

# School of Education

## Administrative Officers

Mark B. Sperling, Ed.D., *Interim Dean* Amanda Demmond, M.A., *Graduate Academic Advisor & Coordinator of Education Student Services* Taylor Calhoun, B.S., *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.northwest.iu.edu/education/](http://www.northwest.iu.edu/education/)

## Overview

### Degrees Offered

Bachelor of Science degree in Elementary Education  
Bachelor of Science degree in Secondary Education  
Minor in Sports Management  
Master of Science degree in Elementary Education  
Master of Science degree in Secondary Education  
Master of Science degree in Elementary Education - Urban Option 1  
Master of Science degree in Secondary Education - Urban Option 2  
Master of Science degree in Educational Leadership  
Ed. S. in Educational Leadership (Online)  
E.L. (English Language) Graduate Certificate (Online)

### 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 Council for Accreditation of Teacher Preparation (CAEP) fully accredits IU Northwest's School of Education. 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.

### Dispositions

The School of Education requires professionalism from students in every class, field experience, and student teaching. The faculty has developed a position statement on its expectations for members of learning communities. Dispositions are contained in every course syllabus for student reference. Any student who violates professional norms will be counsel through an incident referral and disciplinary process that, if warranted, may culminate in dismissal from the School of Education program.

### 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

## 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 Praxis Core 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 Indiana 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 Programs

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.

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. 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 some semesters of the education coursework require field experiences in local schools.

## Completion of Student Teaching and Application for a Teaching License

Students must obtain a satisfactory recommendation from your advisor to apply for Student Teaching as required by the calendar for applications. The student will be eligible for a teaching license when the baccalaureate degree has been granted, all required Indiana PRAXIS Core, Teaching and Learning and Content 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.

## 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

### School of Education: Initial Licensure Programs

#### Program-level Outcomes

1. **Learner and Learning:** The candidate's decision-making prioritizes an engaged learning community that promotes students' dignity, autonomy, and belonging.
2. **Learner and Learning:** The candidate's instruction uses multiple means of engagement, representation, action, and expression to support students' cognitive, linguistic, social, emotional, and physical development, including those with diverse learning differences.
3. **Content: Concepts:** The candidate's instruction demonstrates well-chosen combinations of central concepts and essential discipline-specific knowledge.
4. **Content: Pedagogy:** The candidate's instruction creates powerful learning experiences that engage students in critical thinking and/or different perspectives using pedagogy well-suited to the content area.
5. **Instructional Practice: Assessment:** The candidate's decision-making prioritizes students'

needs as revealed in data generated by different assessment tools.

6. **Instructional Practice: Planning:** The candidate identifies challenging instructional goals and well-designed methods and materials for scaffolding students' learning.
7. **Instructional Practice: Strategies:** The candidate chooses a variety of instructional strategies that provide students sustained opportunities to develop essential skills while building their understanding of content knowledge.
8. **Instructional Practice: Technology:** The candidate integrates technology tools and resources to enhance students' understanding of content knowledge and mastery of essential skills.
9. **Professional Responsibility: Active Engagement:** The candidate takes initiative to make productive contributions while helping others achieve shared goals of activities.
10. **Professional Responsibility: Collaboration:** The candidate takes initiative to collaborate with others to ensure learners' growth; is open to other people's ideas and suggestions; seeks positive solutions to achieve shared goals.
11. **Professional Responsibility: Growth Orientation:** The candidate practices an ongoing cycle of evidence-gathering, monitoring, and reflecting on how specific aspects of professional practice impact others.
12. **Professional Responsibility: Integrity:** The candidate consistently displays trustworthiness in upholding ethical standards in all interactions with others in professional contexts.
13. **Professional Responsibility: Communication:** The candidate adapts communication style to different audiences and contexts; safeguards personal information in public and private contexts thereby affirming the dignity of others.
14. **Professional Responsibility: Respect:** The candidate advocates on behalf of others by affirming other people's perspectives and explicitly addressing potential biases.
15. **Professional Responsibility: Responsibility:** The candidate fulfills expectations involved in the different roles a teacher performs in varying school and community contexts.

## 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 required EDUC 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
- SPCH S121 Public Speaking

##### *Cultural and Historical Studies (6 cr.)*

- EDUC M300 Teaching in a Pluralistic Society
- EDUC H340 Education and American Culture

##### *Social and Behavioral Studies (6 cr.)*

- EDUC P250 Educational Psychology
- POLS Y103 Introduction to American Politics

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

- MATH T101 Mathematics for Elementary Teachers I
- MATH T102 Mathematics for Elementary Teachers II
- MATH T103 Mathematics for Elementary Teachers III

- BIOL L100 Humans and the Biological World (with lab)
- GEOL G101 Introduction to Earth Science
- GEOL G102 Introduction to Earth Science Lab
- EDUC Q200 Inquiry for Elementary Teachers

#### *Health and Physical Education (6 cr.)*

- HPER P290 Movement Experiences for Preschool and Elementary School Children
- HPER H414 Health Education in Grades K-8

#### *Arts and Humanities (13 cr.)*

- HIST H105 or HIST H106 American History 1 or 2
- HIST A363 Hoosier Indiana History
- ENG L390 Children's Literature or EDUC X460 Books for Reading Instruction
- EDUC M323 Teaching Music in the Elementary Schools
- EDUC M333 Art Experiences for the Elementary Teacher

#### *Educational Foundation Requirements (9 cr.)*

- EDUC F200 Examining Self as Teacher
- EDUC W200 Using Computers in Education
- EDUC K205 Introduction to Exceptional Children

#### **Checkpoint #1**

- Successful completion of Praxis Core exams
- Grade of C or higher all Education Foundations courses
- Cumulative GPA of 2.5 or higher

## **Teacher Education Requirements**

### **Professional Education**

#### Teacher Education Program (TEP) (48 cr.)

The TEP courses are sequenced into five blocks that must be completed in order. Candidates may begin the Teacher Education Program only when they have completed the requirements listed earlier in this bulletin. 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.

#### **First Block (12 cr.)**

- EDUC M201 Lab/Field Experience
- EDUC M310 General Methods
- EDUC K343 Education of the Socially and Emotionally Disturbed I
- EDUC E339 Methods of Teaching Language Arts
- EDUC M311 Creating Learning Environments

#### **Second Block (12 cr.)**

- EDUC K370 Introduction to Learning Disabilities
- EDUC E340 Methods of Teaching Reading I
- EDUC E325 Social Studies in the Elementary Schools
- EDUC M301 Field Experiences

#### **Third Block (12 cr.)**

- EDUC E341 Methods of Teaching Reading II
- EDUC K344 Education of the Socially and Emotionally Disturbed II
- EDUC K362 Education of Children with Learning Problems
- EDUC K495 Practicum in Special Education

#### **Fourth Block (12 cr.)**

- EDUC E328 Science in the Elementary Schools
- EDUC E343 Mathematics in the Elementary Schools
- EDUC P345 Academic and Behavioral Assessment of the Mild Handicapped Child
- EDUC M304 Field Experiences

#### **Checkpoint #2**

- Completion of IDOE-required licensure exams
- Grade of C or higher in all required EDUC courses
- Cumulative GPA of 2.5 or higher

#### **Fifth Block (15 cr.)**

- EDUC M425 Student Teaching: Elementary
- EDUC K480 Student Teaching: Special Education
- EDUC W310 Integrating Technology K-12

#### **Checkpoint #3**

- Successful completion of Student Teaching
- Grade of C or higher in all required EDUC courses
- Cumulative GPA of 2.5 or higher

## **UTEP Elementary Education program - Option 1**

Option I is designed for undergraduates and offers a unique opportunity for those enrolled in the SOE to do a field experience and student teaching in an urban school and obtain teacher certification in elementary education.

#### **Checkpoint #1**

- Successful completion of Praxis Core exams
- Grade of C or higher in all required courses of Prerequisite Content Knowledge
- Cumulative GPA of 2.5 or higher

(Fall)

- EDUC E518: Workshop in General Elementary Education (emphasis on classroom management)
- EDUC P510: Psychology in Teaching

(Spring)

- EDUC S516 Methods in Teaching Science
- EDUC E543: Methods in Teaching Mathematics
- EDUC E545: Methods of Teaching Reading

(Summer)

- EDUC K505 Introduction to Special Education for Graduate Students
- EDUC E100: Methods of Teaching Physical Education
- EDUC M323: The Teaching of Music in Elementary Schools
- EDUC M333: The Teaching of Art in Elementary Schools

(Fall)

- EDUC E547: Teaching of Social Studies in Elementary Schools
- EDUC E549: Teaching of English Language Arts and Writing in Elementary Schools

### Checkpoint #2

- Completion of IDOE-required licensure exams
- Grade of C or higher in all required EDUC courses
- Cumulative GPA of 3.0 or higher

(Spring)

- EDUC M 550: Student Teaching Practicum EDUC T 550: Culture/Community Forces and the Schools

### Checkpoint #3

- Successful completion of Student Teaching
- Grade of C or higher in all required EDUC courses
- Cumulative GPA of 3.0 or higher

## 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 W131 Reading, Writing and Inquiry I
- o SPCH S121 Public Speaking

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

- MATH M100
- MATH K200
- 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

- 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.)

- Approved Elective (3 cr.)
- Approved Elective (3 cr.)

#### Cultural and Historical studies (6 cr.)

- EDUC M300 Teaching in a Pluralistic Society (3 cr.)
- EDUC H340 Education & American Culture (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 P250 Educational Psychology (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.

#### Checkpoint #1

- Successful completion of Praxis Core exams
- Grade of C or higher all Education Foundations courses
- Cumulative GPA of 2.5 or higher

#### Block 1 (FALL)

- EDUC M201 Lab/Field Experience
- EDUC H340 Education & American Culture
- EDUC M311 General Methods
- EDUC M201 Laboratory/Field Experience

#### Block 2 (SPRING)

- EDUC M314 General Methods
- EDUC M301 Laboratory/Field Experience
- EDUC M469 Content Area Literacy

#### Block 3 (FALL)

- EDUC M300 Teaching in a Pluralistic Society
- EDUC M304 Laboratory/Field Experience EDUC P407 Psychology Measurement in the Schools
- The appropriate methods course for each specific teaching major.
  - EDUC M430 Foundations of Art Education and Methods II
  - EDUC M446 Methods of Teaching SH /JH/ MS Science
  - EDUC M452 ELA
  - EDUC M483 Teaching Social Studies 5-12
  - EDUC M459 Teaching Mathematics 5-12
  - EDUC M445 Spanish & French

#### Block 4 (SPRING)

- EDUC M480 Student Teaching in the Secondary School (12 cr.)
- EDUC W310

#### Checkpoint #2

- Completion of IDOE-required licensure exams
- Grade of C or higher in all required EDUC courses
- Cumulative GPA of 2.5 or higher

#### Checkpoint #3

- Successful completion of Student Teaching
- Grade of C or higher in all required EDUC courses
- Cumulative GPA of 2.5 or higher

### 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
- Modern Languages French or Spanish
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### Required Courses for English Major

- Select one of the following (3 cr.)
  - ENG G207 Grammar and Usage
  - ENG W301 Writing Fiction
  - ENG L315 Major Plays of Shakespeare
  - ENG L440 Senior Seminar
  - THTR T120 Acting 1: Fundamentals
- Literature in World Context (3 cr.)
  - One approved elective at the 200 level or above
- Adolescent Literature ( 3 cr.)
  - ENG L391 Young Adult Literature
  - EDUC X460 Books for Reading Instruction
- Optional Tracks (15 cr.)
  - Literature
    - British Literature: ENG L211 (or a course from L305-L314) and ENG L212 (or a course from L326-348)
    - American Literature: One from ENG L350-363 and ENG-L Elective at the 200 level or above
  - Writing
    - ENG W231
    - ENG W303
    - ENG W311
    - ENG W350
    - ENG W approved elective at the 200 level or higher

## Required Courses for Mathematics Major

### Math Content Area Requirements (38 credits)

- Calculus: Math M125 Pre-Calculus, Math M215 Calculus 1, Math M216 Calculus II, Math 311 Calculus III
- Probability & Statistics: Math M360 Probability, Math M366 Statistical Inference
- Geometry: Math T336 Euclidean Geometry
- Linear & Proofs: Math M301 Linear Algebra Math M391 Number Systems
- Electives: Choose two of:
  - Math M343 Differential Equations
  - Math M403 Modern Algebra
  - Math M405 Number Theory
  - Math M413 Analysis
  - Math M277 equivalent to M447 Math of Operations Research (Pre-Requisites: M301, M311 & M360)

## 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 Content Area Requirements (36 credits)

### Historical Perspectives (24 credits)

- HIST H113 Western Civilization I
- HIST H114 Western Civilization II
- HIST H 105 American History 1
- HIST H106 American History II
- HIST H215 Proseminar in History
- HIST B391 Themes – World History
- HIST J495 Proseminar for History Majors

### Social Sciences (21 credits)

- ANTH A104 Cultural Anthropology
- GEOG G110 Introduction to Human Geography
- PSY P101 Introduction to Psychology
- SOC S161 Principles of Sociology
- POLS Y103 Intro to American Politics
- POLS Y384 Political Thoughts
- ECON E 1111 Issues in Economic History

### Adolescent Literature (choose one)

- ENG L391 Young Adult Literature or EDUC X460 Books for Reading Instruction

## Required Courses for Spanish or French Education Major

Candidates can choose to earn teaching licensure at the secondary level in either French or Spanish through the undergraduate or graduate Urban Teaching Education Program (UTEP).

The UTEP track is designed for the candidate who possesses a bachelor's degree from an accredited institution in subjects other than education with at least a 2.5 grade point average and appropriate coursework in either French or Spanish. Further information on entering and the timing of taking the Praxis CORE exams for the UTEP program can be provided by the Graduate Student Advisor.

All students will take the French or Spanish Methods Course in the Fall semester of their matriculation.

Pre-professional requirements include:

- 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 P250 Educational Psychology (3 cr.)

## Spanish Language Education Initial Licensure Program

Students are required to have 21 credits of Language, 9 credits of Literature, 6 credits of Culture and Civilization and 6 elective credits, have a 2.5 cumulative GPA and pass the Praxis Core examination for entrance into the UTEP Initial Licensure Program.

*Language (21 cr.)*

- SPAN S200 2nd year Spanish I
- SPAN S250 2nd year Spanish II
- SPAN S311 Spanish Grammar
- SPAN S312 Written Composition in Spanish
- SPAN S317 Spanish Conversation & Diction
- SPAN S323 Introduction to Translating

*Literature (9 cr.)*

- SPAN S360 Introduction to Hispanic Literature

Two of the following:

- SPAN S408 Survey of Spanish Literature II
- SPAN S420 Modern Spanish-American Prose Fiction
- SPAN S435 Literatura chicano y puertorriqueno

*Culture and Civilization (6 cr.)*

- SPAN S363 Introduction to Hispanic Culture

One of the following:

- SPAN S410 Contemporary Hispanic Culture and Conversation
- SPAN S411 Spanish Culture and Civilization
- SPAN S412 Spanish America: Cultural Context
- SPAN S470 Women and Hispanic Culture
- SPAN S479 Mexican Literature

### Block 1 (6 credits)

- EDUC S510 Development of Secondary School Programs
- EDUC S508 Problems in Secondary Education

### Block 2 (9 credits)

- EDUC P507 Assessment in Schools
- EDUC T550 Culture & Community Forces in the Schools
- EDUC K505 Introduction to Special Education for Graduate Students

### Block 3 (6 credits)

- EDUC M501 Laboratory/Field Experience
- EDUC S508 Problems in Secondary Education

### Block 4 (6 credits)

- EDUC M550 Student Teaching
- EDUC L517 Content Reading and Literature

## French Language Education Initial Licensure Program

All students will take the French Methods Course in the Fall semester of their matriculation.

Pre-professional requirements include:



- 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 P250 Educational Psychology (3 cr.)

### Requirements

- Chosen among FREN-F 300, FREN-F 305, FREN-F 306, FREN-F 328, FREN-F 375, FREN-F 380, and FREN-F 391 (12 cr.)
- 400 level courses (9 cr.)

### Language (18 credits)

- FREN F200 2nd-Year French I
- FREN F250 2nd-Year French II
- FREN F328 Advanced French Grammar and Composition
- FREN F380 French Conversation
- FREN F480 Adv. French Conversation
- FREN F495 Individual Readings in French

### Literature (9 credits)

- FREN F375 Themes et perspectives littéraires et culturels

### of the following:

- FREN F300 Lectures et analyses littéraires
- FREN F305 Théâtre et essai
- FREN F306 Roman et poésie

### of the following:

- FREN F424 Comédie classique
- FREN F441 Literature and Culture of the Francophone World
- FREN F443 19th Century Novel
- FREN F450 Colloquium in French Studies
- FREN F452 Civilisation et littérature québécoise
- FREN F463 Civilisation française I
- FREN F464 Civilisation française II
- FREN F495 Individual Readings in French

### Culture and Civilization (6 cr.)

- FREN F375 Themes et perspectives littéraires et culturels

### of the following:

- FREN F391 French Film
- FREN F495 Individual Readings in French

### Electives\* (6 cr)

- Any 300 or 400 course in French.

### Block 1 (6 credits)

- EDUC S510 Development of Secondary School Programs
- EDUC S508 Problems in Secondary Education

### Block 2 (9 credits)

- EDUC P507 Assessment in Schools
- EDUC T550 Culture & Community Forces in the Schools

- EDUC K505 Introduction to Special Education for Graduate Students

### Block 3 (6 credits)

- EDUC M501 Laboratory/Field Experience
- EDUC S508 Problems in Secondary Education

### Block 4 (6 credits)

- EDUC M550 Student Teaching
- EDUC L517 Content Reading and Literature

## Urban Teaching Education Program - Option II (Secondary)

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 II is designed for 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; state required licensing exams and required course and portfolio requirements.

### Checkpoint #1

- Successful completion of Praxis Core exams
- Grade of C or higher in required Content Area courses
- No more than 9 hours of required Content Area coursework uncompleted
- Cumulative GPA of 2.5 or higher

These two courses must be taken sequentially: :

- EDUC S508 I Problems in Secondary Education (Spring only)
- EDUC S508 II Problems in Secondary Education (Fall only)

These courses can be taken as they are offered:

- EDUC-S510 Methods of Teaching in Secondary Urban
- EDUC P507 Assessment in Schools
- EDUC T550 Culture & Community Forces in the Schools
- EDUC K505 Introduction to Special Education for
- EDUC M501 Laboratory/Field Experience
- EDUC L517 Content Reading and Literature

### Checkpoint#2

- Completion of IDOE-required licensure exams
- Grade of C or higher in all required EDUC courses
- Grade of C or higher in all required Content Area courses
- Cumulative GPA of 3.0 or higher

The following 2 courses:

- EDUC M550 Student Teaching Secondary

- EDUC W 531 Technology for Teaching and Learning

### Checkpoint #3

- Successful completion of Student Teaching
- Grade of C or higher in all required EDUC courses
- Cumulative GPA of 3.0 or higher

## P-12 Visual Arts Education

The undergraduate 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.

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

#### Required Courses for P-12 Visual Arts Education

Candidates can earn a license in all grades P-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.).

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.

#### Visual Arts Content Area Requirements (31 credits)

**Art History:** FINA A101 Ancient/Med. Arts, FINA A102 Rena/Modern Arts

**Studio Art:** FINA F100 Fund. Drawing, FINA F101 Studio 3D, FINA F102 Studio 2D, FINA S230 Painting 1, FINA S240 Printmaking, FINA S200 Drawing 1, FINA S270 Sculpture 1, FINA S260 Ceramics 1, Approved Elective > 300 level 1 to 3 credits

#### Teacher Education Program: (45 credits)

**Block 1 Fall** EDUC-M201 Field Experience, EDUC M311 Creating Learning Environments, EDUC H340 Education & American Culture

**Block 2 Spring** EDUC – M301 Field Experience, EDUC M314 General Methods, EDUC – M330 Art Ed. Methods 1, EDUC M469 Content Literacy

**Block 3 Fall** EDUC M304 Field Experience, EDUC M430 Art Ed Methods II, EDUC P407 Assessment, EDUC – M300 Teaching in a Pluralistic Society

**Block 4 Spring** EDUC M425 Student Teaching (Elementary), EDUC M480 Student Teaching (Secondary), EDUC W310 Integrating Tech into K-12

## TSAP in Education (BSED)

Completion of an eligible AS or AA degree at Ivy Tech or Vincennes may put you on a Single Articulation Pathway to a BA or BS at IU Northwest, without a loss of credit hours.

For more information on the TSAPs in Education see [Single Articulation Pathways - Indiana University Northwest](#).

## 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:

HPER- P333 Sport in America Historical Perspective  
HPER - P211 Introduction to Sports Management  
HPER - P331 Planning and Operations of a Sports Facility

HPER - P418 Sport Marketing  
HPER - P411 Legal Issues in Sport Settings  
HPER - P423 Financial Principals of Sports  
HPER - P439 Practicum in Sport Studies

## 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 I: Elementary Education
  - UTEP—Option II: Secondary Education majors
  - Special Education: Mild Intervention (P-12)
  - Visual Arts Education

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.

## 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.)

### Elementary Education: Urban Option

#### Pre-requisites:

*Mathematics/Science:* 1 Math course at or above college level

1 Science course with a lab

*English:* 1 course in English composition

At or above the 200 level

1 course in English Literature

*Social Studies:* 1 course in U.S. History

1 course in Economics, Geography

Or Government

#### Checkpoint 1: Passage of Praxis CORE exam G.P.A. at or above 2.5

#### Education Courses with the first four blocks

EDUC-S 508 - Classroom Management

EDUC-P 510 - Psychology in Teaching

EDUC-S 516 - Science

EDUC-E 541 - Math

EDUC-K 505 - Introduction to Special Education

EDUC-E 545 - Reading

EDUC-E 100 - Methods of Teaching Physical Education

EDUC-M 323 - Methods of Teaching Art

EDUC-M 333 - Methods of Teaching Music

EDUC-E 547 - Social Studies

EDUC-E 549 - Language Arts - Literature and Writing emphasis

**Checkpoint #2: Admission to Student Teaching G.P.A. at or above 3.0 Passage of Indiana CORE and Licensing exams**

Student Teaching Block

EDUC-M 550 - Student Teaching

EDUC-T 550 - Culture/Community Forces & Schools

**Checkpoint 3: Licensure G.P.A. at or above 3.0 No unresolved dispositional deficiencies Completion of all UTEP classes**

## 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.)

## Graduate Visual Arts Education Program Degree Requirements

### 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.

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. These two classes must be taken prior to other courses in this program.

- EDUC S508 I Problems in Secondary Education
- EDUC S508 II Visual Arts Methods in the Urban Classroom (3 cr.) (Elementary and Middle School Methods).

These courses may be taken as available in the course program schedule

- EDUC-S510 Methods of Teaching in Secondary Urban Schools (3 cr.), an elementary or middle school field placement in an urban school

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.).
- 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.).
- EDUC-L517 Advanced Study of Content Reading and Literature (3 cr.) and EDUC-M550 Student Teaching (3 cr.).
- (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.

## 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.

## 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.

## M.S. Ed. in Teaching, Learning and Curriculum (Online)

The MEd in Teaching, Learning, and Curriculum offers instruction in current and innovative practices being explored in the fields of teaching and curriculum. This program may be of special interest to those in education aspiring to advanced positions and leadership roles.

As a student in this program, you gain the knowledge, skills, and experience necessary to design a curriculum that demonstrates equitable learning opportunities for all learners. You critically analyze research-based practices and their effectiveness across multiple contexts. You design and implement an empirical study on teaching, learning, and curriculum. You synthesize information and evidence to make informed decisions regarding effective, ethical pedagogy.

### Program Learning Outcomes

*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 diverse learners.
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 pedagogy.

### Degree Components and Required Coursework

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

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

To earn the M.S.Ed. in Teaching, Learning, and Curriculum students must complete the three degree components and all required coursework:

### I. M.S.Ed. in Teaching, Learning, and Curriculum—Core (6 courses/18 cr)

- 1) Curriculum – EDUC J500 – Instruction in the Context of Curriculum

2) Choose one of the following two Equity for Learning courses:

- A. EDUC E555 – Human Diversity in Education, or
- B. EDUC J655 – Seminar in Multicultural and Global Education

3) Teaching for All Learners – EDUC J501 Strategies for Teaching, Learning, and Curriculum

4) Assessment and Evaluation – EDUC J502

5) Inquiry – EDUC Y520 – Strategies for Education Inquiry

### **II. M.S.Ed. in 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.

#### **A. Early Childhood Care and Education**

1. Take the following 3 classes:

- EDUC E506 Curriculum in Early Childhood
- EDUC E525 Advanced Curriculum Study in Early Childhood
- EDUC P515 Child Development

2. One course selected from one of the other TLC tracks

#### **B. STEM and Arts Innovations**

1. Take the following 3 classes:

- EDUC S504 Introduction to STEM Teaching
  - EDUC Q528 Making for Learning
  - EDUC Z501 Art Methods for Non-Art Specialist Educators
2. One course selected from one of the other TLC tracks

#### **C. Teacher Leadership and Instructional Coaching**

1. Take the following 3 classes:

- EDUC J503 Teacher Leadership and Instructional Coaching
- EDUC A510 School Community Relations
- EDUC A629 Continuous Improvement and Data-Informed Decision-Making

2. One course selected from one of the other TLC tracks

#### **D. Educating Exceptional Learners**

1. Complete the following 3 classes:

- EDUC W551 Education Foundations for High Ability Students
- EDUC K553 Management of Academic and Social Behavior
- EDUC L524 Language Education Issues in Bilingual and Multicultural Education

2. One course selected from one of the other TLC tracks

### **III. M.S.Ed. in Teaching, Learning, and Curriculum— Capstone (1 course / 3 cr)**

1. Complete:

- EDUC J597 Teaching, Learning & Curriculum Capstone

## **M.S. in Educational Technology for Learning (ONLINE)**

The M.S.Ed. in Educational Technology for Learning will engage students in a technology-infused curriculum that requires them to use and evaluate a wide-variety of digital tools used in educational environments. Students will consider how they can teach differently in the technology-enhanced environment. The curriculum of the M.S.Ed. in Educational Technology for Learning connects theory to practice, preparing educators to design learning experiences that promote creativity and active learning through the integration of digital tools. It prepares professionals to critique the current educational technology innovations and related research and immerses them in learning engagements that promote global connections, instant feedback, and communication with authentic audiences.

The IU collaborative M.S.Ed. in Educational Technology is offered as 100% online asynchronous degree.

#### **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).

a. 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.

b. Evaluate and utilize technology tools and resources for K-12 learning, including social media.

c. 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.

d. Design technology-integrated instruction that promotes digital citizenship, media literacy, and computational thinking.

e. 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.

a. 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.

b. Make use of a range of data to inform the evaluation and revision of technology-rich learning environments.

c. Participate in and document involvement in collaborative, reflective learning communities.

d. Build appropriate activities and tools for professional development and program evaluation.

- i. Conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning
- ii. 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.
- iii. 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.
- iv. 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

To earn the degree students will complete twelve courses for 36 overall credit hours. The required courses fall into the following four categories:

#### I. Foundations coursework – Three courses/9 credits

##### 1. Instruction in the Curriculum

EDUC-J 500 Instruction in the Context of the Curriculum

##### 2. Assessment (complete one of the following)

EDUC-P 507 Assessment in Schools

##### 3. Diversity and Inclusive Teaching (complete one of the following)

EDUC-H 520 Social Issues in Education or  
EDUC-T 531 Organizational Change in Culturally and Linguistically Diverse Schools or  
EDUC-J 511 Differentiated Instruction

#### II. Inquiry and Research – Three courses/ 9 credits

1. EDUC-Y 520 Strategies for Education Inquiry
2. EDUC-Y 510 Research and Technology in Schools or Action Research 1
3. EDUC-W 590 Individual Research in Computer Education – Capstone

(Students must complete Y510 and Y520 prior to registration in W590)

#### III. Technology in Education Core – Four courses/12 credits

1. EDUC-W 531 Technology for Teaching and Learning,
2. EDUC-W 520 Planning for Technology Infrastructure,
3. EDUC-W 515 Technology Leadership and Professional Development.
4. EDUC-W 540 Technology-Infused Curriculum

#### IV. Education Technology Electives—Two courses/6 credits (Choose two from the following list)

EDUC-W 550 Current Technology Trends – Specific Topics Check with your advisor  
EDUC-K 510 Assistive Techniques in Special Education  
EDUC-R 505 Workshop In Instructional Systems Technology; VT: Computer-Based Teaching  
EDUC-R 547 Computer-Mediated Learning

EDUC-W 505 Professional Development Conference— Specific Topics Check with your advisor

## Graduate Certificate in District Level Administration in Urban Settings (ONLINE)

The GC DLAUS (ONLINE) will provide individuals who already hold a post-master's degree with a direct path to meet Indiana's District Level Administration standards. Individuals with an M.S.Ed. or related master's degree should be advised to apply to the Ed.S. in Educational Leadership in Urban Settings.

### 1. Mission, Vision, & Improvement of Schools (3 cr)

EDUC-A671 Planning and Change in Educational Organizations

### 1. Ethics & Professional Norms (3 cr)

EDUC-A615 Advanced School Law

### 1. Equity, Inclusiveness, & Cultural Responsiveness (3 cr)

Students complete one of three options:

EDUC-T531 Organizational Change in Cultural and Linguistically Diverse Schools

EDUC-A675 Leadership in Special Education

EDUC-J655 Seminar in Multicultural and Global Education

### 1. Learning & Instruction (3 cr)

EDUC-J630 Curriculum Theory and Practice

### 1. Community & External Leadership (3 cr)

EDUC-T550#Cultural#and#Community#Forces#and#the#Schools

### 1. Operations & Management (3 cr)

EDUC-A653 Organizational Context of Education

### 1. Policy, Governance, & Advocacy (3 cr)

EDUC-A672 Moral Dimensions of Leadership

### 1. Internship (3 cr)

EDUC-A785 Internship in Educational Leadership

## Ed.S. Educational Leadership (ONLINE)

The IU collaborative Ed.S. in Educational Leadership will provide current and future school leaders with the knowledge base, technical, and interpersonal skills they need to provide effective and visionary leadership, so they can empower all stakeholders and promote excellence in education in an era of evidence-based accountability.

### Target Audience—Ed.S. Educational Leadership

This degree will serve individuals interested in completing the requisite graduate education to qualify for building-and/or district-level administrative licenses. Among these individuals, we anticipate two distinct audiences.



Students with a Bachelor's degree and two years of classroom teaching experience can enter the program directly and earn an Ed.S. in Educational Leadership after completing 60 hours of graduate coursework in Educational Leadership.

Students who hold an advanced post-baccalaureate degree (i.e. JD, MPA, M.S., etc.) or Master's degree in Educational Leadership can apply up to 30 credit hours of coursework towards satisfaction of requirements in the collaborative Ed.S. in Educational Leadership program. Students possessing an I.U. degree may apply up to 36 credit hours.

In all cases, the first step to achieving building- and district-level administrative license is to first earn an instructional license and comply with state regulations.

### **Program Goals and Learning Outcomes—Ed.S. Educational Leadership**

Learning Outcomes for the IU Collaborative Ed.S. in Educational Leadership align to National Educational Leadership Preparation District-Level standards (now NELP, formerly ELCC) as promulgated by the National Policy Board for Educational Administration.

Upon completion of the IU Collaborative Ed.S., graduates will understand and demonstrate an ability to:

1. Ed.S. LO/NELP Stnd: Mission, Vision, and Improvement
  - Promote current and future success and well-being of all students.
  - Apply the knowledge and skills to collaboratively lead, design, and implement a district mission, vision, and process;
  - Foster continuous improvement at the district-level that reflects a core set of values and priorities that
  - include data use, technology, values, equity, diversity, digital citizenship, and community.
2. Ed.S. LO/NELP Stnd: Ethics and Professional Norms
  - Advocate for ethical decisions and cultivate professional norms and culture.
3. Ed.S. LO/NELP Stnd: Equity, Inclusiveness, and Cultural Responsiveness
  - Develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.
4. Ed.S. LO/NELP Stnd: Learning and Instruction
 

\*Evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.
5. Ed.S. LO/ NELP Stnd: Community and External Leadership
  - Engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.
6. Ed.S. LO/NELP Stnd: Operations and Management
  - \*Develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.
7. Ed.S. LO/NELP Stnd: Policy, Governance, and Advocacy

- Cultivate relationships, lead collaborative decision-making and governance, and represent and advocate for district needs in broader policy conversations.

### 8. Ed.S. LO/Stnd: Internship

- Synthesize and apply the knowledge and skills identified in NELP Standards 1–7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.

### **Required Coursework**

The overall curriculum for the IU collaborative Ed.S. in Educational Leadership meets NELP district-level standards. At the course level, it aligns with Indiana Department of Education standards for the Building-Level Administrator and District-Level Administrator licensure requirements.

### **Program Components and Credit Breakdown—Ed.S. Educational Leadership**

Part I: BLA Requirements Credit Total = 24  
 Part II. DLA Requirements Credit Total = 27  
 Part III. Electives and Leadership Seminar = 9  
 Ed.S. total credits = 60

### **Degree Requirements**

To earn the Ed.S. in Educational Leadership students must complete the following degree components and required coursework:

#### **Part I: Building-Level Administrator Coursework**

1. Mission, Vision, & Improvement of Schools (3 credits)
  - EDUC-A500 Intro Ed Leadership
2. Ethics & Professional Norms (3 credits)
  - EDUC-A608 Legal and Ethical Perspectives on Education
3. Equity, Inclusiveness, & Cultural Responsiveness (3 credits)
  - EDUC-H520 Education and Social Issues
4. Learning & Instruction (6 credits)

Students complete two courses:

- EDUC-J500 Instruction in Context of Curriculum
- EDUC-A624 Educational Leadership: The Principal K-12
- 5. Community & External Leadership (3 credits)
  - EDUC-A510 Community School Relations
- 6. Operations & Management (3 credits) Students complete one of two course options:
  - EDUC-A630 Economic Dimensions of Education
  - EDUC-A635 Public School Budgeting
- 7. Building Professional Capacity (3 credits)

- EDUC-A515 Educational Leadership: Teacher Development and Evaluation 8. Internship (3 credits)
- 8. Internship (3 credits)
- EDUC-A695 Practicum in Educational Leadership

### Part II: District Level-Administrator Requirements

1. Mission, Vision, & Improvement of Schools (3 credits)
  - EDUC-A671 Planning and Change in Educational Organizations
2. Ethics & Professional Norms (3 credits)
  - EDUC-A615 Advanced School Law
3. Equity, Inclusiveness, & Cultural Responsiveness (3 credits)

Students complete one of three options:

- EDUC-T531 Organizational Change in Cultural and Linguistically Diverse Schools
- EDUC-A675 Leadership in Special Education EDUC-J655 Seminar in Multicultural and Global Education
- EDUC-J655 Seminar in Multicultural and Global Education

4. Learning & Instruction (3 credits)

- EDUC-J630 Curriculum Theory and Practice

5. Community & External Leadership (3 credits)

- EDUC-T550 Cultural and Community Forces and the Schools

6. Operations & Management (3 credits)

Students complete one of two course options:

- EDUC-A653 Organizational Context of Education
- 7. Policy, Governance, & Advocacy (3 credits) Students complete one of two course options:

- EDUC-A672 Moral Dimensions of Leadership

8. Internship (3 credits)

- EDUC-A785 Internship in Educational Leadership

9. Leadership Seminar/ Project /Thesis (3 credits)

Students complete one of two course options:

- EDUC-A680 Educational Specialist Seminar (Educational Leadership)
- EDUC-A754 Seminar in Research in Educational Leadership

10. Collaborative Ed.S. Electives (two classes/six credits to reach 60 overall credits)

Students may complete any two courses from the following list:

- EDUC-A530 Statistical Data for Educational Leadership
- EDUC-Y502 Intermediate Statistics Applied to Education
- EDUC-A629 Continuous School Improvement and Data-Informed Decision Making

- EDUC-A590 Independent in Educational Leadership
- EDUC-Y510 Action and Research I
- EDUC-P540 Learning and Cognition in Education
- EDUC-P507 Assessment in Schools

## Graduate Certificate in Teaching English Learners (ONLINE)

The IU Online Collaborative Graduate Certificate in Teaching English Learners (GC-TEL) is a license addition program that will provide Indiana teachers with the knowledge and training needed to promote English Learners' achievement in a culturally sustaining manner.

This program will serve PreK-12 teachers by providing educator preparation coursework meeting the 2010 Indiana Department of Education's English Learners (EL) Content Standards for Educators. The certificate may also allow out-of-state students to meet English Learner teacher standards and educational licensure in their respective states.

This 100 percent asynchronous online collaborative program is taught by faculty at IU Bloomington, IU East, IUPUI, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast.

### Degree Requirements

Students must complete 18 credit hours of coursework as follows:

1. (Summer 2) EDUC-L 524 Language Education Issues in Bilingual & Multicultural Education#(3 credits)
2. (Fall taken concurrently) EDUC-L 521 Language & Literacy Foundations for Teaching ENL Teachers#(3 credits)
  1. Take concurrently with EDUC-L 570#Practicum in Language and Literacy#(1 credit)
3. (Spring taken concurrently) EDUC-L 503 Assessment Literacy for Cultural and Linguistic Diversity#(3 credits)
  1. Take concurrently with EDUC-L 571#Practicum in Cultural, Linguistic, and Assessment Profiles (1 credit)
4. (Summer1) EDUC-L 522 ENL Instructional Methods (3 credits)
  1. Take concurrently with EDUC-L 572 Practicum in Content-Based Instruction#(1 credit)
5. (Fall) EDUC-T 524 Diverse Perspectives on Families#(3 credits)

## 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 required state licensing 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 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; state required licensing exams and 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 Gary, East Chicago, Hammond, Merrillville, and Lake Ridge.

## Undergraduate Licensing Programs in the SOE

The following undergraduate licensing programs that lead to licensing are offered at IU Northwest.

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

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

Only EDUC K505 and K555 may be taken by students before passing the Praxis Core Examinations.

### 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 School of Education Licensing Officer for requirements.

## Transition to Teaching (T to T) in Special Education

### Program Description

Transition to Teaching (T2T) in special education program is a graduate license program that is a fast track cohort program to prepare teachers to be licensed in mild intervention (P-12). This program requires fewer courses than the traditional initial special education license program, thus can complete the license program quicker in three semesters. Because of fewer courses, the program requires higher performance (B or above grade for all of the program courses). After completion of licensure program, T2T students can earn a master's degree with two additional capstone courses.

**Entrance Requirement:** The applicants must meet the below entrance requirement of A or B to start T2T program.

(A) Bachelor's Degree with a 3.0 GPA

(B) Bachelor's Degree with GPA between 2.5 to 2.9 with 5 years of professional experience (5 years of professional experience only can be waived if the student passes licensure exams prior to entering the program)

Praxis Core exams are also required before entering the second sequence of the cohort.

### Program Courses

Course Requirements (all courses are 3 credits):

Sequence 1

- EDUC-P514 Life Span Development: Birth to Death
- EDUC-K505 Introduction to Exceptional Children
- EDUC-K555 Assessment and Instruction of Reading In Special Education

Sequence 2 (Praxis Core Entrance Exams need to be passed before entering Sequence 2).

- EDUC-K543 Education of Students with Socially and Emotionally Disturbed
- EDUC-K535 Assessment and Remediation of Mild Disabilities
- EDUC-M501 Field Experience

Sequence 3 (Praxis Core Mild Intervention License Exams need to be passed before entering ST)

- EDUC-P595 Student Teaching in Special Ed
- EDUC-K519 Psychological and Educational Assessment of Exceptional Children

Capstone Courses for Master's Degree (2 courses, 6 credits)

- EDUC-Y520 Strategies for Educational Inquiry
- EDUC-W 505 Master's Capstone Seminar