

Minor in Sports Management

The minor in Sports Management will provide evidence that the student who is seeking a position in this field will have had the course work and experience that will provide to an employer that the candidate has the fundamental skills to assist in the management of a sports facility. This academic program was developed based on the recommended key content areas of sport management – the Common Professional Component (CPC) of the Commission on Sport Management Accreditation.

Degree course requirements:

Sport in America Historical Perspective HPER - P333

Sport in America: Historical Perspectives will explore the historical development of sport in American culture and the processes of change in American culture and sport from the 15th century to the present. This survey course will examine the place of sport in early settlements, through the growth of sport in the 19th century involving the rise of modern sport, and changes and challenges in sport in the 20th century to the present in American society. Placing special emphasis on the intersection of sport with gender, race, ethnicity, and social class, the course underscores the ways that diverse groups of men and women have shaped the development of sport in the United States. We will examine the transformation of sporting experiences over time and how other factors, such as religion, region, and technology, have shaped sport in deepening our knowledge about American culture.

Introduction to Sports Management HPER - P211

An examination of the broad spectrum of career opportunities available in the sport management profession. Special emphasis on career planning, sport management terminology, and an overview of specific skills and courses required for professional preparation in sport management.

Planning and Operations of a Sports Facility HPER - P331

Planning and Operation of Sport Facilities will cover numerous issues from construction-related concerns to marketing facilities, naming rights, and concession concerns. Topics related to the facility management side of the industry, with special attention paid to back-of-the-house operations such as water, heating, cooling, and related activities will also be covered. This is a comprehensive course focusing on applied rather than theoretical knowledge. To learn some of the hands-on elements of running a facility, students will take virtual tours of numerous sport facilities and watch video interviews of facility staffers to learn how these facilities are operated. Students will also submit weekly assignments that will have them visit and evaluate local sport facilities of their choice, as well as have them conduct interviews with local sport facility personnel.

Sport Marketing HPER - P418

Sport Marketing will build upon the marketing knowledge base and provide an overview of all the issues faced

by marketing managers within the sports industry and outside the industry who market through sports. Students will be introduced to the unique qualities of the sports product and also examine the promotion mix, pricing and distribution issues as they relate to the sports industry.

Legal Issues in Sport Settings HPER - P411

Legal Issues in Sport Settings will introduce students to the legal doctrines, major statutes, standards, and case law that establish legal responsibilities, rights, privileges, and controls related to the sport industry. Students will understand how the knowledge of sport law can make them better sport managers.

Financial Principals of Sports HPER - P423

Financial Principles in Sport will examine the application of principles and practices of financial management, as it applies to organizations in the sport industry. This course seeks to develop the financial skills necessary to gain an understanding of an array of financial concepts that impact sport managers. Students will examine financial strategies related to sport entities and organizations and will be introduced to current economic and financial issues that impact the sport industry. Included in the course are the basics of accounting, budgets and budgeting systems, performance measures creation, and financial statement evaluation for the purpose of cost analysis and planning. Other topics include budget development, funding, capital projects, economic impact, and supply and demand in the sport industry.

Practicum in Sport Studies HPER - P439

Practicum in Sport Studies provides students with practical job-related learning experience in sport management or marketing under the supervision of a professional in the area.

School of Education

Administrative Officers

Mark B. Sperling, Ed.D., *Interim Dean* Marko Jevtic, M.A., *Graduate Academic Advisor & Coordinator of Education Student Services*

Susan Goodman, B.A., *Pre-Professional Academic Advisor and Coordinator of Education Student Services* Kelly Zieba, B.A., *Director of Enrollment Management, Finance, and Operations*

Phone: (219) 980-6510

Website: www.iun.edu/education/

Overview

Degrees Offered

Bachelor of Science degree in Elementary Education
 Bachelor of Science degree in Secondary Education
 Master of Science degree in Elementary Education
 Master of Science degree in Secondary Education
 Master of Science degree in Secondary Education - Urban Option
 Master of Science degree in Educational Leadership

The Student's Responsibility

Advisors and directors assist students in planning a program of study to satisfy requirements, but each student assumes final responsibility for meeting all deadlines and all requirements.

Contact Information

[School of Education](#)

IU Northwest
Hawthorn Hall, Room 354
3400 Broadway
Gary, Indiana 46408
(219) 980-6510

[Contact the School of Education](#) for additional contact information.

Mission

The School of Education (SOE) supports and facilitates the shared vision of IU Northwest by collaborating and cooperating with other educational institutions, external partners, and surrounding communities to further excellence in educational processes and enhance the overall quality of life in those communities.

In light of these commitments, the mission of the SOE at IU Northwest is to prepare professional educators who have the knowledge, skills, and dispositions essential for becoming reflective professionals and lead teachers.

Accreditation

The National Council for Accreditation of Teacher Education and the North Central Association of Colleges and Secondary Schools fully accredit IU Northwest. The Indiana Department of Education has approved all IU Northwest SOE programs for teacher and administrative licensing through the bachelor's and master's levels.

Services

Academic Advisement

This service helps students plan a complete program of study leading to a degree and/or teacher licensing. Students should consult their advisors before registering for classes each semester.

Ombudsperson

Each academic year one faculty member is designated to be the ombudsperson for the students in the School of Education. The function of the ombudsperson is to meet with students to resolve their academic problems. Discussions are handled *confidentially*. The name of the current ombudsperson is available in the Office of Education Student Services.

Licensure

The School of Education provides services for obtaining teaching licenses. Additional information is available in the Office of Education Student Services.

Honors

Degrees Awarded with Distinction

The SOE recognizes outstanding performance in coursework by awarding degrees with three levels of

distinction. The levels of distinction, which are printed on the transcript and IU diploma, are determined by the overall cumulative grade point average:

- 3.55 - 3.699 Distinction
- 3.70 - 3.849 High Distinction
- 3.85 - 4.00 Highest Distinction

Licensing Programs

Initial licensing programs focus on helping students acquire the knowledge and skills necessary to become a reflective professional teacher. This program is based upon the School of Education's Reflective Professional model. The research-based conceptual framework for this model contains nine program outcome areas. They are:

- Communications Skills
- Higher-Order Thinking Skills
- Instructional Media Services and Technology
- Learning and Development
- School Culture and Diversity
- Instructional Design and Delivery
- Classroom Management
- Assessment and Evaluation
- Professional Development

A valid extended criminal background check is required of all students in these programs. Student portfolios must contain at least one artifact for each of the outcomes listed above. Each artifact must be scored at a 3 or better on a 4 point scale.

Graduate Licensing Programs in the SOE

To be admitted to a graduate licensure program, students must have a baccalaureate degree from an accredited institution with a cumulative grade point average of at least 2.50 on a 4.0 scale. Admission to all programs also requires the passing of specific CASA exams. Students are advised to visit the Office of Education Student Services to see which exams are required in their specific areas. All programs leading to a new license have portfolio requirements based on the Conceptual Framework for Initial Programs.

Urban Teacher Education Program - Option II

The Urban Teacher Education Program (UTEP) is experience-rich, field-based, and leads to teacher licensing in selected areas through undergraduate and graduate programs, Option I and Option II, respectively.

Option I is designed for undergraduates and offers a unique opportunity for those enrolled in the SOE to do a yearlong experience in an urban professional development school and obtain certification in elementary or secondary education.

Option II is designed to attract the best and brightest non-education majors who desire to be urban teachers and who hold a baccalaureate degree from an accredited institution with a cumulative grade point average of at least 2.50 on a 4.0 scale. Successful completion of the program (licensure) requires completing all content area coursework stipulated for the licensure area (with a minimum grade of a C); teaching will be

obtained by demonstrating successfully functioning in an urban classroom; receiving a satisfactory evaluation of performance by a mentor, university supervisor, and building administrator; passing CASA and CORE exams; and completing required course and portfolio requirements.

Requirements

- EDUC S508: Content Area Methods in the Urban Classroom. Separate sections for English/ Speech/ Visual Arts/Mathematics/ Science/Social Studies (3 cr.)
- EDUC S510 Methods of Teaching in Secondary Urban Schools (3 cr.)
- EDUC K505 Introduction to Special Education (3 cr.)
- EDUC L517 Advanced Study in the Teaching of Reading in the Junior High and Secondary Schools (3 cr.)
- EDUC T550 Cultural/Community Forces and the School (3 cr.)
- EDUC M501 Field Experience in Urban Classrooms (3 cr.)
- EDUC S508 Content Area Methods in the Urban Classroom. Separate sections for English/ Mathematics/ Science/Social Studies/Visual Arts (3 cr.)
- EDUC P507 Testing in the Classroom (3 cr.)
- EDUC M550 Student Teaching (12 weeks) (3 cr.)

UTEP is committed to the development of "star" urban teachers as supported by the research on effective teaching in urban schools. The program ensures that preservice teachers are exposed to "best practice" in urban teaching, through the collaborative mentorship of school-based and university-based faculty members.

Graduates of the program are given "first consideration" in hiring by the urban districts of East Chicago, Gary, and Hammond.

Undergraduate Licensing Programs in the SOE

The following undergraduate licensing programs are offered at IU Northwest.

- Elementary/Special Education: Teaching All Learners
- P-12 Visual Arts
- Secondary (Middle and High School)
 - Language Arts (English)
 - Mathematics
 - Science (Earth/Space Science, Chemistry, and/ or Life Science)
 - Social Studies (Economics, Government, Historical Perspectives, Psychology, Sociology)

Initial License in Exceptional Needs - Mild Intervention (P-12)

Only EDUC K505 and K555 may be taken by students before passing the CASA exams.

Course Requirements (all courses are 3 credits):

- EDUC K505 Introduction to Special Education

- EDUC K555 Reading Assessment and Instruction for Special Education
- EDUC K501 Adaptive Computers for Special Education
- EDUC K520 Introduction to Emotional Disabilities
- EDUC K525 Introduction to Mild Disabilities
- EDUC K535 Assessment and Remediation of Mild Disabilities I
- EDUC K536 Assessment and Remediation of Mild Disabilities II
- EDUC K543 Education of Students with Emotional Disturbances
- EDUC M501 Field Experience in Special Education: Mild Disabilities
- EDUC M501 Field Experience in Special Education: Emotional Disabilities
- EDUC P519 Psychological Assessment of Exceptional Children
- One approved elective

The following 15-week practicum experience:

- EDUC K595 Practicum in Special Education

Prerequisites to Student Teaching or the Practicum in Special Education are completion of all other courses required for this program with a C or better, a cumulative grade point average of 3.0 for these program courses, completion of Portfolio requirements, and passing scores on the CORE exams.

Additions

Teachers may add certifications or licensure areas their Indiana teaching license. Requirements can be obtained in the Office of Education Student Services.

Building-Level Administrator License

Teachers may earn a building-level administrator's license through the Master's degree in Educational Leadership.

Conversion of a Standard Teaching License to a Professional Teaching License

See the Licensure Officer for requirements.

Bachelor of Science in Education

The School of Education at IU Northwest offers bachelor's degrees in Elementary Education and Secondary Education.

Admission

Admission to the Teacher Education Program (TEP)

The Teacher Education Program (TEP) begins in the junior year for Teaching All Learners/Elementary Education students and in the junior year for Secondary and Visual Arts Education students and focuses on helping students acquire the knowledge and skills necessary to become a reflective professional teacher. This program is based upon the SOE's Reflective Professional Model. The research-based conceptual framework for this model contains nine program outcome areas:

- Communications Skills
- Higher-Order Thinking Skills
- Instructional Media Services and Technology
- Learning and Development
- School Culture and Diversity
- Instructional Design and Delivery
- Classroom Management
- Assessment and Evaluation
- Professional Development

Student Portfolio

The student portfolio shall consist of artifacts, scoresheets and reflections created by the student that demonstrate the acquisition of the knowledge and skills within each of the nine initial program outcomes. The student will begin to create the portfolio prior to entering the TEP. Specific portfolio checkpoints have been established in both the elementary and secondary programs. The portfolio must be completed prior to student teaching.

Admission to the Teacher Education Program - Admission Requirements

- Application for admission to the Teacher Education Program must be filed prior to the beginning of the semester in which students plan to start.
- Students must have successfully completed at least 26-45 credit hours with a cumulative grade point average of at least 2.50 and have submitted an Extended Criminal Background Check.
- Students must have successfully completed with a grade of C or higher ENG W131 Elementary Composition (3 cr.), SPCH S121 Public Speaking (3 cr.), EDUC W200 Using Computers in Education (3 cr.), EDUC F200 Examining Self as Teacher (3 cr.), EDUC K205 Introduction to Exceptional Children, and EDUC P250 Educational Psychology (3 cr.).
- Students must have passed all parts of the CASA Exam (reading, writing, and mathematics). The cutoff scores are available in the Office of Education Student Services
- Requests for exceptions are handled by the Admissions and Reinstatement Committee and should be addressed to the Dean of the School of Education.

Student Teaching Program

In the Student Teaching Program, the student assumes all the responsibility for teaching in an elementary, special education, or secondary classroom.

Admission Requirements

- File an application for admission to the Student Teaching Program at least six calendar months before the beginning of the student teaching semester. (Deadlines are sent to students via university listserv)
- Complete at least 30 of the last 60 credit hours of academic work at IU Northwest, including the professional methods courses.
- Have at least a 2.50 cumulative grade point average with grades of C or higher in all required cognate and education courses.

- Be at least a first-semester senior. Normally, this will mean that the student has satisfactorily completed at least 86 credit hours of academic work.
- In the case of Elementary Education majors, complete required work in the areas of language arts, mathematics, science, and social studies.
- In the case of SH/JH /MS education majors, complete at least 85 percent of the major teaching area requirements and 75 percent of the minor teaching area requirements.
- Complete all required professional methods courses within three years prior to enrolling in student teaching.
- Pass the prestudent teaching portfolio check.
- Pass the all examinations required for teacher licensing by the Indiana Department of Education.
- If an interview is requested by the cooperating institution, the student must participate in an interview with a representative of the institute or agency in which the student teaching will be completed and obtain a favorable recommendation.

Students are discouraged from taking additional academic work during the same semester of enrollment in student teaching.

The Director of Student Teaching and Field Experiences shall be the sole judge as to whether the student has met the requirements for admission to, and continuing in, the Student Teaching Program.

Completion of the Student Teaching Program and Application for a Teaching License

- Obtain a satisfactory recommendation from the Director of Student Teaching and Field Experiences

The student will be eligible for a teaching license when the baccalaureate degree has been granted, all required CASA, Core and pedagogy exams have been passed, an extended criminal background check shows no negative activity, and fees and licensing requirements by the Indiana Department of Education have been paid and/or satisfied.

Policies & Procedures

Undergraduate Admission

Admission to the School of Education expires upon receipt of a degree, upon completion of special admission work, or when no work has been completed on this campus in a period of one calendar year. Students must then reapply for admission to the school.

Admission and Reinstatement Appeals

A student whose enrollment was terminated by the SOE may petition for reinstatement to the Education Admission and Reinstatement Committee.

Credit Transfer Policy for Baccalaureate Degrees

Undergraduate students wishing to transfer from other institutions should first call or write the admissions office at IU Northwest for information concerning admission and transfer of credit. Even though credit hours are transferred through the admissions office, they may or may not be

applicable to degree programs in the SOE. The SOE determines the acceptance of transferred credit.

Two major concerns underlie this policy: program integrity and fairness. The SOE ensures program integrity through counseling and mentoring by faculty. Fairness is ensured through collaborative planning by the student and his/her faculty mentor.

Credit transfer is administered by the IU Northwest admissions office and the academic advisor of the SOE with the advice of appropriate faculty, including the student's faculty advisor. Formal appeals of decisions and the consideration of requests for exceptions to existing policy are provided for by a standing committee of the faculty of the SOE.

Credit transfers for a course must not be confused with performance criteria for a degree, certificate, or license. Most programs of the SOE require performance criteria that are evidenced by portfolio artifacts. Course completion or credit transfer does not, by itself, constitute meeting performance criteria. While it may be possible to include work done apart from courses taken at IU Northwest within a required portfolio, performance criteria required for degrees, certificates, or licenses awarded by the SOE must be demonstrated after acceptance into the school.

Academic work from a regionally accredited college or university that is certified by the state of Indiana, or a body of similar stature, to offer teacher education and for which a student grade is at or above the level of C, may be transferred for credit but will be transferred for program requirements subject to the following conditions.

- Undergraduate or graduate students who have successfully completed any course at any other Indiana University campus that is part of a program at IU Northwest will receive full credit for that course. Products or performances that are required for any academic objective at IU Northwest must however still be demonstrated. Assistance toward meeting performance criteria at IU Northwest is provided, in part, through enrolling and completing credit courses. A student who has transferred such course credit will be given assistance as may be needed toward meeting performance criteria by being allowed to attend the course at IU Northwest without having to re-enroll or pay tuition for it. Similar arrangements may be possible for other transfer students. These will be considered on a case-by-case basis.

The last 30 credit hours of any undergraduate degree program to be awarded by IU Northwest must be completed after being admitted to the SOE at IU Northwest.

Acceptance into a degree, license, or program must be accompanied with an approved program of studies that has been validated by appropriate faculty and certification advisors within the SOE at IU Northwest.

Electives

Free electives for Senior High/Junior High/Middle School majors are those courses applied toward the required credit hour total, but not applied to the area of general education, subject major, or subject minor. Courses

numbered 100 or higher may be used as free electives. No College of Arts and Sciences courses with a J prefix and no courses without a departmental prefix may be used as electives.

Field Experiences

When applying for admission to an undergraduate education program, students should know that each semester of the education sequence has a field experience course.

Good Standing

To maintain good standing within the SOE, undergraduate students must keep a cumulative grade point average of at least 2.5. Students whose GPA falls below 2.5 will be placed on probation. Students whose GPA remains below 2.5 a second semester will be placed on strict academic probation.

Students on strict academic probation whose GPA does not rise above 2.5 will be dismissed from the SOE.

Semester Load

A full-time undergraduate student is expected to carry 12-17 credit hours of academic work per semester. If students have earned a cumulative grade point average of at least B (3.0) in all work taken at Indiana University, they may receive permission from the SOE Dean or Director of Education Student Services to carry 18 credit hours or more in a semester. Education students are discouraged from enrolling in more than 6 credit hours of academic work during Summer Sessions. It is recommended that a person who is employed full time take no more than 6 credit hours of academic work.

Bachelor of Science in Education

Degree Requirements

- Regular matriculation requirements of the university.
- A cumulative grade point average of at least 2.5.
- Successful completion of 35 credit hours of junior- and senior-level courses (courses numbered higher than 299).
- Successful completion of at least 30 of the last 60 credit hours of academic work, including the teaching methods courses, in residence at IU Northwest preceding admission to student teaching.
- Successful completion of at least 120 credit hours of appropriately distributed academic credit hours within seven calendar years of the intended date of receipt of the degree. Any work completed seven or more calendar years prior to that date will be subject to review to determine its acceptability toward the degree. Methods courses three or more calendar years old and student teaching two or more years old will also be subject to review.
- Successful completion of all required courses and a grade of C or better in all education courses and all teaching content area courses.
- Successful completion of all program checkpoint and portfolio requirements.
- Demonstration of specific knowledge, performances, and dispositions as required by the Indiana Department of Education.

Application for Degree

When students register at IU Northwest the last time before completing the requirements for a degree in the School of Education, they should file an application for the degree with the Office of Education Student Services. Students completing work for degrees in the SOE in absentia must notify the same office at least one semester prior to the time when the degree is to be granted.

Elementary / Special Education Initial Program

General Education Requirements

Teaching All Learners: Elementary / Special Education Initial Program

The School of Education prepares students in the Teaching All Learners: Elementary Education Initial Program (TAL) for careers teaching in elementary K-6 and special education classrooms grades K-6.

Candidates who complete this program will receive a Bachelor of Science degree in Elementary Education and are eligible for the Elementary Generalist (K-6), Exceptional Needs—Mild Intervention.

General Education Requirements (56 cr.)

Language Arts (6 cr.)

- ENG W131 Elementary Composition (3 cr.)
- SPCH S121 Public Speaking (3 cr.)

Cultural and Historical Studies (6 cr.)

- Select one of the following:
- HIST H105 American History I (3 cr.) or
- HIST H106 American History II (3 cr.) and
- HIST A363 Indiana History (3 cr.)

Social and Behavioral Studies (6 cr.)

- GEOG G110 Introduction to Human Geography (3 cr.)
- Approved Minority Studies elective (3 cr.)

Mathematical, Physical, and Life Sciences (23 cr.)

- MATH T101 Mathematics for Elementary Teachers I (3 cr.)
- MATH T102 Mathematics for Elementary Teachers II (3 cr.)
- MATH T103 Mathematics for Elementary Teachers III (3 cr.)
- Biology (with lab)
- Geology (with lab)
- Chemistry or Physics (with lab) or EDUC Q200 Inquiry for Elementary Teachers

Health and Physical Education (5 cr.)

- HPER P290 Movement Experiences for Preschool and Elementary School Children (2 cr.)
- HPER H414 Health Education in Grades K-8 (3 cr.)

Arts and Humanities (10 cr.)

- ENG W231 Intermediate Expository Writing (3 cr.)
- ENG L390 Children's Literature (3 cr.)

- EDUC M323 Teaching Music in the Elementary Schools (2 cr.)
- EDUC M333 Art Experiences for the Elementary Teacher (2 cr.)

Educational Foundation Requirements (15 cr.)

- EDUC F200 Examining Self as Teacher (3 cr.)
- EDUC W200 Using Computers in Education (3 cr.)
- EDUC P250 Educational Psychology (3 cr.)
- EDUC K205 Introduction to Exceptional Children (3 cr.)
- EDUC H340 Education and American Culture (recommended for the third block) (3 cr.)

Checkpoint #1

Teacher Education Requirements

Professional Education

The required education courses are sequenced into five blocks that must be completed in order. Each of these courses must be completed with a grade of C or higher before a student can continue in the program. The professional education courses listed as follows may be taken only after admission into the Teacher Education Program.

Teacher Education Program (48 cr.)

Candidates may begin the Teacher Education Program only when they have completed the requirements listed earlier in this bulletin.

First Block (12 cr.)

- EDUC M310 General Methods (3 cr.)
- EDUC K343 Education of the Socially and Emotionally Disturbed I (3 cr.)
- EDUC K370 Introduction to Learning Disabilities (3 cr.)
- EDUC E339 Methods of Teaching Language Arts (3 cr.)

Second Block (12 cr.)

- EDUC E335 Introduction to Early Childhood Education (3 cr.)
- EDUC E340 Methods of Teaching Reading I (3 cr.)
- EDUC E325 Social Studies in the Elementary Schools (3 cr.)
- EDUC M301 Field Experience (3 cr.)

Third Block (12 cr.)

- EDUC E341 Methods of Teaching Reading II (3 cr.)
- EDUC K344 Education of the Socially and Emotionally Disturbed II (3 cr.)
- EDUC K352 Education of Children with Learning Problems (3 cr.)
- EDUC K495 Practicum in Special Education (3 cr.)

Fourth Block (12 cr.)

- EDUC E328 Science in the Elementary Schools (3 cr.)
- EDUC E343 Mathematics in the Elementary Schools (3 cr.)

- EDUC P345 Academic and Behavioral Assessment of the Mild Handicapped Child (3 cr.)
- EDUC M304 Field Experience (3 cr.)

(Checkpoint #2)

Fifth Block (12 cr.)

Student Teaching (12 cr.)

- CORE and pedagogy requirement
- EDUC M425 Student Teaching: Elementary (6 cr.)
- EDUC K480 Student Teaching: Special Education (6 cr.)

Secondary Education Program

Required General Education Courses

Secondary education majors must check with the Office of Education Student Services for changes in requirements.

The general education courses required for this program provide a liberal education regardless of teaching major.

Writing and Speaking (6 cr.)

- o ENG-W 131 Elementary Composition (3 cr.)
- o SPCH-S 121 Public Speaking (3 cr.)

Mathematical, Physical and Life Sciences (minimum 11 cr.)

- MATH-M 100 (4 cr.)
- MATH-K 200 (3 cr.)
- One Natural Science with a lab (4-5 cr.). Select one of the following:
 - BIOL L100 Humans and the Biological World (5 cr.)
 - GEOL G101 Introduction to Earth Science: Lecture (4 cr.) and GEOL G102 Introduction to Earth Science: Lab (1 cr.)

Math and Science majors should check with their advisors and take the most appropriate courses.

Social and Behavioral Sciences

- EDUC P250 Educational Psychology (3 cr.)
- One approved elective (3 cr.)

Social studies majors must take SOC S161 Principles of Sociology (3 cr.) or PSY P101 Introductory Psychology I (3 cr.)

Arts and Humanities (6 cr.)

- ENG W 231 Professional Writing Skills (3 cr.)
- One approved elective (3 cr.)

Visual Arts majors must take FINA A341 Nineteenth-Century European Art (3 cr.) or FINA A342 Twentieth-Century Art (3 cr.)

Social Studies majors must take Minority Studies 300 level or above cross-list (HIST/AFRO/CHRI-C) (3 cr.)

English majors must take ENG W233 Intermediate Expository Writing (3 cr.) or ENG W350 Advanced Expository Writing (3 cr.)

Cultural and Historical studies (6 cr.)

- One approved minority studies elective (3 cr.)

- One approved elective (3 cr.)

Social Studies majors must take HIST H113 History of Western Civilization I (3 cr.) and HIST H114 History of Western Civilization II (3 cr.)

Visual Arts majors must take FINA A383 Contemporary Art (3 cr.)

Total (34-36 cr.)

Educational Foundation Courses

- EDUC F200 Examining Self as Teacher (3 cr.)
- EDUC W200 Using Computers in Education (3 cr.)
- EDUC K205 Introduction to Exceptional Children (3 cr.)
- EDUC H340 Education and American Culture (3 cr.)

Total (12 cr.)

Professional Education Courses

The required education courses are sequenced into four blocks that must be completed in order. Each course must be completed with a grade of C or better before a student can continue in the program. The professional education courses listed as follows may only be taken after admission into the Teacher Education Program.

Portfolio Checkpoint #1

First Block

- EDUC M314 General Methods: Senior High/Junior High/Middle School Teachers (3 cr.)

Second Block

- EDUC M469 Content Area Literacy (3 cr.)
- EDUC M301 Field Experience (3 cr.)
- The appropriate methods course for each specific teaching major.
 - EDUC M330 Foundations of Art Education and Methods I (3 cr.)
 - EDUC M437 Teaching Science 5-12 (3 cr.)
 - EDUC M441 Methods of Teaching SH /JH/ MS Social Studies (3 cr.)
 - EDUC M452 Methods of Teaching SH /JH/ MS English (3 cr.)
 - EDUC M457 Methods of Teaching SH /JH/ MS Mathematics (3 cr.)
 - EDUC M469 Content Area Literacy (3 cr.)

Third Block

- EDUC M464 English/Language Arts Special Methods (3 cr.)
- EDUC P407 Psychological Measurement in the Schools (3 cr.)
- EDUC M304 Laboratory/Field Experience (3 cr.)
- The appropriate methods course for each specific teaching major.
 - EDUC M430 Foundations of Art Education and Methods II (3 cr.)
 - EDUC M446 Methods of Teaching SH /JH/ MS Science (3 cr.)
 - EDUC M464 Methods of Teaching Reading (3 cr.)

- EDUC M483 Teaching Social Studies 5-12 (3 cr.)
- EDUC M459 Teaching Mathematics 5-12 (3 cr.)

Portfolio Checkpoint #2

Fourth Block

- Pass state licensure exams
- EDUC M480 Student Teaching in the Secondary School (12 cr.)

Portfolio Checkpoint #3

Required Courses for Majors

- **Teaching Majors Available** - Credit for at least 36 credit hours must be obtained in each subject area (not including the methods). Some majors require more than 36 credit hours. To have a science major, students must select one licensure area. To have a social studies major, students must select one licensure area in addition to historical perspectives.
- English
- Mathematics
- Science with licensure areas in
 - Life Science
 - Chemistry
 - Earth/Space Science
- Social Studies with licensure areas in
 - Historical Perspectives (required)
 - Economics
 - Government (Political Science)
 - Psychology
 - Sociology
- Visual Arts
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Required Courses for English Major

- Select one of the following (3 cr.)
 - ENG W233 Intermediate Expository Writing (3 cr.)
 - ENG W350 Advanced Expository Writing (3 cr.)
- Select one of the following (3 cr.):
 - ENG W301 Writing Fiction (3 cr.)
 - ENG W303 Writing Poetry (3 cr.)
- One approved Speech Elective (3 cr.)
- One approved Minority or Multicultural Literature at the 200 level or above (3 cr.)
- ENG G205 Introduction to the English Language (3 cr.)
- ENG G207 Grammar and Usage (3 cr.)
- One approved Communication Elective at the 200 level or above (3 cr.)
- Two approved American Literature Electives (6 cr.) at the 300 level or above (6 cr.)
- ENG L391 Literature for Young Adults (3 cr.)
- One approved Theater Elective (3 cr.)
- ENG L315 Major Plays of Shakespeare (3 cr.)

- Two approved English Literature Electives at the 200 level above (6 cr.)

Required Courses for Mathematics Major

- PHYS-P101 Physics in the Modern World I (4 cr.)
- MATH M118 Finite Mathematics (3 cr.)
- MATH M126 Trigonometric Functions (2 cr.)
- MATH M215 Analytic Geometry and Calculus I (5 cr.)
- MATH M216 Analytic Geometry and Calculus II (5 cr.)
- MATH M311 Calculus III (4 cr.)
- MATH M301 Applied Linear Algebra (3 cr.)
- MATH M360 Elements of Probability (3 cr.)
- MATH M391 Foundations of the Number System (3 cr.)
- MATH M366 Elements of Statistical Inference (3 cr.)
- MATH T336 Topics in Euclidean Geometry (3 cr.)
- MATH M447 Mathematical Models and Applications I (3 cr.)
- Mathematics Electives (6 cr.). Choose two of:
 - MATH M343 Introduction to Differential Equations with Applications (3 cr.)
 - MATH M403 Introduction to Modern Algebra I (3 cr.)
 - MATH M405 Number Theory (3 cr.)
 - MATH M413 Introduction to Analysis I (3 cr.)
 - MATH M483 Historical Development of Modern Mathematics (3 cr.)

Required Courses for Science Major

Science Candidates must select at least one licensure area from the following: life science, chemistry, and earth/space science. Candidates must complete all core courses as well as all courses in their chosen licensure area.

Core Courses

- BIOL L101 Introduction to the Biological Sciences (4 cr.)
- CHEM C105 Principles of Chemistry (3 cr.)
- CHEM C125 Experimental Chemistry (2 cr.)
- GEOL G101 Introduction to Earth Science: Lecture (3 cr.)
- GEOL G102 Introduction to Earth Science: Laboratory (1 cr.)
- GEOL G185 Global Environmental Change (3 cr.)

Life Science

- CHEM C106 Principles of Chemistry II (3 cr.)
- CHEM C126 Experimental Chemistry II (2 cr.)
- PHYS P101 Physics in the Modern World (4 cr.)
- BIOL L102 Introduction to the Biological Sciences II (4 cr.)
- BIOL L211 Molecular Biology (3 cr.)
- BIOL L473 Ecology (4 cr.)
- BIOL M200 Microorganism in Nature in Disease (4 cr.) or BIOL M310 Microbiology (3-4 cr.)
- One approved elective # 300 level

Chemistry

- CHEM C106 Principles of Chemistry II (3 cr.)
- CHEM C126 Experimental Chemistry II (2 cr.)
- CHEM C341 Organic Chemistry I (3 cr.)
- CHEM C343 Organic Chemistry Laboratory I (2 cr.)
- AST A105 Stellar Astronomy (3 cr.)
- PHYS P201 or PHYS P221 General Physics I (5 cr.)
- PHYS P202 or PHYS P222 General Physics II (5 cr.)
- One approved elective # 300 level

Earth/Space Science

- AST A100 The Solar System (3 cr.)
- AST A105 Stellar Astronomy (3 cr.)
- PHYS P101 Physics in the Modern World (4 cr.)
- GEOL G209 History of Earth (3 cr.)
- GEOL G221 Introductory Mineralogy (4 cr.)
- GEOL G222 Introductory Petrology (4 cr.)
- GEOG G304 Meteorology and Physical Climatology (3 cr.) or GEOL G210 Oceanography (3 cr.)
- One approved elective # 300 level

Required Courses for Social Studies Major

Social Studies Candidates must select at least one licensure area from the following: government, economics, sociology, or psychology. Candidates must complete all core courses as well as all courses in their chosen licensure area.

Core Courses (Historical Perspectives)

- HIST H105 American History I (3 cr.)
- HIST H106 American History II (3 cr.)
- HIST A363 Indiana History (3 cr.)
- HIST B 391 Themes in World History (3 cr.)
- POLS Y103 Introduction to American Politics (3 cr.)
- POLS Y384 American Political Thought I (3 cr.)
- ECON E111 Economic History (3 cr.)
- GEOG G110 Introduction to Human Geography (3 cr.)
- HIST H113 History of Western Civilization I (3 cr.)
- HIST H114 History of Western Civilization II (3 cr.)
- SOC S161 Principles of Sociology (3 cr.) or PSY P101 Introductory Psychology I (3 cr.)

Government

- One approved 100-200 level Political Science Elective (3 cr.)
- Two approved # 300 level Political Science Electives (6 cr.)

Economics

- ECON E103 Microeconomics (3 cr.)
- ECON E104 Macroeconomics (3 cr.)
- One approved # 300 level Economics Elective (3 cr.)

Sociology

- SOC S161 Principles of Sociology (3 cr.)
- One approved 100-200 level Sociology Elective (3 cr.)
- Two approved # 300 level Sociology Electives (6 cr.)

Psychology

- PSY P101 Introductory Psychology I (3 cr.)
- PSY P102 Introductory Psychology II (3 cr.)
- Two approved # 300 level Psychology Electives (6 cr.)

Secondary and P-12 Visual Arts Education Program**Visual Arts Education Program**

The undergraduate and graduate Initial License programs in Visual Arts Education at IU Northwest are designed to prepare effective educators to work in a variety of school settings. Candidates in this program are provided opportunities to learn and practice the knowledge, skills, and dispositions needed to become effective visual arts teachers. Graduate candidates earn a license for the secondary setting grades P-12 through the Urban Teacher Education Program (UTEP). Undergraduate candidates earn a Bachelor of Science in Education: Visual Arts degree, which prepares them to teach art at all grades (P-12).

Visual Arts Graduate Degree Requirements**Required Courses for Secondary and P-12 Visual Arts Education**

Candidates can choose to earn a license in all grades P-12, elementary K-6, or secondary 5-12. Field and clinical experiences are at the appropriate levels for licensure.

Required General Education Courses (35 cr.) include Language Arts (6 cr.), Mathematical, Physical and Life Sciences (11 cr.), Social and Behavioral Sciences (6 cr.), Arts and Humanities (6 cr.), and Cultural and Historical Studies (6 cr.) with at least one course in minority studies.

At a minimum, 12 credit hours are required in the area of educational foundations prior to admission to the Teacher Education Program. Courses deemed appropriate for meeting the educational foundations requirements (12 cr.) include EDUC-F200 Examining Self as Teacher (3 cr.), EDUC-W200 Using Computers in Education (3 cr.), EDUC-P250 Educational Psychology (3 cr.), EDUC-K205 Introduction to Exceptional Children (3 cr.) and EDUC-H340 Education and American Culture (3 cr.).

The Visual Arts major courses for this program encourage a broad content knowledge basis grounded in The Indiana Department of Education Professional Teaching Standards for Visual Arts. Students take 40 credit hours of visual arts major courses including art history and studio art courses at both the foundational and upper-levels.

To begin the Teacher Education Program (TEP), students must successfully complete advising checkpoint #1 and apply to the program. In order to pass checkpoint #1, students must maintain a minimum cumulative GPA of 2.50 and minimum visual arts content GPA of 2.50. A minimum grade of C must be earned in all Educational Foundation and Visual Arts content courses. All Educational Foundation courses must be completed. Portfolio artifacts must have acceptable scores (3 or better) and any unresolved dispositional deficiencies must be addressed. Candidates must be of sophomore

standing with at least 26 credit hours accumulated and have successfully passed all three CASA exams. Students must complete a criminal background check. Admission to the TEP is in the fall semester only.

Once admitted to the Teacher Education Program (TEP), candidates complete the program in four semesters of full-time study, beginning in the fall session. Professional Education courses are taken after admission to the Teacher Education Program and are sequenced into four blocks. All required Professional Education courses must be completed with a grade of C or better before a student can continue in the program. These courses are sequential and must be completed in order.

The **First Block** of the educational sequence contains 3 credits of professional educational courses including EDUC-M314 General Methods (3cr.).

The **Second Block** of the educational sequence contains 9 credits of professional educational courses including EDUC-M330 Foundations of Art Education and Methods I (3 cr.), EDUC-M469 Content Area Literacy (3 cr.), and EDUC-M301 Field Experience (3 cr.) an elementary placement with an emphasis in classroom management.

The **Third Block** of the educational sequence contains 9 credits of professional educational courses including EDUC-M430 Foundations of Art Education and Methods II (3 cr.), EDUC-M304 Field Experience (3 cr.) a secondary placement with an emphasis in diversity, and EDUC-P407 Psychological Measurement in the Schools (3 cr.).

The **Fourth Block** of the educational sequence contains 12 credits of professional educational courses consisting of student teaching. Candidates choose one of the following; Option One: Grades P-12 visual arts certification- Candidates complete two consecutive 8-week placements, EDUC-M425 Student Teaching in the Elementary School (6 cr.) and EDUC-M480 Student Teaching in the Secondary School (6 cr.). Option Two: Grades K-6 visual arts certification- Candidates complete a 16-week placement, EDUC M425 Student Teaching in the Elementary School (12 cr.). Option Three: Grades 5-12 visual arts certification- Candidates complete a 16-week placement, EDUC-M480 Student Teaching in the Secondary School (12 cr.).

Graduate Visual Arts Education Program Degree Requirements

The Graduate Initial License Program in Visual Arts is offered through the Urban Teacher Education Program (UTEP). The UTEP program is experience-rich, field-based, and leads to teacher licensing in Visual Arts. The UTEP track is designed for individuals who possess a bachelor's degree from accredited institutions in subjects other than education with at least a 2.5 grade point average and appropriate coursework in Visual Arts. To be admitted to UTEP at IU Northwest, students must complete advising checkpoint #1 with the Director of UTEP and apply to the program. In order to pass checkpoint #1 students must have a minimum cumulative GPA of 2.50, a minimum visual arts content GPA of 2.50 and all content courses must be completed with a grade of C or better. Upon entrance to UTEP, no more than 9 credit hours of the required 60 credit hours in visual arts content may remain incomplete. Candidates must have successfully passed all three CASA tests and completed

a criminal background check. Admission to UTEP is in the spring semester only.

Once admitted to the UTEP program in Visual Arts, candidates complete the program in four semesters of full-time study, beginning in the spring session. Successful completion of the 27 credit hour UTEP Visual Arts program will lead to an initial teaching license in Secondary Education: Visual Arts for grades P-12. Professional Education courses are taken after admission to the Teacher Education Program and are sequenced into four blocks. All required Professional Education courses must be completed with a grade of C or better and a graduate GPA of 3.0 must be maintained to continue in the program. Professional Education courses are sequential and must be completed in order.

The **First Block** of the educational sequence contains 6 credits of professional educational courses including EDUC-S510 Methods of Teaching in Secondary Urban Schools (3 cr.), an elementary or middle school field placement in an urban school and EDUC S508 Visual Arts Methods in the Urban Classroom (3 cr.) (Elementary and Middle School Methods).

The **Second Block** of the educational sequence contains 9 credits of professional educational courses including EDUC-P507 Assessment in Schools (3 cr.), EDUC-T550 Cultural/ Community Forces and the Schools (3 cr.), and EDUC-K505 Introduction to Special Education (3 cr.).

The **Third Block** of the educational sequence contains 6 credits of professional educational courses including EDUC-M501 Field Experience in Urban Classrooms (3 cr.) which is a secondary field placement and EDUC-S508: Visual Arts Methods in the Urban Classroom. (Secondary Methods) (3 cr.).

The **Fourth Block** of the educational sequence contains 6 credits of professional educational courses including EDUC-L517 Advanced Study of Content Reading and Literature (3 cr.) and EDUC-M550 Student Teaching (3 cr.). Candidates complete two consecutive 8-week placements, which consist of an 8-week placement in a middle school, and an 8-week placement in a high school.

Candidates must pass through Checkpoints at critical decision points and must meet grade, GPA, portfolio, disposition, CASA, and SPA assessment requirements before moving forward in their program.

M.S. in Education

The Graduate Program is divided into the following categories:

- *Advanced Programs:*
 - Master of Science in Elementary Education
 - Master of Science in Secondary Education
 - Master of Science in Educational Leadership
- *Graduate Licensure Programs:*
 - UTEP—Option II: Secondary Education majors
 - Special Education: Mild Intervention (P-12)

Graduate students who are working toward a master's degree must maintain at least a 3.0 (B) cumulative grade point average. Students who are working toward an initial

teaching license must maintain at least a 2.5 cumulative grade point average.

Graduate Study—General Information

The advanced programs at the School of Education are built on two models: The *Lead Teacher* and the *Professional Leader*. Both models have research-based conceptual frameworks.

The Lead Teacher model has five program outcomes:

- Teacher effectiveness
- Information technologies
- Curriculum design and delivery
- Education equity
- Leadership

The Professional Leader model has six program outcomes:

- A Vision of Learning;
- School Culture and Instructional Program;
- Management;
- Collaboration with Families and Community;
- Integrity, Fairness, and Ethical Behavior;
- Political, Social, Economic, Legal, and Cultural Context

Before completing either program, each student shall complete a portfolio demonstrating mastery of the program outcomes.

Portfolios consist of required artifacts. In order to successfully complete portfolio requirements, each artifact must have received a passing score.

Admission

Admission to Graduate Study

Students interested in graduate study should obtain the application materials from the Office of Education Student Services. All official transcripts required for application purposes must be sent directly from the originating institution to the Office of Education Student Services. Indiana University students need not provide a transcript. Admission to all graduate licensure programs also require the passing of specific Indiana Department of Education licensing exams. See the Office of Education Student Services for the names and code numbers of the required exams in specific areas of study.

Foreign students and students with non—U.S. institutional degrees must contact the Office of Admissions at Indiana University Northwest.

Students may be able to transfer some courses taken at other campuses or universities. The school transfer policy appears earlier in this bulletin.

Admission to the School of Education expires upon receipt of a degree, the completion of special admission work, or when no work has been completed on this campus in a period of seven calendar years. Students must then reapply for admission.

Admission to graduate study does not necessarily imply admission to a degree program. If a student is admitted

to a degree program, this will be specifically indicated in those courses required for the degree.

Requirements

To be admitted into the program for the Master of Science degree in Elementary or Secondary, or Educational Leadership at Indiana University Northwest, the candidate must successfully meet multiple criteria for demonstrating preparedness for study. While candidates may enroll in graduate-level education courses before being formally admitted into the master's program, no more than 12 such credit hours of appropriate graduate course work may be applied to the master's degree program.

Candidates for admission to the master's degrees in education must:

- Have a baccalaureate degree from an accredited institution with a cumulative grade point average of at least 2.50 on a 4.0 scale and provide transcripts to that affect.
- Hold a valid teacher's license.
- Submit two letters of reference from K-12 school officials.

Semester Load

Full-time work generally consists of 8 credit hours each semester. The maximum load for either summer session is 9 credit hours. It is recommended that a person who is employed full time take no more than 6 credit hours of academic work during any regular semester.

Good Standing

Graduate students not accepted into graduate-level programs must maintain a cumulative GPA of at least 2.5, while those who are working toward a license or master's degree must maintain at least a 3.0 (B) cumulative grade point average in those graduate courses leading to the license or degree. No course with a grade of C- or lower may be used for meeting the requirements of a new license, license addition, or a master's degree.

Probation

Students who do not maintain good standing are placed on strict academic probation and remain on probation until their grade point average returns to the good standing level. Students on probation when they complete program or degree requirements will not be recommended for that program or degree.

If students fail to make progress in the removal of academic deficiencies during the following semester, their eligibility to enroll in any additional course work through the School of Education shall be dismissed. If dismissed, the students are placed on the all-university checklist. They are then not eligible to enroll in courses through the School of Education.

Licensing

Completion of requirements for any master's degrees does not necessarily imply that students have met requirements for state licensing. If students want both the degree and licensing, they should contact the graduate advisor to have an appropriate program of study prepared.

Credit Transfer Policies

Credit transfer is administered by the graduate advisor with the advice of appropriate faculty, including the student's faculty advisor. Formal appeals of decisions and the consideration of requests for exceptions to existing policy are provided for by a standing committee of the faculty of the SOE.

Credit transfers for a course must not be confused with performance criteria for a degree, certificate, license or addition. Most programs of the SOE require performance criteria that are evidenced by a portfolio. Course completion or credit transfer does not, by itself, constitute meeting performance criteria. Performance criteria (portfolio artifacts) required for certificates, licenses or additions must be demonstrated after acceptance into the school. Academic work from a regionally accredited college or university for which a student grade is at or above the level of C may be transferred for credit but will be transferred for program requirements subject to the following conditions.

- Undergraduate or graduate students who have successfully completed any course at any other Indiana University campus that is part of a program at IUN will receive full credit for that course. Products or performances that are required for any academic objective at IUN must however still be demonstrated. Assistance toward meeting performance criteria at IUN is provided, in part, through enrolling and completing credit courses. A student who has transferred such course credit will be given assistance as may be needed toward meeting performance criteria by being allowed to attend the course at IUN without having to re-enroll or pay tuition for it. Similar arrangements may be possible for other transfer students. These will be considered on a case-by-case basis.
- Except as noted below, two-thirds of the credits for any graduate degree, license or certificate program but including all related student teaching or other required practicums must be completed after being formally admitted to that program within the SOE at IUN. Graduate students in good standing from another IU campus who have been formally admitted to a degree, license or certificate program that is also available at IUN may transfer in all but one-fourth of the same or similar program credit requirements at IUN before being awarded the degree, license or certificate. However, the transferred credit may not include student teaching or other required practicum, and performance criteria required at IUN must still be demonstrated.
- Acceptance into a degree, license, or addition program must be accompanied with an approved program of studies that has been validated by appropriate faculty and certification advisors within the SOE at IUN.
- Guest students, or students who are seeking personal, short-term objectives such as license renewal or self-development, are not normally affected by transfer of credit issues at IUN. The Student Admission and Reinstatement Committee of the SOE will consider any such cases on a case-by-case basis. However, the transferability of any IUN course or other experience to a program at another

institution, within or outside of the Indiana University School of Education, is entirely the responsibility of the guest or short-term student.

Exit Requirements

An application for a graduate degree should be completed and filed in the Office of Education Student Services one semester before the degree is to be granted. Application forms are available from that office.

Candidates for the Master of Science degree in Elementary, Secondary or Educational Leadership education must satisfactorily complete a portfolio consisting of at least one artifact for each of the program outcomes.

- The student must have been admitted unconditionally to the master's degree program, or, if allowed to enter conditionally, must have removed the conditions satisfactorily.
- The student must complete a minimum of 33 credit hours of graduate courses that are appropriate to the particular master's degree program. All work to be applied toward the degree must be completed within six calendar years from the date when the grade is received in the first course that is to be used toward the degree.
- Credit acquired in courses taken by correspondence will not apply toward degree requirements unless approved by the Director of Education Student Services and the student's graduate advisor.
- The student must have a cumulative grade point average of at least a 3.0 in those courses required for the degree.

Major Requirements

Master of Science in Education with Major in Elementary or Secondary Education

Course Requirements

- EDUC A510 School/Community Relations (3 cr.)
- EDUC A512 Curriculum for K-12 Educational Leaders (3 cr.)
- EDUC A530 Statistical Data for Educational Leaders (3 cr.)
- EDUC H637 Race, Class, and Gender Issues in Education (3 cr.)
- EDUC J511 Methods of Individualizing Instruction (3 cr.)
- EDUC P570 Managing Classroom Behavior (3 cr.)
- EDUC R503 Application of Instructional Media and Technology (3 cr.)
- EDUC Y520 Strategies for Educational Inquiry (3 cr.)
- EDUC W505 Masters Portfolio Preparation (3 cr.)
- Two advisor-approved electives (3 cr.)

Secondary Education: Urban Option

Completers of Option II of the Urban Teacher Education Program, when accepted into this program, may apply 24 credits of graduate courses from that program toward their degree requirements.

In addition, the students must then take:

Course Requirements

- EDUC A530 Statistical Data for Educational Leaders (3 cr.)
- EDUC Y520 Strategies for Educational Inquiry (3 cr.)
- EDUC R503 Application of Instructional Media and Technology (3 cr.)
- EDUC W505 Masters Portfolio Preparation (3 cr.)

Master of Science in Elementary or Secondary Education: Special Education Focus

This option is not limited to completers of the graduate Special Education Program. However, those students, after being accepted into this program, may apply graduate courses taken in that program toward degree requirements in this program.

Course Requirements

27 credit hours from the following courses as approved by your faculty advisor

- EDUC K501 Adaptive Computers for Special Education (3 cr.)
- EDUC K505 Introduction to Special Education (3 cr.)
- EDUC K520 Introduction to Emotional Disabilities (3 cr.)
- EDUC K525 Introduction to Mild Disabilities (3 cr.)
- EDUC K555 Reading Assessment and Instruction in Special Education (3 cr.)
- EDUC A510 School/Community Relations (3 cr.)
- EDUC H637 Race, Class, and Gender Issues in Education (3 cr.)
- EDUC P570 Managing Classroom Behavior (3 cr.)
- EDUC A530 Statistical Data for Educational Leaders (3 cr.)
- EDUC A512 Curriculum for K-12 Educational Leaders (3 cr.)
- EDUC K535 Assessment and Remediation of Mild Disabilities I (3 cr.)
- EDUC K543 Education of the Socially and Emotionally Disturbed (3 cr.)
- EDUC P519 Psychological Assessment of Exceptional Children (3 cr.)
- EDUC K536 Assessment and Remediation of Mild Disabilities II (3 cr.)
- EDUC J511 Methods of Individualizing Instruction (3 cr.)
- EDUC R503 Application of Instructional Media and Technology (3 cr.)
- EDUC P570 Managing Classroom Behavior (3 cr.)

And the following two courses

- EDUC Y520 Strategies for Educational Inquiry (3 cr.)
- EDUC W505 Masters Portfolio Preparation (3 cr.)

Master of Science in Educational Leadership

This master's degree is recommended for licensed classroom teachers who wish to earn a building level administrator's license. All required courses must be completed with a grade of B or higher.

33 credit hours from the following courses as approved by your faculty advisor.

Course Requirements

- EDUC A500 School Administration (3 cr.)
- EDUC A510 School/Community Relations (3 cr.)
- EDUC A512 Curriculum for K-12 Educational Leaders (3 cr.)
- EDUC A530 Statistical Data for Educational Leaders (3 cr.)
- EDUC A540 Elementary and Secondary School Administration (3 cr.)
- EDUC A608 Legal Perspectives in Education (3 cr.)
- EDUC A670 Supervision of School Instruction (3 cr.)
- EDUC A675 Leadership in Special Education (3 cr.)
- EDUC P514 Life Span Development (3 cr.)

Total (27 cr.)

Capstone Experience:

- EDUC A695 Practicum in School Administration—Fall Semester
- EDUC A695 Practicum in School Administration—Spring Semester

Total (6 cr.)

The School Administrator-Building Level Exam must be taken and passed before students may begin the second semester of EDUC A695.