (e.g. culture, ability, language, background).
  1. Synthesize research in the field of educational technology to develop deeper knowledge and work within frameworks of understanding innovative practices, their strengths and weaknesses, and their opportunities and barriers in a K-12 setting.
  2. Evaluate and utilize technology tools and resources for K-12 learning, including social media.
  3. Design K-12 curriculum for different methods such as student-centered learning drawing upon a wide range of educational purposes including building deeper understandings, practicing skills, and working for social justice.
  4. Design technology-integrated instruction that promotes digital citizenship, media literacy, and computational thinking.
  5. Design, develop, and evaluate instruction to facilitate learning in K-12 face-to-face and online environments.
2. Develop the skills and dispositions to become a leader in incorporating technology into K-12 learning environments.
  1. Formulate a rationale/vision for infusion of technology into K-12 learning environments

based on established educational theory and research for a range of educational purposes including building deeper understandings, practicing skills, and working for social justice.

2. Make use of a range of data to inform the evaluation and revision of technology-rich learning environments.
3. Participate in and document involvement in collaborative, reflective learning communities.
4. Build appropriate activities and tools for professional development and program evaluation.
  1. Conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning
  2. Design, develop, and implement technology rich professional learning programs that model principles of adult learning and promote digital age best practices in teaching, learning, and assessment.

- Model technology-enhanced learning experiences using a variety of research-based, student-centered instructional strategies and assessment tools to address the diverse needs and interests of all students.

Evaluate results of professional learning programs to determine the effectiveness of her content knowledge, improving teacher pedagogical skills and/or increasing student learning.

Degree Requirements (36 cr.)

Requirements are broken down as follows:

- Core courses (9 cr.)
- Instruction and curriculum course (3 cr.)
- Inquiry courses (9 cr.)
- Electives (15 cr)
- All courses are 3 credit hours, unless otherwise noted.

Core Courses (8 cr.)

- EDUC-W 515 Technology Leadership and Professional Development
- EDUC-W 531 Technology for Teaching and Learning

EDUC-W 540 Technology-Infused Curriculum

## Educational Leadership EDS

As a teacher, you have valuable experience that gives you a unique understanding of the challenges that students and schools face. Build upon those experiences as an administrator.

The IU Online EdS in Educational Leadership prepares you to take on leadership roles in your school, district, or educational organization. In this program, you are trained to:

- Promote the current and future success and well-being of all students.

- Apply your knowledge and skills to collaboratively lead, design, and implement a district mission, vision, and process.
- Foster continuous improvement at the district level which reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.
- Advocate for ethical decisions and cultivate professional norms and culture.
- Develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.
- Evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.
- Engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.
- Develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.
- Cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.

Many online support services are available to assist you as you progress through the program.

- Applicants with a bachelor's degree plus two years of classroom experience can enter the program directly and earn the degree after completing 60 hours of graduate coursework in educational leadership.
- Applicants with an advanced post-baccalaureate degree can apply up to 30 credit hours of coursework toward the requirements of this program.
- Applicants holding a post-baccalaureate degree from Indiana University may apply up to 36 credit hours.

Your IU Online EdS in Educational Leadership prepares you for education administration careers at the preschool, elementary, secondary, and postsecondary levels. Job titles include:

- Director of education
- Academic director
- Director of student services
- Library director
- Department chair
- Health services director
- Principal

This 100 percent online, consortial program is taught by IU East, IU Indianapolis, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

To earn the EdS in Educational Leadership, you must complete 60 credit hours.

Requirements are broken down as follows:

- Building-level administrator requirements (24 credit hours)

- District-level administrator requirements (24 credit hours)
- Electives (9 credit hours)
- Leadership seminar (3 credit hours)

**To be accepted to this program, you must have:**

1. A bachelor's degree

**To apply to this program, complete an online application that includes:**

1. Official transcripts from every college or university attended (except Indiana University)
2. Statement of purpose (750-1000 words)
3. Two letters of recommendation on official letterhead from current administrators (may include vice-principals, principals, and superintendents) addressing applicant's potential for leadership
4. Licensure information or documentation of at least two years of teaching experience

Fall semester: Aug 1

Spring semester: Jan 1

Summer 1 semester: May 1

Summer 2 semester: Jun 15

### **Cost for Indiana Residents**

Per Credit Hour

- Tuition: \$320.00

3 Credit Hours

- Tuition: \$960.00

### **Cost for Out of State Residents**

Per Credit Hour

- Tuition: \$450.00

3 Credit Hours

- Tuition: \$1350.00

**Note:** Additional fees will apply.

## **Academic Advising Certificate**

IU Online's Graduate Certificate in Academic Advising offers instruction in the skills and theories needed in the field of academic advising.

As a student in this program, you study the foundational theories related to student and adult development. You learn techniques and tools to guide students in their academic journey and to create an equitable and inclusive environment for all. You learn to distinguish between the characteristics, needs, and experiences of various student populations, and you articulate your own personal philosophy of advising.

This 100 percent online program is taught by IU Bloomington, IU Indianapolis, and IU Southeast. This

consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

To earn a Graduate Certificate in Academic Advising, you must complete 15 credit hours.

Requirements are broken down as follows:

- Core courses (15 credits)

### Program Goals:

The learning outcomes for this graduate program are aligned with the core competencies model established by NACADA (2017). The student competencies are focused on the three foundational elements – conceptual, informational, and relational.

#### Conceptual

- Apply the foundational theories related to student development and adult development.
- Utilize helping skills related to guiding students through their collegiate experience.
- Create equitable and inclusive environments.

#### Informational

- Understand the organizational structure of higher education institutions
- Distinguish between the characteristics, needs, and experiences of various student populations.
- Apply the academic mission of the institution to advising interactions.
- Utilize helping skills related to guiding students through their collegiate experience.

#### Relational

- Articulate a personal philosophy of academic advising.
- Demonstrates knowledge of the academic curriculum as a pathway to program completion.
- Develop methods for how to engage in continuous assessment and evaluation of advising practices
- Cultivate collegial relationships across the institution to promote student success.

In addition to completing rigorous graduate coursework, students will complete a supervised practicum or field experience.

To be accepted to this program, you must have:

1. Bachelor's degree from a regionally accredited institution
2. 0 minimum undergraduate GPA

To apply to this program, complete an online application that includes:

1. Official transcripts from each undergraduate institution
2. Personal statement
3. Two letters of recommendation
4. Resume

Fall semester: Aug 1

Spring semester: Jan 1

### Core

ALL possible courses are listed here. You will select 5 from among these courses in varying categories to meet degree requirements.

#### EDUC-U 540 Academic Advising in the Collegiate Environment (3 Credits)

#### EDUC-C 565 Introduction to College and University Administration (3 Credits)

#### EDUC-U 544 Introduction to Student Affairs Administration Work in Higher Education (3 Credits)

#### EDUC-G 522 Counseling Theories (3 Credits)

#### EDUC-G 575 Multicultural Counseling (3 Credits)

#### EDUC-D 505 Adult Learning through the Lifespan (3 Credits)

#### EDUC-P 510 Psychology in Teaching (3 Credits)

#### EDUC-P 540 Learning and Cognition in Education (3 Credits)

#### EDUC-U 556 Applying Student Development Theory to Practice (3 Credits)

#### EDUC-U 560 Internship in Student Affairs (3 Credits)

### Cost for Indiana Residents

Per Credit Hour

- Tuition: \$320.00

3 Credit Hours

- Tuition: \$960.00

### Cost for Out of State Residents

Per Credit Hour

- Tuition: \$450.00

3 Credit Hours

- Tuition: \$1350.00

## Student Learning Outcomes

### Student Learning Outcomes

The advanced professional programs in the School of Education are committed to improving schooling by enhancing academic, social, and emotional learning, with the ultimate goal of improving social justice for all. The four beliefs that guide this work are as follows and apply to all of our [advanced professional programs](#).

#### Core Belief #1: Comprehensive Knowledge Base

- Professional educators must have a comprehensive knowledge base that includes content and pedagogical and practical forms of knowledge.

#### Core Belief #2: Intellectual Skills and Abilities

- Professional educators must possess discipline-specific skills that allow them to plan, implement,



inquire about, and assess practices related to their field of concentration.

### **Core Belief #3: Focus on Diversity, Culture, Community, and Context**

- Professional educators must focus on the community context in which education takes place (from school community to our global society), understanding the role of family, culture, and community and their impact on the learner.

### **Core Belief #4: Commitment to Personal and Professional Growth**

- Professional educators must make a commitment to education, to their particular discipline, and to all learners.

## **Undergraduate Courses**

### **EDUC-D 470 Educational Internship in Non-School Setting (7-16 cr.)**

**EDUC-E 201 Multicultural Education and Global Awareness (3 cr.)** This course examines educator's and student's responsibility (ies) in a complex and interdependent world. Students will be guided to develop the skills, knowledge, and attitudes needed to live effectively in a world of limited resources, ethnic diversity, and cultural pluralism. Taught as a writing intensive course at IUPUI.

**EDUC-E 321 Science for Early Childhood (3 cr.)** Early childhood conceptions of natural phenomena as well as children's inferences explored. Children's learning from ages 2 through 8 is of primary interest. Required of students seeking the standard license for kindergarten through primary teaching (K-3) including early childhood (infant-4 years). Open to non-early childhood majors by permission of the instructor.

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

**EDUC-E 328 Science in the Elementary Schools (3 cr.)** The focus of this course will be on developing teacher competencies in writing performance objectives, question-asking, evaluating, and sequencing. These competencies will reveal themselves in the preparation and development of science activities and the teaching strategies involved in presenting those activities to elementary school children.

**EDUC-E 329 Stem in the Elementary School (3 cr.)** STEM (science, technology, engineering and mathematics) in the elementary school will focus on best practices in inquiry teaching in the elementary school. Students will learn about project based learning, inquiry learning of STEM in an integrated classroom. Students will investigate and critique the inequitable practices that can be associated with science learning in school environments.

**EDUC-E 331 Literacy Methods in the Early Grades (3 cr.)** This course examines methods for teaching literacy in the early elementary grades.

**EDUC-E 332 Mathematics Methods in the Early Grades (3 cr.)** This course examines methods for teaching mathematics in the early elementary grades.

### **EDUC-E 339 Methods of Teaching Language Arts (3 cr.)**

This course describes and appraises the materials, methods and techniques employed in an elementary school developmental language arts and reading program.

### **EDUC-E 340 Methods of Teaching Reading I (2-3 cr.)**

Describes the methods, materials, and techniques employed in elementary school developmental reading programs.

### **EDUC-E 341 Methods of Teaching Reading II (2-3 cr.)**

P: EDUC-E 339 and EDUC-E 340. Describes the methods, materials, and techniques employed in diagnosis and corrective instruction in elementary school reading programs.

### **EDUC-E 343 Math in the Elementary Schools (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.

**EDUC-E 345 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.

### **EDUC-E 351 Foundations of Early Care and Education (1-10 cr.)**

Students will examine how historical, social and political factors influence the growth, development, and learning of the pre-school/kindergarten child. They will examine how these factors influence the pre-school/kindergarten child's educational experiences and how programs should be designed to address the needs of all children. Field experience required.

### **EDUC-E 449 Trade Books and the Classroom Teacher (3 cr.)**

Emphasizes the use of trade books in language and reading in elementary classrooms.

### **EDUC-E 490 Research in Elementary Education (1-3 cr.)**

B-I Individual research.

### **EDUC-E 495 Workshop in Elementary Education (arr. cr.)**

For elementary school teachers. Gives 1 credit hour for each week of full-time work.

**EDUC-F 110 Windows on Education (2-3 cr.)** First year seminar to support incoming freshmen interested in teaching as a career. The course will facilitate students' efforts to navigate university life while making an informed decision regarding career choices. The EDUC-F 110 will serve as the First Year Seminar that may be linked to EDUC-F 200: Examining Self as a Teacher.

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

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

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

Explores various topics of relevance to education, both in the United States and abroad.

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

The present educational system: its social impact and future implications viewed in historical, philosophical, and sociological perspective.

**EDUC-H 341 American Culture and Education**

**(3 cr.)** An opportunity to participate in a cooperative learning venture, as students investigate the sociological, psychological, historical, and philosophical foundations of American education, relating findings, observations, and experiences at professional development school sites with current practices and the future of education.

**EDUC-H 440 Capstone Seminar in American**

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

**EDUC-E 201 Multicultural Education and Global**

**Awareness (3 cr.)** This course examines educator's and student's responsibility (ies) in a complex and interdependent world. Students will be guided to develop the skills, knowledge, and attitudes needed to live effectively in a world of limited resources, ethnic diversity, and cultural pluralism. Taught as a writing intensive course at IUPUI.

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

This course includes an overview of the skills and knowledge necessary for effective instruction of students with disabilities in inclusive secondary programs.

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

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.

**EDUC-K 420 Assistive Technology in Special**

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

**EDUC-K 426 Seminar 4: Assessment and Instruction**

**(3 cr.)** 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.

**EDUC-K 441 Seminar 6: Transition Across the**

**Lifespan (3 cr.)** 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.

**EDUC-K 448 Seminar 1: Individuals and Families in**

**School and Society (3 cr.)** 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.

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

Surveys principles of behavior management as they pertain to educational environments. Students will learn how to define, observe, measure, record, and change academic and social behavior.

**EDUC-K 465 Seminar 3: Collaboration and Service Delivery (3 cr.)**

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.

**EDUC-K 480 Student Teaching in Special Education (7-14 cr.)**

Full time supervised student teaching for a minimum of 8 weeks. The experience is directed by a qualified supervising teacher and has university-provided supervision.

**EDUC-L 400 Instructional Issues in Language**

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

**EDUC-L 403 Need Title (3 cr.)****EDUC-L 405 Second Language Literacy Instruction K-12 (3 cr.)**

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

**EDUC-L 436 Methods and Materials for Teaching ESL (3 cr.)****EDUC-L 441 Bilingual Education: Introduction (3 cr.)**

Introduction to the development of bilingual/ bicultural education in the United States and its antecedents, rationale, and theories. Comparison of existing bilingual/ bicultural programs.

**EDUC-L 442 Methods for Bilingual Teaching (3 cr.)**

P: EDUC-L 441. Methods of teaching the content areas

in a bilingual setting, including techniques of linguistic analysis.

**EDUC-L 490 Research in Language Education (1-3 cr.)**  
Individual research and study in language education.

**EDUC-M 101 Laboratory/Field Experience (0-3 cr.)**  
Laboratory or field experience. Grade: S or F.

**EDUC-M 201 Laboratory/Field Experience (0-3 cr.)**  
Laboratory or field experience for sophomores. Grade: S or F.

**EDUC-M 301 Laboratory/Field Experience (0-3 cr.)**  
Laboratory or field experience for juniors. Grade: S or F.

**EDUC-M 303 Laboratory/Field Experiences: Junior High/Middle School (0-3 cr.)** C: EDUC-M 314, EDUC-M 330, or EDUC-M 336. B-I Laboratory or field experiences at the junior high or middle school level. Grade: S or F. May be repeated.

**EDUC-M 304 Laboratory/Field Experience (0-3 cr.)**  
Laboratory or field experience. Grade: S or F.

**EDUC-M 305 Laboratory/Field Experience (0-3 cr.)**  
Laboratory or field experience. Grade: S or F.

**EDUC-M 306 Laboratory/Field Experience (0-3 cr.)**  
Laboratory or field experience. Grade: S or F.

**EDUC-M 307 Laboratory/Field Experience (0-3 cr.)**  
Laboratory or field experience. Grade: S or F.

**EDUC-M 317 Student Commonality and Diversity (1-3 cr.)** Examines the implications of diversity and the value of cultural sensitivity in education. Students will become familiar with differences in learning and communication styles on the basis of race, gender, ethnicity, religion, socio-economic class, and language; and become familiar with multicultural education in practice and its effects on the curriculum, classroom, and school structure.

**EDUC-M 320 Diversity and Learning: Teaching Every Child (6 cr.)** This course integrates information from educational psychology and multicultural and special education to prepare students to teach children in their early childhood and middle childhood years. The content includes childhood development, learning theory, motivation, and assessment. Students reflect critically on personal assumptions and develop attitudes and beliefs supportive of multicultural education and inclusion.

**EDUC-M 322 Diversity and Learning: Reaching Every Adolescent (6 cr.)** This course integrates information from educational 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.

**EDUC-M 324 Teaching About the Arts (1-3 cr.)**  
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.

**EDUC-M 330 Foundations of Art Education and Methods I (3 cr.)** P: H 340, P 254, M 300 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.

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

**EDUC-M 400 Laboratory/ Field Experience (0-3 cr.)**  
Laboratory or field Experience.

**EDUC-M 401 Laboratory/Field Experience for Seniors (0-3 cr.)** Laboratory or field experience. Grade: S or F.

**EDUC-M 402 Laboratory/Field Experience for Seniors (0-3 cr.)** Laboratory or field experience. Grade: S or F.

**EDUC-M 403 Laboratory/Field Experience (0-3 cr.)**  
Laboratory or field experiences at the high school level. Corequisite with the required special methods course. Grade: S or F. May be repeated.

**EDUC-M 404 Laboratory/Field Experience for Seniors (0-3 cr.)** Laboratory or field experience. Grade: S or F.

**EDUC-M 405 Laboratory/Field Experience for Seniors (0-3 cr.)** Laboratory or field experience. Grade: S or F.

**EDUC-M 408 Laboratory/ Field Experience (0-3 cr.)**  
Laboratory or field Experience.

**EDUC-M 423 Student Teaching: Early Childhood (7-14 cr.)** Full time supervised student teaching for a minimum of ten weeks in a preschool identified by the university. The experience is directed by a qualified supervising teacher and has university provided supervision.

**EDUC-M 425 Student Teaching: Elementary (1-16 cr.)** 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.

**EDUC-M 442 Teaching Secondary School Social Studies (4 cr.)** Develops concepts and theories from social science, humanities, and education into practices of successful social studies instruction. Integrates social issues and reflective thinking skills into the social studies curriculum. Emphasis on curriculum development skills and on building a repertoire of teaching strategies appropriate for middle/secondary school learners. Includes micro-teaching laboratory.

**EDUC-M 445 Methods of Teaching Foreign Languages (1-4 cr.)** 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)

**EDUC-M 446 Methods of Teaching Senior High/Junior High/Middle School Science (1-5 cr.)** 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.

**EDUC-M 451 Student Teaching: Junior High/Middle School (1-16 cr.)** Full-time supervised student teaching for a minimum of 10 weeks in a junior high or middle school accredited by the state of Indiana, or 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.

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

**EDUC-M 456 Methods of Teaching Physical Education (3 cr.)** P: EDUC-M 314. 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.

**EDUC-M 457 Methods of Teaching Senior High/Junior High/Middle School Mathematics (2-4 cr.)** 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)

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

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

**EDUC-M 472 Teaching Art in the Elementary School (3 cr.)** P: EDUC-M 371, HER-C 311. C: EDUC-M 301. 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 EDUC-M

301, which encompasses off-campus experiences in the elementary schools.

**EDUC-M 473 Teaching Art in the Secondary Schools (3 cr.)** P: EDUC-M 371, HER-C 311. C: EDUC-M 401. 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 EDUC-M 401, which encompasses Herron Saturday School experience.

**EDUC-M 480 Student Teaching in the Secondary School (1-16 cr.)** Full-time supervised student teaching for a minimum of 10 weeks in a junior high/middle school or senior high school accredited by the state of Indiana, or 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.

**EDUC-M 482 Student Teaching: All Grades (1-16 cr.)** Full-time supervised student teaching in the areas of visual arts, music, physical education, special education, or school library/media services for a minimum of 10 weeks at an elementary school, junior high/middle school, and/or senior high school accredited by the state of Indiana, or 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.

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

**EDUC-N 103 Teaching and Learning Elementary School Mathematics II (3 cr.)** To develop an understanding of mathematics content and pedagogy relevant to be a successful elementary school teacher. Focus is on content and methods that are consistent with recent recommendations about mathematics learning and teaching and the Indiana Academic Standards. Pedagogical methods address geometry, measurement and algebra.

**EDUC-N 343 Math in the Elementary School (1-6 cr.)** Emphasizes the developmental nature of mathematical ideas and processes and the role of mathematics in the elementary school curriculum. Public School participation required.

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

**EDUC-P 475 Adolescent Development and Classroom Management (3 cr.)** Focuses on discipline approaches appropriate for middle and high school through an understanding of adolescents. Analysis of cognitive and

moral development, puberty, environmental and cultural issues, family and peer relationships, identity formation, and social and personal problems. Provides tools to diagnose students' behaviors and to establish learning climate.

**EDUC-P 490 Research in Educational Psychology (1-3 cr.)**

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

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

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

**EDUC-S 420 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.

**EDUC-S 430 Teaching and Learning in the High School (3 cr.)** This course for secondary teachers explores curriculum planning for conceptual learning that is developmentally appropriate for adolescents and young adults. It includes the topics of high school organization and reform, assessment, critical thinking, urban school settings, risk behaviors, identity development, and importance of the larger community context.

**EDUC-S 490 Research in Secondary Education (1-3 cr.)** Individual research.

**EDUC-T 320 Sociocultural Learning in Urban Elementary Classrooms (3 cr.)** Teacher candidates will examine theoretical and practical foundations of effective teaching in diverse classroom environments. Ethnicity, gender, social class, language, religion and other issues related to social identity are considered from sociocultural perspectives. Teacher candidates will be expected to critically reflect on culturally responsive teaching and learning in classroom teaching strategies that respond positively to the diversity, cultures, and (dis)abilities of students. Additionally, students will examine concepts related to disability through historical, social, and societal lens and perspectives.

**EDUC-T 321 Critical PRAXIS For Urban Elementary Classrooms (3 cr.)** This course focuses on integrative curriculum planning, instructional strategies, and assessment methods for the urban elementary classroom through the lens of asset-based pedagogies.

**EDUC-W 200 Using Computers in Education (1-3 cr.)** Develops proficiency in computer applications and classroom software; teaches principles and specific ideas

for appropriate, responsible, and ethical computer use to make teaching and learning more effective; promotes critical abilities, skills, and self-confidence for on-going professional development. Required of all students pursuing teacher education.

**EDUC-W 450 Internship in Instructional Computing (1-6 cr.)** P: EDUC-W 210 or permission of instructor.

Complete semester long internship experience with a classroom teacher or other individual or group in an appropriate setting. Exchange regular reflections with the practicum supervisor. A corequisite for Computer Endorsement Cohort. (Enrollment in this course should be for one credit each semester for up to 6 credits for the Cohort.)

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

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

**EDUC-X 425 Practicum in Reading (1-6 cr.)** P: EDUC-X 400 or EDUC-E 339-341 or EDUC-E 331-332; or consent of instructor. Students will work in selected elementary and secondary classrooms diagnosing and developing reading competence.

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

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

**EDUC-X 490 Research in Language Education (1-6 cr.)** Individual Research.

## Undergraduate Courses

**EDUC-D 470 Educational Internship in Non-School Setting (7-16 cr.)**

**EDUC-E 201 Multicultural Education and Global Awareness (3 cr.)** This course examines educator's and student's responsibility (ies) in a complex and interdependent world. Students will be guided to develop the skills, knowledge, and attitudes needed to live effectively in a world of limited resources, ethnic diversity, and cultural pluralism. Taught as a writing intensive course at IUPUI.

**EDUC-E 321 Science for Early Childhood (3 cr.)** Early childhood conceptions of natural phenomena as well as children's inferences explored. Children's learning from ages 2 through 8 is of primary interest. Required of students seeking the standard license for kindergarten through primary teaching (K-3) including early childhood

(infant-4 years). Open to non-early childhood majors by permission of the instructor.

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

**EDUC-E 328 Science in the Elementary Schools (3 cr.)** The focus of this course will be on developing teacher competencies in writing performance objectives, questioning, evaluating, and sequencing. These competencies will reveal themselves in the preparation and development of science activities and the teaching strategies involved in presenting those activities to elementary school children.

**EDUC-E 329 Stem in the Elementary School (3 cr.)** STEM (science, technology, engineering and mathematics) in the elementary school will focus on best practices in inquiry teaching in the elementary school. Students will learn about project based learning, inquiry learning of STEM in an integrated classroom. Students will investigate and critique the inequitable practices that can be associated with science learning in school environments.

**EDUC-E 331 Literacy Methods in the Early Grades (3 cr.)** This course examines methods for teaching literacy in the early elementary grades.

**EDUC-E 332 Mathematics Methods in the Early Grades (3 cr.)** This course examines methods for teaching mathematics in the early elementary grades.

**EDUC-E 339 Methods of Teaching Language Arts (3 cr.)**  
This course describes and appraises the materials, methods and techniques employed in an elementary school developmental language arts and reading program.

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

**EDUC-E 341 Methods of Teaching Reading II (2-3 cr.)**  
P: EDUC-E 339 and EDUC-E 340. Describes the methods, materials, and techniques employed in diagnosis and corrective instruction in elementary school reading programs.

**EDUC-E 343 Math in the Elementary Schools (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.

**EDUC-E 345 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.

**EDUC-E 351 Foundations of Early Care and Education (1-10 cr.)** Students will examine how historical, social and political factors influence the growth, development, and learning of the pre-school/kindergarten child. They

will examine how these factors influence the pre-school/kindergarten child's educational experiences and how programs should be designed to address the needs of all children. Field experience required.

**EDUC-E 449 Trade Books and the Classroom Teacher (3 cr.)** Emphasizes the use of trade books in language and reading in elementary classrooms.

**EDUC-E 490 Research in Elementary Education (1-3 cr.)** B-I Individual research.

**EDUC-E 495 Workshop in Elementary Education (arr. cr.)** For elementary school teachers. Gives 1 credit hour for each week of full-time work.

**EDUC-F 110 Windows on Education (2-3 cr.)** First year seminar to support incoming freshmen interested in teaching as a career. The course will facilitate students' efforts to navigate university life while making an informed decision regarding career choices. The EDUC-F 110 will serve as the First Year Seminar that may be linked to EDUC-F 200: Examining Self as a Teacher.

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

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

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

**EDUC-H 341 American Culture and Education (3 cr.)** An opportunity to participate in a cooperative learning venture, as students investigate the sociological, psychological, historical, and philosophical foundations of American education, relating findings, observations, and experiences at professional development school sites with current practices and the future of education.

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

**EDUC-E 201 Multicultural Education and Global Awareness (3 cr.)** This course examines educator's and student's responsibility (ies) in a complex and interdependent world. Students will be guided to develop the skills, knowledge, and attitudes needed to live effectively in a world of limited resources, ethnic diversity, and cultural pluralism. Taught as a writing intensive course at IUPUI.

**EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms (3 cr.)** This course includes an overview of the skills and knowledge necessary for

effective instruction of students with disabilities in inclusive secondary programs.

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

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

**EDUC-K 426 Seminar 4: Assessment and Instruction (3 cr.)** 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.

**EDUC-K 441 Seminar 6: Transition Across the Lifespan (3 cr.)** 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.

**EDUC-K 448 Seminar 1: Individuals and Families in School and Society (3 cr.)** 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.

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

**EDUC-K 465 Seminar 3: Collaboration and Service Delivery (3 cr.)** 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.

**EDUC-K 480 Student Teaching in Special Education (7-14 cr.)** Full time supervised student teaching for a minimum of 8 weeks. The experience is directed by a qualified supervising teacher and has university-provided supervision.

**EDUC-L 400 Instructional Issues in Language Education (3 cr.)** Reviews the principles and current

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

**EDUC-L 403 Need Title (3 cr.)**

**EDUC-L 405 Second Language Literacy Instruction K-12 (3 cr.)**

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

**EDUC-L 436 Methods and Materials for Teaching ESL (3 cr.)**

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

**EDUC-L 442 Methods for Bilingual Teaching (3 cr.)**  
P: EDUC-L 441. Methods of teaching the content areas in a bilingual setting, including techniques of linguistic analysis.

**EDUC-L 490 Research in Language Education (1-3 cr.)** Individual research and study in language education.

**EDUC-M 101 Laboratory/Field Experience (0-3 cr.)** Laboratory or field experience. Grade: S or F.

**EDUC-M 201 Laboratory/Field Experience (0-3 cr.)** Laboratory or field experience for sophomores. Grade: S or F.

**EDUC-M 301 Laboratory/Field Experience (0-3 cr.)** Laboratory or field experience for juniors. Grade: S or F.

**EDUC-M 303 Laboratory/Field Experiences: Junior High/Middle School (0-3 cr.)** C: EDUC-M 314, EDUC-M 330, or EDUC-M 336. B-I Laboratory or field experiences at the junior high or middle school level. Grade: S or F. May be repeated.

**EDUC-M 304 Laboratory/Field Experience (0-3 cr.)** Laboratory or field experience. Grade: S or F.

**EDUC-M 305 Laboratory/Field Experience (0-3 cr.)** Laboratory or field experience. Grade: S or F.

**EDUC-M 306 Laboratory/Field Experience (0-3 cr.)** Laboratory or field experience. Grade: S or F.

**EDUC-M 307 Laboratory/Field Experience (0-3 cr.)** Laboratory or field experience. Grade: S or F.

**EDUC-M 317 Student Commonality and Diversity (1-3 cr.)** Examines the implications of diversity and the value of cultural sensitivity in education. Students will become familiar with differences in learning and communication styles on the basis of race, gender, ethnicity, religion, socio-economic class, and language; and become familiar with multicultural education in

practice and its effects on the curriculum, classroom, and school structure.

**EDUC-M 320 Diversity and Learning: Teaching Every Child (6 cr.)** This course integrates information from educational psychology and multicultural and special education to prepare students to teach children in their early childhood and middle childhood years. The content includes childhood development, learning theory, motivation, and assessment. Students reflect critically on personal assumptions and develop attitudes and beliefs supportive of multicultural education and inclusion.

**EDUC-M 322 Diversity and Learning: Reaching Every Adolescent (6 cr.)** This course integrates information from educational 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.

**EDUC-M 324 Teaching About the Arts (1-3 cr.)** 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.

**EDUC-M 330 Foundations of Art Education and Methods I (3 cr.)** P: H 340, P 254, M 300 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.

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

**EDUC-M 400 Laboratory/ Field Experience (0-3 cr.)** Laboratory or field Experience.

**EDUC-M 401 Laboratory/Field Experience for Seniors (0-3 cr.)** Laboratory or field experience. Grade: S or F.

**EDUC-M 402 Laboratory/Field Experience for Seniors (0-3 cr.)** Laboratory or field experience. Grade: S or F.

**EDUC-M 403 Laboratory/Field Experience (0-3 cr.)** Laboratory or field experiences at the high school level. Corequisite with the required special methods course. Grade: S or F. May be repeated.

**EDUC-M 404 Laboratory/Field Experience for Seniors (0-3 cr.)** Laboratory or field experience. Grade: S or F.

**EDUC-M 405 Laboratory/Field Experience for Seniors (0-3 cr.)** Laboratory or field experience. Grade: S or F.

**EDUC-M 408 Laboratory/ Field Experience (0-3 cr.)** Laboratory or field Experience.

**EDUC-M 423 Student Teaching: Early Childhood (7-14 cr.)** Full time supervised student teaching for a minimum of ten weeks in a preschool identified by the university. The experience is directed by a qualified supervising teacher and has university provided supervision.

**EDUC-M 425 Student Teaching: Elementary (1-16 cr.)** 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.

**EDUC-M 442 Teaching Secondary School Social Studies (4 cr.)** Develops concepts and theories from social science, humanities, and education into practices of successful social studies instruction. Integrates social issues and reflective thinking skills into the social studies curriculum. Emphasis on curriculum development skills and on building a repertoire of teaching strategies appropriate for middle/secondary school learners. Includes micro-teaching laboratory.

**EDUC-M 445 Methods of Teaching Foreign Languages (1-4 cr.)** 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)

**EDUC-M 446 Methods of Teaching Senior High/Junior High/Middle School Science (1-5 cr.)** 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.

**EDUC-M 451 Student Teaching: Junior High/Middle School (1-16 cr.)** Full-time supervised student teaching for a minimum of 10 weeks in a junior high or middle school accredited by the state of Indiana, or 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.

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

**EDUC-M 456 Methods of Teaching Physical Education (3 cr.)** P: EDUC-M 314. 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.

**EDUC-M 457 Methods of Teaching Senior High/Junior High/Middle School Mathematics (2-4 cr.)** 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)

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

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

**EDUC-M 472 Teaching Art in the Elementary School (3 cr.)** P: EDUC-M 371, HER-C 311. C: EDUC-M 301. 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 EDUC-M 301, which encompasses off-campus experiences in the elementary schools.

**EDUC-M 473 Teaching Art in the Secondary Schools (3 cr.)** P: EDUC-M 371, HER-C 311. C: EDUC-M 401. 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 EDUC-M 401, which encompasses Herron Saturday School experience.

**EDUC-M 480 Student Teaching in the Secondary School (1-16 cr.)** Full-time supervised student teaching for a minimum of 10 weeks in a junior high/middle school or senior high school accredited by the state of Indiana, or 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.

**EDUC-M 482 Student Teaching: All Grades (1-16 cr.)** Full-time supervised student teaching in the areas of visual arts, music, physical education, special education, or school library/media services for a minimum of 10 weeks at an elementary school, junior high/middle school, and/or senior high school accredited by the state of Indiana, or 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.

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

address number theory, data and chance, and algebraic thinking.

**EDUC-N 103 Teaching and Learning Elementary School Mathematics II (3 cr.)** To develop an understanding of mathematics content and pedagogy relevant to be a successful elementary school teacher.

Focus is on content and methods that are consistent with recent recommendations about mathematics learning and teaching and the Indiana Academic Standards. Pedagogical methods address geometry, measurement and algebra.

**EDUC-N 343 Math in the Elementary School (1-6 cr.)** Emphasizes the developmental nature of mathematical ideas and processes and the role of mathematics in the elementary school curriculum. Public School participation required.

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

**EDUC-P 475 Adolescent Development and Classroom Management (3 cr.)** Focuses on discipline approaches appropriate for middle and high school through an understanding of adolescents. Analysis of cognitive and moral development, puberty, environmental and cultural issues, family and peer relationships, identity formation, and social and personal problems. Provides tools to diagnose students' behaviors and to establish learning climate.

**EDUC-P 490 Research in Educational Psychology (1-3 cr.)**

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

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

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

**EDUC-S 420 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.

**EDUC-S 430 Teaching and Learning in the High School (3 cr.)** This course for secondary teachers explores curriculum planning for conceptual learning that is developmentally appropriate for adolescents and young adults. It includes the topics of high school organization

and reform, assessment, critical thinking, urban school settings, risk behaviors, identity development, and importance of the larger community context.

**EDUC-S 490 Research in Secondary Education (1-3 cr.)** Individual research.

**EDUC-T 320 Sociocultural Learning in Urban Elementary Classrooms (3 cr.)** Teacher candidates will examine theoretical and practical foundations of effective teaching in diverse classroom environments. Ethnicity, gender, social class, language, religion and other issues related to social identity are considered from sociocultural perspectives. Teacher candidates will be expected to critically reflect on culturally responsive teaching and learning in classroom teaching strategies that respond positively to the diversity, cultures, and (dis)abilities of students. Additionally, students will examine concepts related to disability through historical, social, and societal lens and perspectives.

**EDUC-T 321 Critical PRAXIS For Urban Elementary Classrooms (3 cr.)** This course focuses on integrative curriculum planning, instructional strategies, and assessment methods for the urban elementary classroom through the lens of asset-based pedagogies.

**EDUC-W 200 Using Computers in Education (1-3 cr.)** Develops proficiency in computer applications and classroom software; teaches principles and specific ideas for appropriate, responsible, and ethical computer use to make teaching and learning more effective; promotes critical abilities, skills, and self-confidence for on-going professional development. Required of all students pursuing teacher education.

**EDUC-W 450 Internship in Instructional Computing (1-6 cr.)** P: EDUC-W 210 or permission of instructor. Complete semester long internship experience with a classroom teacher or other individual or group in an appropriate setting. Exchange regular reflections with the practicum supervisor. A corequisite for Computer Endorsement Cohort. (Enrollment in this course should be for one credit each semester for up to 6 credits for the Cohort.)

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

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

**EDUC-X 425 Practicum in Reading (1-6 cr.)** P: EDUC-X 400 or EDUC-E 339-341 or EDUC-E 331-332; or consent of instructor. Students will work in selected elementary and secondary classrooms diagnosing and developing reading competence.

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

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

**EDUC-X 490 Research in Language Education (1-6 cr.)** Individual Research.