

Division of Education

Loren L. Henry, Chair

Professors: Sorgman, Tulley

Associate Professor: Henry

Assistant Professors: Aamidor, Sigler, Saam

Lecturer: Reed

Coordinator of Educational/Student Resources: Miller

Academic Counselor: Stipp

General Information

History of the Division of Education

The first teacher education programs at Kokomo were offered by the Indiana University School of Education in response to the needs of local teachers for courses to meet state licensing requirements. The Kokomo Division of Education was later established to serve the growing needs of north central Indiana citizens for easily accessible quality programs. The campus awarded its first Bachelor of Science in Elementary Education degree in 1969 and the Master of Science in Education degree in May 1985.

Mission

The Division of Education maintains the highest standards for students in its teacher education programs. The successful teacher necessarily must master both a body of content knowledge and effective teaching skills. Teacher education programs offer a balance of broad liberal arts education and specialized knowledge in professional education and concentrated areas. Students choose from a variety of options to fulfill their educational requirements.

The purposes of the teacher education programs are (1) to prepare students to serve as effective teachers and members of the profession, (2) to assist students in meeting Indiana certification requirements for public school personnel, and (3) to assist Indiana University graduates in securing satisfying professional positions.

The Professional Educator Model

The IU Kokomo teacher education programs are based on the Professional Educator Model, which is aimed at the development of teachers from novice to professional. Elements of the programs include content knowledge; general pedagogical knowledge; curriculum knowledge; knowledge of learners and their characteristics; pedagogical content knowledge; knowledge of educational contexts; and knowledge of education ends; purposes, values, and their philosophical and historical grounds. The programs aim to develop teachers who have:

- Strong, balanced general education with work in the humanities, social sciences, mathematics, and physical and biological sciences.
- Thorough understanding of the subject matter of their teaching field or fields.
- Ability to communicate effectively both orally and in writing.
- Competence to design and implement effective instruction using a variety of instructional models.
- Competence to create an effective classroom climate.
- Commitment and capacity to design learning experiences that foster critical thinking and decision making.

- Understanding of and ability to use computer and electronic technologies.
- Ability to design appropriate evaluation strategies, both quantitative and qualitative, to appraise their instructional effectiveness, and to assess the achievements of their students.
- Capacity to make sound judgments regarding the use of instructional materials.
- Commitment and capacity to address issues of justice and equity and a sensitivity to cultural differences and global concerns. Commitment and capacity to build effective relationships with students, colleagues, and members of the community.
- Understanding of the legal rights and responsibilities of students, teachers, and schools.
- Commitment and capacity to approach their profession ethically with a guiding set of responsible social and personal values.
- Commitment to continuing professional renewal.

Programs

The Division of Education offers three degrees: the Bachelor of Science in Education – Elementary Education, the Master of Science in Elementary Education, and the Master of Science in Secondary Education.

Note: Only IU Kokomo students admitted to the following certification programs before July 1, 2002 will be able to enroll in these programs. Furthermore, students must complete all licensure requirements for these programs before July 1, 2006. Students admitted on or after July 1, 2002 will need to obtain a program of study from the Education Office as new programs of study were not available at the time of printing of this document.

Additional areas of certification are provided for the elementary level in kindergarten, early childhood/special education, and reading; and for the junior high/middle school (grades 5-9) level in language arts, science, social science, mathematics, or foreign languages.

Students who have completed or are progressing toward an appropriate undergraduate degree from an accredited institution may earn certification to teach English, mathematics, social studies, or science at the senior high/junior high/middle school levels. A student simultaneously enrolled in a degree program and working toward certification must complete all requirements for both programs.

Students seeking secondary education credentials in other teaching majors from other campuses may be able to complete part of the course work at IU Kokomo. If a program or degree is to be completed at another IU campus, the student should be admitted to that program and obtain counseling there to ensure that IU Kokomo courses are accepted.

Accreditation

Indiana University Kokomo is fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and the North Central Association of Colleges and Schools.

The Student's Responsibility

Advisors assist students in planning a program of study to satisfy requirements, but each student assumes final responsi-

bility for meeting deadlines and completing requirements for certification and graduation. It is therefore essential that all students be familiar with the certification requirements set forth in the bulletin and student handbooks.

Affirmative Action

The School and Division of Education have a strong policy against discrimination that affects student teaching and teacher placement. Discrimination refers to the exclusion of a teacher or a prospective teacher from any position, assignment, or learning opportunity on the basis of any of the following criteria: race, color, minor variations in accent or dialect, religion, gender, national or social origin, economic condition of birth, age, disability, sexual orientation, or any other criterion not directly related to ability as a teacher.

The central characteristic of discrimination rests in its denial of an objective judgment of individual worth by assigning, deliberately or unintentionally, stereotyped status to an individual. It thus introduces criteria that are not relevant to confirmable professional judgment of the quality of an individual's performance. Any complaint concerning discrimination should be called to the attention of the chair of the Division of Education at IU Kokomo.

Services Available to Education Students

Curriculum Lab

The Curriculum Lab (CuLab) houses a variety of education-related books and materials, as well as computers linked to the Internet, for use by students in research, lesson planning, construction of activities, and educational computing.

Placement Services for Education Students

The Office of Placement and Student Services in the School of Education at Bloomington accepts registration from any person who has either earned a degree from Indiana University or who successfully completed 30 credit hours at Indiana University. Students are encouraged to complete their placement dossiers prior to graduation. The IU Kokomo Office of Career Development and Placement is also available to assist students in preparing and conducting a job search. The office is a point of contact between employers and students or alumni seeking employment.

Organizations

Education Student Advisory Council

A student organization, the Education Student Advisory Council (EdSAC), represents student concerns to the Division of Education to faculty and administration. In addition, EdSAC provides opportunities for education and service to students beyond the formal classroom. The organization promotes educational leadership skills and assists the Division in various professional activities.

Pi Lambda Theta

Pi Lambda Theta is an international honor and professional association of professionals from all levels of education, the health professions, and library science who have achieved high academic excellence and have a demonstrated potential for leadership. Organized in 1910, Pi Lambda Theta now has more than 16,000 members in campus and community-based chapters. The Indiana University Kokomo chapter and its

advisor, Charlotte Miller, have won awards for both innovation and leadership.

Professional Organizations

Students in the education programs at IU Kokomo are strongly encouraged to join and support external associations in their field, including the International Reading Association, the Association for Childhood Education, the National Science Teachers Association, the National Council of Teachers of Mathematics, the National Council for the Social Studies, and the National Council for Teachers of English.

Other Opportunities

Undergraduate Research

Opportunities are frequently available for undergraduate students to work with faculty on education research projects, and they may be supported by grants. Each student is strongly encouraged to consult with faculty whose academic area is congruent with the student's interest.

Honors Program

Students with at least a 3.3 grade point average are eligible to earn both university and education honors. Honors in education may be completed within two years and include a summer internship. Interested students should contact the Honors program director for further information.

Undergraduate Programs

Changes in Program Requirements

All program descriptions reflect current regulatory guidelines, but programs may be altered by the Division of Education to meet changing requirements of the Indiana Professional Standards Board. Every effort will be made to ensure that changes do not jeopardize the progress of the matriculated student. However, students who extend their programs over several years should expect to be required to complete current standards. Students should confer with their advisor concerning the current educational requirements.

Admission Requirements

Students are admitted directly into the Division of Education upon declaring an education major. To complete admission, each student must attend an orientation seminar and be assigned an advisor. Admission to the education major does not guarantee subsequent admission to the Teacher Education Program.

Transfer Credit Policies

The following policies govern the transfer of credit at IU Kokomo and in this program:

1. The Office of Admissions determines the credit that may be accepted from other institutions and applied toward a degree.
2. Courses from other institutions applied toward an undergraduate education degree must be equivalent to courses offered at Indiana University.
3. Credit is not accepted for work in institutions not approved by the Indiana Professional Standards Board.
4. No more than 64 credit hours earned at a junior or community college will apply toward a degree at Indiana University.
5. No credit will be allowed for work in which the student has earned a letter grade lower than C or its equivalent.

Division of Education

Teacher Education Program (TEP)

Admission to the Teacher Education Program

Students who wish to pursue programs that lead to teacher licensure must apply for admission to the Teacher Education Program (TEP). Admission to the TEP is separate from admission to the university and from admission to the education major. Formal acceptance is required before students are permitted to enroll in any special methods courses. Students generally apply to the TEP at the end of their sophomore year on forms available from the Division of Education office.

Standards for Admission to the Teacher Education Program apply to both education and non-education majors. In order to be admitted, a student must:

1. Earn an overall GPA of 2.5 or higher.
2. Attain a grade of C or better in all required general education courses.
3. Achieve a C+ or better in all professional education courses required for the student's program.
4. Complete content area courses with a minimum GPA of 2.5 including, for secondary, 12 credit hours in the student's major subject area.
5. Earn passing scores, as established by the Indiana Professional Standards Board, on the Pre-Professional Skills Test (PPST) in the areas of reading, writing, and mathematics within the past five years.
6. Receive formal acceptance into the program by the education faculty.

Applicants for TEP with Undergraduate Degrees from Other Divisions

Students earning secondary school teaching certification while working for a baccalaureate degree in some other division or school at IU Kokomo must meet the professional education requirements and the subject matter course requirements of the area in which they wish to be certified. They must also have completed a minimum of 124 credit hours. In addition, they must meet the undergraduate admission requirements and be accepted to the Teacher Education Program (TEP) prior to enrolling in special methods or student teaching courses.

Applicants from other divisions should make an appointment with the education academic advisor to discuss their certification program requirements as soon as they are aware of their interest in the secondary program.

Graduate Applicants for TEP

Candidates who hold a baccalaureate degree and wish to seek certification for teaching must apply and be accepted following the procedures outlined above. See the section of this bulletin entitled "Graduate Study in Education" for further details on admission.

Retention in TEP

A student will be retained in the TEP provided a satisfactory academic average and good standing in the university are maintained.

Undergraduate Academic Policies

Correspondence Courses

Students in the Division of Education receive credit for correspondence work only in exceptional cases, with the consent of the chair of the Division of Education. If a correspondence course is to be applied toward graduation requirements during the current semester, it must be completed at least 15 days prior to the close of regular campus classes that semester. Students in the elementary education program may take a maximum of 9 credit hours in general education academic subjects by correspondence. Secondary students may complete courses by correspondence with a maximum of 9 credit hours in the major/primary area and 6 credit hours in the minor/supporting area (the total not to exceed 12 credit hours). Exceptions to this rule will be considered on an individual basis by the chair of the division. In no case will correspondence credit exceed 18 credit hours, and no required professional education courses may be completed by correspondence.

Special Grading Policies

See university grading policies in the Academic Regulations section of this bulletin.

Early Graduate Credit

Undergraduates in the last semester of their program may be permitted, in special situations, to take courses for graduate credit. Such courses will not be included as part of the undergraduate degree requirements. They may be counted toward an advanced degree only if the student successfully completes the undergraduate degree during that semester. Students should refer to the current student handbook for specific academic policies and practices.

Field Experiences and Student Teaching

Field Experiences

Field experiences are important and pervasive components of the education program at IU Kokomo. All students must complete a series of continuous and ongoing experiences in elementary or secondary classrooms, including observations, field practicums, and student teaching. Admission to the Teacher Education Program is required to enroll in special methods courses and their related field experiences.

Student Teaching Semester

Applications for student teaching of any type must be filed by January 15 of the year prior to the academic year in which the work is to be done. Applications are available in the Education Office. Student teaching is a full-time experience requiring complete participation in the school program, including evening activities as required. Student teachers should plan accordingly.

Eligibility Requirements for Student Teaching/Practicums

In order to be eligible for student teaching or endorsement area practicums, students should:

1. Be formally admitted to the Teacher Education Program.
2. Submit a student teaching application to the Division of Education at IU Kokomo.

3. Attain senior or graduate standing in the university or be within two semesters and one summer session of graduation.
4. Complete all professional education courses designated as prerequisites to student teaching or the practicum.
5. Complete all the required courses (exclusive of the practicum) for the specific elementary or middle level minor, endorsement, or practicum program or complete at least 75 percent of the required work in the secondary major or complete at least 75 percent of the required work in each middle school major.
6. Earn an overall GPA of 2.5 or higher in all work taken at Indiana University.
7. Earn a GPA of 2.5 or higher in each teaching major/primary area, minor/supporting area, or concentration area.
8. Meet all other standards and requirements of the TEP.

Graduates from an institution outside of Indiana must have their transcripts evaluated for deficiencies by a certification specialist with the Indiana Professional Standards Board before their application can be accepted. Requirements of both the State of Indiana and Indiana University must be met, and students are seldom permitted to enroll in student teaching until they have completed some course work at Indiana University.

Graduates of unaccredited colleges or universities are not accepted for upper-level work or student teaching.

Graduates from an institution of higher learning in Indiana must obtain a written release and clearance from that institution, present evidence of being enrolled in a degree or certification program at that institution, or present a transient student request.

Transfer students should be enrolled at least one semester or summer in education courses on an Indiana University campus before commencing student teaching. The Office of the Director of Student Teaching at IU Kokomo will determine if students have met these eligibility requirements.

Bachelor of Science in Education

Students are held responsible for meeting all requirements for graduation and for completing them by the expected graduation date.

Specific Degree Requirements

The program of courses as listed is designed to meet the course requirements for both the degree and the license. The degree requirements for the Bachelor of Science in Education are:

1. Meet the regular matriculation requirements of the university.
2. Admission to the Teacher Education Program (TEP).
3. Completion of at least 35 credit hours of junior and senior courses (courses numbered 300 or above).
4. Completion of at least 30 of the last 60 credit hours required for a specific degree program at Indiana University Kokomo. These 30 credit hours will, with rare exception, include student teaching and methods courses in the major teaching areas. Students must also take some of the work in the major area at IU Kokomo unless they are transfer students from an IU campus where a degree in the major is offered. In

this case, the requirement of some work in the major area at IU Kokomo may be waived if it seems appropriate.

5. Completion of the professional education courses as stipulated in the specific program, and all of the general education and subject matter courses required by IU Kokomo for a teacher's certificate.
6. Completion of a total of 124 credit hours (minimum credit hours in general education and in professional education as specified by each program).
7. Meet GPA requirements of the program as previously specified, including a minimum GPA of 2.5 in each special teaching area.
8. Recommendation by the student's academic advisor and approval by the education faculty.

Application for Degree

Students should file an application for the degree with the chair of the Division of Education at Indiana University Kokomo at their last registration before completing degree requirements. Students completing degrees in the School of Education in absentia must notify the chair at least two months prior to the date the degree is to be granted.

Graduation dates at IU Kokomo occur in December, May, June, and August. Students planning to graduate in December must apply for their degrees by September 15. Graduates in May, June, and August graduations must apply by February 1.

Application for a degree is the student's responsibility. The Division of Education will not be responsible for students who fail to file their application in time.

Application for Pre-Professional Skills Test

The Indiana Professional Standards Board requires all initial license applicants to submit passing scores on the Reading, Writing, and Mathematics sections of the Pre-Professional Skills Test and appropriate Specialty Area Test(s). Information on these tests is available in the Education Office.

Application for Indiana Teacher's License

Application forms for Indiana teacher licenses are available in the Division of Education office. Completed applications should be submitted to the licensing advisor in the IU Kokomo Education Division. The Indiana Professional Standards Board, not the university, issues teaching credentials.

Bachelor of Science in Education with Distinction

The Division of Education recognizes high cumulative grade point averages with the designations "Distinction" (3.5 or higher), "High Distinction" (3.7 or higher), and "Highest Distinction" (3.8 or higher). Graduates earning these honors are specially recognized at Commencement ceremonies. To be eligible, a student must (a) earn a grade point average of 3.5 or higher in all work taken at Indiana University, (b) be in the top 10 percent of the class, and (c) complete residency requirements at IU Kokomo, and (d) be recommended by the faculty.

Note: Only IU Kokomo students admitted to the following certification programs before July 1, 2002 will be able to enroll in these programs. Furthermore, students must complete all licensure requirements for these programs before July 1, 2006. Students admitted on or after July 1, 2002 will need to obtain a program of study from the Education Office as new programs

Division of Education

of study were not available at the time of printing of this document.

General Education Requirements (70 cr. minimum)

Courses required in the four-year curriculum leading to the elementary school teacher license and the degree of Bachelor of Science in Education are listed below. Students should plan their programs in consultation with an academic advisor and should monitor their programs to ensure general education requirements are met. Failure to do so will delay program completion.

Language Arts (15 cr. minimum)

Composition

- ENG W131 Elementary Composition I (3 cr.)
- ENG W132 Elementary Composition II (3 cr.)

Speech

- SPCH S121 Public Speaking (3 cr.)

Literature

- ENG L390 Children's Literature (3 cr.)
- ENG L101 Freshman Literature I (3 cr.) *or* ENG L102 Freshman Literature II (3 cr.)

Science (14 cr. minimum)

Earth Science and Conservation

- GEOG G315 Environmental Conservation (3 cr.)
- GEOG G107 Physical Systems of the Environment (3 cr.) *or* GEOL G103 Earth Science: Materials and Processes (3 cr.) *or* GEOL G104 Earth Science: Evolution of the Earth (3 cr.)

Life Science

- BIOL L105 Introduction to Biology (5 cr.) *or* BIOL L100 Humans and the Biological World (5 cr.)

Physical Sciences

- CHEM C100 World of Chemistry (3 cr.) *or* PHYS P100 Physics in the Modern World (5 cr.)

Electives from:

- AST A100 Solar System (3 cr.)
- EDUC Q200 Basic Science Skills (2-3 cr.)
- GEOG G301 Life of the Past (3 cr.)
- GEOG G410 Special Project (1 cr.)

Social Studies (15 cr. minimum)

Economics

- ECON E200 Introduction to Economics (3 cr.) *or* ECON E201 Introduction to Microeconomics (3 cr.)

Sociology and family relationships

- SOC S316 Sociology of Family (3 cr.)
- SOC S100 Introduction to Sociology (3 cr.) *or* SOC S101 Social Problems and Policies (3 cr.)

World history/politics

- HIST H232 World in Twentieth Century (3 cr.) *or* POLS Y107 Introduction to Comparative Politics (3 cr.) *or* POLS Y109 Introduction to World Politics (3 cr.)

American History

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

Mathematics (9 cr. minimum)

- M125 Pre-Calculus Mathematics (3 cr.) *or* M118 Finite Mathematics (3 cr.)

- T109 Mathematics for Elementary Education I (3 cr.)
- T110 Mathematics for Elementary Education II (3 cr.)

Arts (3-6 cr. minimum)

Interdisciplinary Arts

- HUMA U103 Introduction to the Creative Arts (3 cr.) *or*

One course from:

(a) Visual arts

- FINA A101 Ancient and Medieval Art (3 cr.)
- FINA A102 Renaissance through Modern Art (3 cr.)

and

(b) Music

- MUS M174 Music for the Listener (3 cr.)

Electives (11 cr. minimum)

To be selected from the before-mentioned areas or approved nonprofessional education courses.

Professional Education Requirements (40 cr. minimum)

- EDUC M101 Introduction to Education Lab/Field Experience (3 cr.)
- EDUC P250 Educational Psychology (3 cr.)
- EDUC M201 Lab/Field Experience (1 cr.)
- EDUC H340 Education and the American Culture (3 cr.)
- EDUC M300 Teaching in a Pluralistic Society (3 cr.)
- EDUC W200 Microcomputing for Education: An Introduction (3 cr.)
- EDUC M199 IU Education Competency Tests passed (0 cr.)
- EDUC M299 Admission to Teacher Education Program (0 cr.)
- EDUC M301 Lab/Field Experience (field experience/seminar for E325, E328, E339, M323 and E343) (0-1 cr.)
- EDUC M323 Teaching Music in Elementary Schools (2 cr.)
- EDUC M333 Art Experiences for Elementary Teachers (2 cr.)
- EDUC E325 Social Studies in Elementary Schools (3 cr.)
- EDUC E328 Science in Elementary Schools (3 cr.)
- EDUC E339 Methods of Teaching Language Arts in the Elementary Schools (3 cr.)
- EDUC E340 Methods of Teaching Reading in the Elementary Schools I (3 cr.)
- EDUC E341 Methods of Teaching Reading in the Elementary Schools II (3 cr.)
- EDUC E343 Mathematics in the Elementary Schools (3 cr.)
- EDUC M425 Student Teaching: Elementary (9-15 cr.)

Electives

Electives should be selected sufficient to attain a total of 124 credit hours — the minimum required for both the bachelor's degree and the teacher's license. Elective credits may be used to complete minors and/or endorsements. Students should consult an academic advisor about the selection of electives.

Endorsements and Additions to Elementary Licenses

You may obtain an application for endorsement and additions in the Division of Education office. Students must maintain an overall GPA of 2.5 or higher in each teaching endorsement to be added to the license.

Kindergarten Endorsement (15 cr. minimum)

The kindergarten endorsement may be added to the elementary teaching license.

Required courses for the kindergarten endorsement are:

- EDUC P249 Growth and Development in Early Childhood (3 cr.)
- EDUC E337 Classroom Learning Environment (3 cr.)
- EDUC E335 Introduction to Early Childhood Education (3 cr.)
- EDUC M401 Laboratory/Field Experience (0 cr.)
- EDUC E338 The Early Childhood Educator (3 cr.)
- EDUC M425 Student Teaching Elementary School (3-15 cr.)
- EDUC M470 Practicum: Kindergarten (3-6 cr.)

Early Childhood/Special Education

Minor (24 cr.)

This minor may be added to the Elementary License.

Requirements for the Early Childhood/Special Education are:

- EDUC P249 Growth and Development in Early Childhood (3 cr.)
- EDUC K205 Introduction to Exceptional Children (3 cr.)
- EDUC E330 Infant Learning Environments (3 cr.)
- EDUC E335 Introduction to Early Childhood Education (3 cr.)
- EDUC E337 Classroom Learning Environments (3 cr.)
- EDUC E338 The Early Childhood Educator (3 cr.)
- EDUC E342 Practicum in Early Childhood (3-6 cr.)

Reading Minor (24 cr. minimum)

The reading minor may be added to any basic license (elementary or secondary) and qualifies the holder to be a reading teacher at the basic preparation level of the license to which it is attached. The course requirements for adding the reading minor to the elementary license are:

One course from:

Methodology

- EDUC E340 Methods of Teaching Reading I (3 cr.)
- EDUC E545 Advanced Study in the Teaching of Reading in the Elementary Schools (3cr.)

Diagnostic

- EDUC E341 Methods of Teaching Reading II (3 cr.) *or* EDUC X400 Diagnostic Teaching of Reading in the Classroom (3 cr.) *or* EDUC X504 Diagnosis of Reading Difficulties in the Classroom (3 cr.)

Critical reading

- EDUC X401 Critical Reading in Content Area (3 cr.) *or* EDUC X501 Critical Reading K-12 (3 cr.)

Practicum

- EDUC X425 Practicum in Reading (3 cr.) *or* EDUC X525 Practicum in Reading (3 cr.)

Linguistics/language

ENG G205 Introduction to the English Language (3 cr.) *or* ENG G301 History of the English Language (3 cr.) *or* ENG G302 Structure of Modern English (3 cr.) *or* EDUC X470 Psycholinguistics for Teachers of Reading (3 cr.)

Literature

EDUC E449 Trade Books for the Classroom (1-3 cr.) *or* ENG L390 Children's Literature (3 cr.) *or* ENG L391 Literature for Young Adults (3 cr.) *or* SLIS L533 Library Materials for Children and Young Adults (3 cr.)

Electives

Approved electives from reading, educational psychology, special education, and language-related areas may be selected from the following:

- EDUC E535 Elementary School Curriculum (3 cr.)
- EDUC E545 Advanced Study Teaching Reading-Elementary School (3 cr.)
- EDUC E549 Advanced Study Teaching-Language Arts (3 cr.)
- EDUC K505 Introduction to Special Education for Graduate Students (3 cr.)
- EDUC X504 Diagnosis of Reading Difficulties in the Classroom (3 cr.)
- EDUC X525 Practicum in Reading (3 cr.)
- EDUC X530 Topical Workshop in Reading (1-3 cr.)
- EDUC X590 Research in Reading (1-3 cr.)

Junior High/Middle School Endorsement

Students may add a junior high/middle school endorsement to an elementary license with an 18-credit subject matter concentration and 6 credit hours of professional education. A practicum at the junior high/middle school level must be included.

Professional Education

- EDUC M312 Methods of Teaching Junior High/Middle School Methods (2 cr.)
- EDUC M301 Lab/Field Experience (1 cr.)
- EDUC M550 Practicum: Junior High/Middle School (3-6 cr.)

Subject Matter Concentration Areas (18-24 cr.)

Language Arts (18-24 cr.)

- ENG W350 Advanced Expository Writing (3 cr.)
- ENG L101 Freshman Literature I (3 cr.) *or* ENG L102 Freshman Literature II (3 cr.)
- EDUC X470 Psycholinguistics for the Teacher of Reading (3 cr.) *or* ENG G205 Introduction to the English Language (3 cr.)
- ENG L390 Children's Literature (3 cr.)
- SPCH S121 Public Speaking (3 cr.)
- EDUC X401 Critical Reading in Content Area (3 cr.)

Science (18-24 cr.)

- BIOL L100 Humans and the Biological World (5 cr.) *or* BIOL L105 Introduction to Biology (5 cr.)
- CHEM C100 World of Chemistry (3 cr.)

Division of Education

- PHYS P100 Physics in the Modern World (5 cr.)
- AST A100 The Solar System (3 cr.)
- GEOG G315 Environmental Conservation (3 cr.) *or* GEOG G107 Physical Systems of the Environment (3 cr.) *or* GEOL G103 Earth Science: Materials and Processes (3 cr.) *or* GEOL G104 Earth Science: Evolution of the Earth (3 cr.)

Mathematics (18-24 cr.)

- MATH M118 Finite Mathematics (3 cr.)
- MATH M215 Analytical Geometry and Calculus I (5 cr.)
- MATH M216 Analytical Geometry and Calculus II (5 cr.)
- MATH M303 Linear Algebra for Undergraduates (3 cr.)
- MATH T336 Topics in Euclidean Geometry (3 cr.)

Social Studies (18-24 cr.)

- ECON E200 Introduction to Economics: An Overview (3 cr.) *or* ECON E201 Introduction to Microeconomics (3 cr.)
- HIST H105 American History I (3 cr.) *or* HIST H106 American History II (3 cr.)
- SOC S100 Introduction to Sociology (3 cr.) *or* SOC S101 Social Problems and Policies (3 cr.)
- POLS Y109 Introduction to World Politics (3 cr.) *or* HIST H232 World in Twentieth Century (3 cr.) *or* GEOG G110 Introduction to Human Geography (3 cr.) *or* POLS Y107 Introduction to Comparative Politics (3 cr.)
- ANTH A103 Human Origins and Prehistory (3 cr.) *or* ANTH A104 Culture and Society (3 cr.)
- POLS Y103 Introduction to American Politics (3 cr.)

Foreign Language (18 cr. in on language)

French

- FREN F203 Second-Year French I (4 cr.)
- FREN F204 Second-Year French II (4 cr.)
- FREN F313 Advanced Grammar and Composition I (3 cr.)
- FREN F314 Advanced Grammar and Composition II (3 cr.)
- FREN F495 Individual Readings in French Literature (1-3 cr.)

German

- GER G203 Second-Year German I (4 cr.)
- GER G204 Second-Year German II (4 cr.)
- GER G310 Deutsch: Mittelstufe I (3 cr.)
- GER G400 Deutsch: Oberstufe (3 cr.)
- GER G495 Individual Readings in German Literature (1-3 cr.)

Spanish

- SPAN S203 Second-Year Spanish I (3 cr.)
- SPAN S204 Second-Year Spanish II (3 cr.)
- SPAN S275 Hispanic Culture and Conversation (3 cr.)
- SPAN S311 Spanish Grammar (3 cr.)
- SPAN S312 Written Composition in Spanish (3 cr.)
- SPAN S494 Individual Readings in Hispanic Literature (1-3 cr.)

Senior High/Junior High/Middle School Education Certification Programs

Note: Only IU Kokomo students admitted to the following certification programs before July 1, 2002 will be able to enroll in these programs. Furthermore, students must complete all

licensure requirements for these programs before July 1, 2006. Students admitted on or after July 1, 2002 will need to obtain a program of study from the Education Office as new programs of study were not available at the time of printing of this document.

A Standard Senior High/Junior High/Middle School Teacher's License may be earned by candidates who hold or are working toward an undergraduate degree from an accredited college or university. Teaching certification in English, science, social studies, or mathematics is earned by completing courses for the desired major and/or minor and professional education as required by the state of Indiana.

Secondary candidates must meet the general education requirements, professional education requirements, and major or minor subject matter course requirements in which they wish to be certified, and must complete at least 124 credit hours of appropriate work. Courses from the candidate's degree may be used to meet these requirements where appropriate.

It is strongly suggested that students consult an academic advisor in the Division of Education as early as possible in their degree career (preferably in the latter half of their freshman year) in order to meet certification requirements while completing the degree requirements of their academic unit.

Candidates will be qualified for the Standard Senior High/Junior High/Middle School Teacher's Certificate when they have received a baccalaureate degree from an accredited institution of higher education and completed an undergraduate program consisting of a minimum of 124 credit hours (or completed additional equivalent course work) structured according to the guidelines that follow.

General Education Requirements (40 cr. minimum)

Humanities (18-22 cr.)

- ENG W131 Elementary Composition I (3 cr.)
- ENG W132 Elementary Composition II (3 cr.)
- SPCH S121 Public Speaking (3 cr.)
- Electives from two or more areas: literature, grammar, speech, fine arts, foreign language, religion, and philosophy (9-13 cr.).

- Life and Physical Sciences (8-12 cr.)
- One course in biology (3-5 cr.)
- Select remaining hours from two areas of physical sciences: physics, chemistry, physical geography, geology, astronomy, and mathematics.

Social and Behavioral Sciences (8-12 cr.)

- Select from three different areas from among the following: history, economics, sociology, government, anthropology, psychology, and geography.

Professional Education Requirements (31-32 cr.)

- EDUC P250 General Educational Psychology (3 cr.) and EDUC M201 Lab/Field Experience (1 cr.) *or* EDUC P253 Educational Psychology for Secondary Teachers (3 cr.) *or* EDUC P510 Psychology in Teaching (3 cr.) *or* EDUC P516 Adolescent Behavior and Development (3 cr.)
- EDUC H340 Education and the American Culture (3 cr.) *or* EDUC H520 Education and Social Issues (3 cr.) *or* EDUC H530 Philosophy of Education (3 cr.)
- EDUC S503 Secondary School Curriculum (3 cr.) *or* EDUC

S530 Junior High/Middle School Curriculum (3 cr.)

- EDUC W200 Microcomputers in Education (3 cr.) *or* EDUC W531 Computers in Education (3 cr.) *or* EDUC M300 Teaching in a Pluralistic Society (3 cr.) *or* EDUC M199 IU Education Competency Tests passed (0 cr.) *or* EDUC M299 Admission to Teacher Education Program (0 cr.)
- EDUC M462 Methods of Teaching High School Reading (3 cr.) *or* EDUC S514 Advanced Study in the Teaching of Reading in the Junior High and Secondary School (3 cr.)

Select minimum of 2 credit hours from:

- EDUC M301 Lab/Field Experience (1 cr.)
- EDUC M401 Lab/Field Experience (1 cr.)
- EDUC M501 Lab/Field Experience (1 cr.)

One course from appropriate special methods:

- EDUC M441 Methods of Teaching Senior High/Junior High/Middle School Social Studies (3 cr.)
- EDUC M446 Methods of Teaching Senior High/Junior High/Middle School Science (3 cr.)
- EDUC M452 Methods of Teaching English in the Senior High/Junior High/Middle School (3 cr.)
- EDUC M457 Methods of Teaching Senior High/Junior High/Middle School Mathematics (3 cr.)
- EDUC M480 Student Teaching: Secondary (9-15 cr.)

Subject Matter Majors (36-52 cr.) and Minors (24 cr.)

Subject fields in which requirements for a major area may be met are:

1. English (36 cr.)
2. Mathematics (37 cr.)
3. Science (51 cr.)
4. Social Studies (52 cr.)

Subject fields in which requirements for a minor area may be met are:

1. English (24 cr.)
2. Mathematics (25 cr.)
3. Physical Science, General Science, or Biology (24 cr.)
4. Social Studies: Economics, U.S. History, Sociology, or Psychology (24 cr.)
5. Reading (24 cr.)

English Major (36 cr.)

Course work shall include:

- ENG W350 Advanced Expository Writing (3 cr.)
- ENG W203 Creative Writing (3 cr.)
- ENG G205 Introduction to the English Language (3 cr.) *or* EDUC X470 Psycholinguistics for the Teacher of Reading (3 cr.)
- ENG G301 History of the English Language (3 cr.) *or* ENG G302 Structure of Modern English (3 cr.)
- Fifteen credits in literature to include American, World, Comparative, and Minority literature, and one elective course in literature.
- EDUC X401 Critical Reading in the Content Area (3 cr.) *or* ENG L202 Literary Interpretation (3 cr.)
- SPCH C130 Introduction to Theatre (3 cr.) *or* SPCH C200 Introduction to Mass Communication (3 cr.) *or* SPCH C250 Fundamentals of Telecommunications (3 cr.) *or* SPCH C321 Persuasion (3 cr.) *or* SPCH C391 The Film: Theory and

Aesthetics (3 cr.)

- SPCH C205 Oral Interpretation (3 cr.) *or* SPCH C323 Speech Communication (3 cr.) *or* SPCH C381 Organizational Communication (3 cr.) *or* THTR T120 Acting I (3 cr.)

English Minor (24 cr.)

Course work shall include:

- ENG W350 Advanced Expository Writing (3 cr.)
- ENG W203 Creative Writing (3 cr.)
- ENG G205 Introduction to the English Language (3 cr.) *or* EDUC X470 Psycholinguistics for the Teacher of Reading (3 cr.)
- ENG G301 History of the English Language (3 cr.) *or* ENG G302 Structure of Modern English (3 cr.)
- One course from American, world, or comparative literature; and one course in minority literature.
- EDUC X401 Critical Reading in the Content Area (3 cr.) *or* ENG L202 Literary Interpretation (3 cr.)
- SPCH C130 Introduction to Theatre (3 cr.) *or* SPCH C200 Introduction to Mass Communication (3 cr.) *or* SPCH C250 Fundamentals of Telecommunications (3 cr.) *or* SPCH C321 Persuasion (3 cr.) *or* SPCH C323 Speech Composition (3 cr.) *or* SPCH C381 Organizational Communication (3 cr.) *or* CMLT C391 The Film: Theory and Aesthetics (3 cr.) *or* THTR T120 Acting I (3 cr.)

Coverage

The holder of the English major or minor is eligible to teach English language and literature courses in grades 5-12 when the basic preparation level is for senior high/junior high/middle school.

Mathematics Major (37 cr.)

Course work shall include:

- MATH M215 Analytic Geometry and Calculus I (5 cr.)
- MATH M216 Analytic Geometry and Calculus II (5 cr.)
- MATH M311 Calculus III (3 cr.)
- MATH M303 Linear Algebra for Undergraduates (3 cr.)
- MATH M403 Introduction to Modern Algebra I (3 cr.)
- MATH M360 Elements of Probability (3 cr.) and MATH M366 Elements of Statistical Inference (3 cr.) *or* MATH M365 Introduction to Probability and Statistics (3 cr.)
- MATH T336 Topics in Euclidean Geometry (3 cr.)
- MATH M447 Mathematics Models and Applications I (3 cr.)
- CSCI C201 Introduction to Computer Programming (3 cr.)

Related Electives to Complete the Major—Select from:

- MATH M313 Elementary Differential Equations with Applications (3 cr.)
- MATH M404 Introduction to Modern Algebra II (3 cr.)
- MATH M413 Introduction to Analysis II (3 cr.)
- MATH M415 Elementary Complex Variables with Applications (3 cr.)
- MATH M471 Numerical Analysis I (3 cr.)
- Approved electives at 300 or 400 level

Mathematics Minor (24 cr.)

Course work shall include:

- MATH M215 Analytic Geometry and Calculus I (5 cr.)
- MATH M216 Analytic Geometry and Calculus II (5 cr.)
- MATH M311 Calculus III (3 cr.)

Division of Education

- MATH M303 Linear Algebra for Undergraduates (3 cr.)
- MATH M403 Introduction to Modern Algebra I (3 cr.)
- MATH M360 Elements of Probability (3 cr.) and MATH M366 Elements of Statistical Inference (3 cr.) *or* MATH M365 Introduction to Probability and Statistics (3 cr.)
- MATH T336 Topics in Euclidean Geometry (3 cr.)
- Approved electives at 300 or 400 level

Coverage

The holder of the mathematics major or minor is eligible to teach mathematics in grades 5-12 when basic preparation level is for senior high/junior high/middle school.

Social Studies Major (52 cr.)

Select one primary area of 24 cr. from the following: United States History, Government, Psychology, or Sociology. Select two supporting areas of 18 credits each from U.S. History, Government, Psychology, Sociology, Anthropology, or Economics. Select one course from each of three areas not selected for primary or supporting areas. Thirty of the 52 credit hours must be at the 300/400 level.

The holder of the Social Studies major is eligible to teach the primary and supporting areas in grades 5-12 when the basic preparation level is for senior high/junior high/middle school.

Social Studies Minor (24 cr.)

Select minor area of 15 cr. from U.S. History, Government, Psychology, or Sociology.

Nine additional hours of social studies must be completed in three different areas other than the area of concentration for the minor.

The holder of the Social Studies minor is eligible to teach the selected area of social studies in grades 5-12 when the basic preparation level is for senior high/junior high/middle school.

Science Major (51 cr.)

Science licensing requires selection of at least one primary area and one supporting area from the following: biology, chemistry, earth space science, general science, mathematics, physical science, and physics. Primary areas available at IU Kokomo are Physical Science, General Science, and Biology.

1. Candidates must complete the general requirements listed, and meet the requirements in the primary and supporting areas as indicated.
2. General requirements. These courses shall be broadly based to provide a background in biology, chemistry, earth space science, mathematics, and physics. The course work should be coordinated to emphasize as many relationships as possible. Every attempt should be made to include concepts relating to the physical environment; the social environment; and human nutrition, including physiological and psychological effects of drugs, in either this section or the primary or supporting area.

General Requirements

One course from each of the following areas. Student may complete the suggested course or a higher-level course. Courses may also be used in the primary or supporting areas, but may be counted only once for total credit hours (51) in the major.

- BIOL L105 Introduction to Biology (5 cr.)
- CHEM C101 Elementary Chemistry I (3 cr.) and CHEM C121 Elementary Chemistry I Lab (2 cr.)
- AST A100 The Solar System (3 cr.) *or* GEOG G107 Physical Systems of the Environment (3 cr.) *or* GEOG G315 Environmental Conservation (3 cr.) *or* GEOL G103 Earth Science: Materials and Processes (3 cr.) *or* GEOL G104 Earth Science: Evolution of the Earth (3 cr.)
- MATH M125 Precalculus Mathematics (3 cr.)
- PHYS P201 General Physics I (5 cr.)

Science Areas of Concentration Primary Areas (24 cr.)

Biology/Primary Area (24 cr.)

- BOT B203 Survey of Plant Kingdom (5 cr.)
- ZOOL Z315 Developmental Anatomy (5 cr.)
- BIOL L473 Ecology (3 cr.)
- BIOL L474 Laboratory in Ecology (2 cr.)

One course from:

- ANAT A215 Basic Human Anatomy (5 cr.)
- BIOL L367 Cell Physiology (3 cr.)

Select courses to complete 24 credit hours.

- BIOL L321 Principles of Immunology (3 cr.)
- BIOL L364 Principles of Genetics (3 cr.)
- ZOOL Z315 Developmental Anatomy (5 cr.)
- ZOOL Z466 Endocrinology (3 cr.)
- MICR M310 Microbiology (3 cr.)
- MICR M315 Microbiology Laboratory (2 cr.)

General Science/Primary Area (24 cr.)

Courses distributed among biology, chemistry, physics, and earth space science.

- CHEM C106 Quantitative Chemistry (3 cr.) and CHEM C126 Experimental Chemistry II (2 cr.) *or* CHEM C102 Elementary Chemistry II (3 cr.) and CHEM C122 Elementary Chemistry Laboratory II (2 cr.)
- PHYS P202 General Physics II (5 cr.)
- PHYS P310 Environmental Physics (3 cr.)
- BIOL L100 Humans and the Biological World (5 cr.) *or* BIOL L105 Introduction to Biology (5 cr.) *or* BIOL L367 Cell Physiology (3 cr.)
- AST A100 The Solar System (3 cr.) *or* GEOL G103 Earth Science: Materials and Processes (3 cr.) *or* GEOL G104 Earth Science: Evolution of the Earth (3 cr.) *or* GEOG G107 Physical Systems of the Environment (3 cr.) *or* GEOG G315 Environmental Conservation (3 cr.) *or* GEOL G410 Undergraduate Research Geology (1-6 cr.) *or* GEOL T480 Seminar in Earth Science (3 cr.)

Select courses to complete 24 credit hours from any courses listed under general science area.

Physical Science/Primary Area (24 cr.)

One course and concurrent lab from:

- CHEM C101 Elementary Chemistry I (3 cr.) and CHEM C121 Elementary Chemistry I Lab (2 cr.) *or* CHEM C105 Principles of Chemistry (3 cr.) and CHEM C125 Experimental Chemistry I (2 cr.)

One course and concurrent lab from:

- CHEM C102 Elementary Chemistry II (3 cr.) and CHEM C122 Elementary Chemistry Lab II (2 cr.) *or* CHEM C106 Quantitative Chemistry (3 cr.) and CHEM C126 Experimental Chemistry II (2 cr.)

- PHYS P201 General Physics I (5 cr.)
- PHYS P202 General Physics II (5 cr.)
- AST A100 The Solar System (3 cr.)

Select courses to complete 24 credit hours.

- GEOL G103 Earth Science: Materials and Processes (3 cr.)
- GEOL G104 Earth Science: Evolution of the Earth (3 cr.)
- GEOG G107 Physical Systems of the Environment (3 cr.)
- GEOG G315 Environmental Conservation (3 cr.)
- GEOL G410 Undergraduate Research Geology (1-6 cr.)
- GEOL T480 Seminar in Earth Science (3 cr.)

Science Areas of Concentration Supporting Areas (15 -16 cr.)

Biology/Supporting Area (16 cr.)

- BOT B203 Survey of Plant Kingdom (5 cr.)
- ZOOL Z315 Developmental Anatomy (5 cr.)
- BIOL L367 Cell Physiology (3 cr.)
- BIOL L473 Ecology (3 cr.)

Chemistry/Supporting Areas (15 cr.)

- CHEM C105 Principles of Chemistry (3 cr.) and CHEM C125 Experimental Chemistry I (2 cr.)
- CHEM C106 Quantitative Chemistry (3 cr.) and CHEM C126 Experimental Chemistry II (2 cr.)

Select courses to equal 15 or more credit hours:

- CHEM C341 Organic Chemistry I: Lecture (3 cr.) and CHEM C343 Organic Chemistry I: Laboratory (2 cr.)
- CHEM C342 Organic Chemistry II: Lecture (3 cr.) and CHEM C344 Organic Chemistry II: Laboratory (2 cr.)
- CHEM C483 Biological Chemistry Lecture (3 cr.)

Earth Space Science/Supporting Area (15 cr.)

Courses distributed among geology, meteorology, geography, astronomy, and oceanography. Select courses from each area to total 15 credit hours.

- GEOL G103 Earth Science: Materials and Processes (3 cr.)
- GEOL G104 Earth Science: Evolution of the Earth (3 cr.)
- GEOL G410 Undergraduate Research in Geology (1-6 cr.)
- AST A100 The Solar System (3 cr.)
- GEOG G107 Physical Systems of the Environment (3 cr.)
- GEOG G315 Environmental Conservation (3 cr.)

General Science/Supporting Area (15 cr.)

Courses distributed among biology, chemistry, physics, and earth space science.

- CHEM C106 Quantitative Chemistry (3 cr.) and CHEM C126 Experimental Chemistry II (2 cr.) *or* CHEM C102 Elementary Chemistry II (3 cr.) and CHEM C122 Elementary Chemistry Lab II (2 cr.)
- PHYS P202 General Physics II (5 cr.) *or* PHYS P310 Environmental Physics (3 cr.)
- BIOL L100 Humans and the Biological World (5 cr.) *or* BIOL L105 Introduction to Biology (5 cr.) *or* BIOL L367 Cell Physiology (3 cr.)

Earth Space Science—Select courses to complete 15 credit hours.

- AST A100 The Solar System (3 cr.)
- GEOL G103 Earth Science: Materials and Processes (3 cr.)
- GEOL G104 Earth Science: Evolution of the Earth (3 cr.)
- GEOG G107 Physical Systems of the Environment (3 cr.)
- GEOG G315 Environmental Conservation (3 cr.)

- GEOL G410 Undergraduate Research Geology (1-6 cr.)
- GEOL T480 Seminar in Earth Science (3 cr.)

Mathematics/Supporting Area (16 cr.)

- MATH M215 Calculus I (5 cr.)
- MATH M216 Calculus II (5 cr.)
- MATH M303 Linear Algebra for Undergraduates (3 cr.)
- MATH T336 Topics in Euclidean Geometry (3 cr.)

Physical Science/Supporting Area (15 cr.)

Courses distributed among chemistry, earth space science, and physics.

- CHEM C101 Elementary Chemistry I (3 cr.) and CHEM C121 Elementary Chemistry I Lab (2 cr.) *or* CHEM C105 Principles of Chemistry (3 cr.) and CHEM C125 Experimental Chemistry I (2 cr.)
- PHYS P201 General Physics I (5 cr.)

Earth/Space Science—Select courses to complete 15 credit hours.

- AST A100 The Solar System (3 cr.)
- GEOL G103 Earth Science: Materials and Processes (3 cr.)
- GEOL G104 Earth Science: Evolution of the Earth (3 cr.)
- GEOG G107 Physical Systems of the Environment (3 cr.)
- GEOG G315 Environmental Conservation (3 cr.)
- GEOL G410 Undergraduate Research Geology (1-6 cr.)
- GEOL T480 Seminar in Earth Science (3 cr.)

Physics/Supporting Area (16 cr.)

- PHYS P201 General Physics I (5 cr.)
- PHYS P202 General Physics II (5 cr.)
- PHYS P301 Contemporary Physics (3 cr.)
- PHYS P310 Environmental Physics (3 cr.)

The holder of the science major is eligible to teach the primary any supporting areas in grades 5-12 when the basic preparation level is for senior high/junior high/middle school.

Science Minor (24 cr.)

Candidates for the science minor must complete 24 credit hours of course work in one of the following areas:

- Biology Minor (24 cr.)—see requirements for Biology primary area.
- General Science (24 cr.)—see requirements for General Science primary area
- Physical Science (24 cr.)—see requirements for Physical Science primary area

The holder of the science minor is eligible to teach the selected minor area in grades 5-12 when the basic preparation level is for senior high/junior high/middle school.

Reading Minor (24 cr. minimum)

The reading minor may be added to any basic license (elementary or secondary) and qualifies the holder to be a reading teacher at the basic preparation level of the license to which it is attached. The course requirements for adding the reading minor to a Senior High/Junior High/Middle School license are as follows.

- EDUC M462 Methods of Teaching High School Reading (3 cr.) *or* EDUC S514 Advanced Study in the Teaching of Reading in the Junior High and Secondary School (3 cr.)
- EDUC X400 Diagnostic Teaching of Reading in the Classroom (3 cr.) *or* EDUC X504 Diagnosis of Reading

Division of Education

Difficulties in the Classroom (3 cr.)

- EDUC X401 Critical Reading in Content Area (3 cr.) *or* EDUC X501 Critical Reading K-12 (3 cr.)
- EDUC X425 Practicum in Reading (3 cr.) *or* EDUC X525 Practicum in Reading (3 cr.)
- EDUC X470 Psycholinguistics for Teachers of Reading (3 cr.) *or* ENG G205 Introduction to the English Language (3 cr.) *or* ENG G301 History of the English Language (3 cr.) *or* ENG G302 Structure of Modern English (3 cr.)
- ENG L390 Children's Literature (3 cr.) *or* ENG L391 Adolescent Literature (3 cr.) *or* EDUC E449 Trade Books for the Classroom (1-3 cr.) *or* SLIS L533 Library Materials for Children and Young Adults (3 cr.)

Electives

Approved electives from reading, educational psychology, special education, and language-related areas may be selected from the following.

- EDUC K505 Introduction to Special Education for Graduate Students (3 cr.)
- EDUC S503 Secondary School Curriculum (3 cr.)
- EDUC S590 Research in Secondary Education (1-3 cr.)
- EDUC X504 Diagnosis of Reading Difficulties in the Classroom (3 cr.)
- EDUC X525 Practicum in Reading (3 cr.)
- EDUC X530 Topical Workshop in Reading (1-3 cr.)
- EDUC X590 Research in Reading (1-3 cr.)

The holder of the reading minor is eligible to be a reading teacher at the basic preparation level of the license.

Junior High/Middle School Standard License

Note: Only IU Kokomo students admitted to the following certification programs before July 1, 2002 will be able to enroll in these programs. Furthermore, students must complete all licensure requirements for these programs before July 1, 2006. Students admitted on or after July 1, 2002 will need to obtain a program of study from the Education Office as new programs of study were not available at the time of printing of this document.

Students who hold a baccalaureate degree may earn the Junior High/Middle School (grades 5-9) Standard License. This licensing pattern requires one primary subject area with a minimum of 24 semester hours, and at least one supporting area with a minimum of 18 semester hours.

Candidates will be qualified for the Standard Junior High/Middle School Teacher's License when they have met the following requirements.

1. Received a baccalaureate degree from an accredited institution of higher education.
2. Completed an undergraduate program consisting of a minimum of 124 credit hours (or completed additional equivalent course work) structured according to the guidelines that follow.

General Education Requirements

(40 cr. minimum)

Humanities (18-22 cr.)

- ENG W131 Elementary Composition I (3 cr.)
- ENG W132 Elementary Composition II (3 cr.)
- SPCH S121 Public Speaking (3 cr.)
- Electives from two or more areas: literature, grammar, speech, fine arts, foreign language, religion, and philosophy (9-13 cr.).
- Life and Physical Sciences (8-12 cr.)
- One course in Biology (3-5 cr.)

Select remaining hours from two areas of physical sciences: physics, chemistry, physical geography, geology, astronomy, and mathematics.

Social and Behavioral Sciences (8-12 cr.)

Select from three different areas from among the following: history, economics, sociology, government, anthropology, psychology, and geography.

Professional Education Requirements (31-32 cr.)

- EDUC M101 Introduction to Education Lab/Field Experience (3 cr.)
- EDUC P250 General Educational Psychology (3 cr.) and M201 Lab/Field Experience (1 cr.) *or* EDUC P253 Educational Psychology for Secondary Teachers (3 cr.) *or* EDUC P510 Psychology in Teaching (3 cr.) *or* EDUC P516 Adolescent Behavior and Development (3 cr.)
- EDUC H340 Education in American Culture (3 cr.) *or* EDUC H520 Education and Social Issues (3 cr.) *or* EDUC H530 Philosophy of Education (3 cr.)
- EDUC S503 Secondary School Curriculum (3 cr.) *or* EDUC S530 Junior High/Middle School Curriculum (3 cr.) *or* EDUC M312 Methods of Teaching Junior High/Middle School (2 cr.) and M301 Lab/Field Experience (1 cr.)
- EDUC W200 Microcomputers in Education (3 cr.) *or* EDUC W531 Computers in Education (3 cr.) *or* EDUC M300 Teaching in a Pluralistic Society (3 cr.) *or* EDUC M199 IU Education Competency Tests passed (0 cr.) *or* EDUC M299 Admission to Teacher Education Program (0 cr.)
- EDUC M462 Methods of Teaching High School Reading (3 cr.) *or* EDUC S514 Advanced Study in the Teaching of Reading in the Junior High and Secondary School (3 cr.)

Select minimum of 2 credit hours from:

- EDUC M301 Lab/Field Experience (1 cr.)
- EDUC M401 Lab/Field Experience (1 cr.)
- EDUC M501 Lab/Field Experience (1 cr.)

One course from appropriate special methods:

- EDUC M441 Methods of Teaching Senior High/Junior High/Middle School Social Studies (3 cr.) *or* EDUC M446 Methods of Teaching Senior High/Junior High/Middle School Science (3 cr.) *or* EDUC M452 Methods of Teaching English in the Senior High/Junior High/Middle School (3 cr.) *or* EDUC M457 Methods of Teaching Senior High/Junior High/Middle School Mathematics (3 cr.)
- EDUC M480 Student Teaching: Middle School (9-15 cr.)

Subject Matter Concentration Areas (18-24 cr.)

Primary area requires 24 credits. Supporting area requires 18 credits.

Language Arts (18-24 cr.)

- ENG W350 Advanced Expository Writing (3 cr.)
- ENG L101 Freshman Literature I (3 cr.) *or* ENG L102 Freshman Literature II (3 cr.)

- EDUC X470 Psycholinguistics for the Teacher of Reading (3 cr.) *or* ENG G205 Introduction to the English Language (3 cr.) Children's literature *or* ENG L390 Children's Literature (3 cr.)
- SPCH S121 Public Speaking (3 cr.)
- EDUC X401 Critical Reading in Content Area (3 cr.) *or* EDUC X501 Critical Reading K-12 (3 cr.)

Science (18-24 cr.)

- BIOL L100 Humans and the Biological World (5 cr.) *or* BIOL L105 Introduction to Biology (5 cr.)
- CHEM C100 World of Chemistry (3 cr.)
- PHYS P100 Physics in the Modern World (5 cr.)
- AST A100 The Solar System (3 cr.)
- GEOG G107 Physical Systems of the Environment (3 cr.) *or* GEOG G315 Environmental Conservation (3 cr.) *or* GEOL G103 Earth Science: Materials and Processes (3 cr.) *or* GEOL G104 Earth Science: Evolution of the Earth (3 cr.)

Mathematics (18-24 cr.)

- MATH M118 Finite Mathematics (3 cr.)
- MATH M215 Analytical Geometry and Calculus I (5 cr.)
- MATH M216 Analytical Geometry and Calculus II (5 cr.)
- MATH M303 Linear Algebra for Undergraduates (3 cr.)
- MATH T336 Topics in Euclidean Geometry (3 cr.)

Social Studies (18-24 cr.)

- ECON E200 Introduction to Economics: An Overview (3 cr.) *or* ECON E201 Introduction to Microeconomics (3 cr.)
- HIST H105 American History I (3 cr.) *or* HIST H106 American History II (3 cr.)
- SOC S100 Introduction to Sociology (3 cr.) *or* SOC S101 Social Problems and Policies (3 cr.)
- HIST H232 World in Twentieth Century (3 cr.) *or* GEOG G110 Introduction to Human Geography (3 cr.) *or* POLS Y107 Introduction to Comparative Politics (3 cr.) *or* POLS Y109 Introduction to World Politics (3 cr.)
- ANTH A103 Human Origins and Prehistory (3 cr.) *or* ANTH A104 Culture and Society (3 cr.)
- POLS Y103 Introduction to American Politics (3 cr.)

French (18 cr.)

- FREN F203 Second-Year French I (4 cr.)
- FREN F204 Second-Year French II (4 cr.)
- FREN F313 Advanced Grammar and Composition I (3 cr.)
- FREN F314 Advanced Grammar and Composition II (3 cr.)
- FREN F495 Individual Readings in French Literature (1-3 cr.)

German (18 cr.)

- GER G203 Second-Year German I (4 cr.)
- GER G204 Second-Year German II (4 cr.)
- GER G310 Deutsch: Mittelstufe I (3 cr.)
- GER G400 Deutsch: Oberstufe (3 cr.)
- GER G495 Individual Readings in German Literature (1-3 cr.)

Spanish (18 cr.)

- SPAN S203 Second-Year Spanish I (3 cr.)
- SPAN S204 Second-Year Spanish II (3 cr.)
- SPAN S275 Hispanic Culture and Conversation (3 cr.)
- SPAN S311 Spanish Grammar (3 cr.)
- SPAN S312 Written Composition in Spanish (3 cr.)
- SPAN S494 Individual Readings in Hispanic Literature (1-3 cr.)

The holder of the endorsement in junior high/middle school is eligible to teach the subjects specified in departmentalized grades 5-9.

Other Programs of Study

Some courses may apply toward courses of study offered at other IU campuses or other institutions. Students must obtain the approval of the academic advisor on the campus that offers the program.

Graduate Study in Education

Application and Admission

Applications for Graduate Study

Information about graduate study and application materials may be obtained from the Division of Education Office. The application must either be accompanied by official transcripts of all undergraduate and graduate work taken at institutions other than Indiana University or the student must request the former schools to send official transcripts. Required test scores and reference letters must also be sent to the education office.

Enrollment Requirements

Students seeking education degrees must be both admitted to and enrolled in the Division of Education at least one semester prior to graduation. This means that students who have been admitted to and enrolled in the University Graduate School may not graduate with an education degree unless they have been admitted to the Division of Education and are enrolled in education at least one semester before they graduate.

Information on Admission Status

The Division of Education attempts to provide appropriate educational experiences for graduate students who are working for advanced degrees, for new teaching certificates, for transfer to other institutions, or for personal updating in their fields of work. The applicant must indicate on the application the purpose of study and supply a written goal statement. The applicant may apply for only one degree and major at a time, although certification and personal updating work may be included with the degree application. If the applicant wishes to change the major, a new application must be filed.

Admission to one program does not assure admission to another. The types of admission status are as follows:

1. Unconditional: The applicant has met all admission requirements listed for the appropriate program. Enrollment in at least one course within two years of the date of admission is required in order to maintain admission status. If the student does not enroll during the two-year period, a new application is required.
2. Interim: All required admission materials are not available; those materials that are available, after evaluation, indicate that the applicant is probably admissible. Valid immediately following the date the application was filed.
3. Nondegree: The applicant has permission from another institution to take courses at IU Kokomo and transfer the credits to that institution where the applicant is a bona fide student. Applicants who have been denied admission to Indiana University cannot be admitted as nondegree students. This is valid only for the enrollment period requested by the applicant and never for more than one semester per request.

Division of Education

4. **Certification:** The applicant is seeking Indiana certification. Valid only for enrollment periods to complete specific certification requirements.
5. **Conditional:** The applicant who has some deficiencies that can be removed by enrolling in the Division of Education and who has met all other requirements may obtain conditional admission. Valid only for the period indicated in the condition, but in no case for more than one calendar year.
6. **Denied:** Applicants are not permitted to take courses in the program in which they applied. If denied admission to a particular program but not denied admission to study in education, the applicant may reapply for admission to a different program. The applicant may not begin work until admitted.
7. **Special:** The applicant is permitted to study in specific areas; however, the work may not apply to any degree or certificate. This category does not allow the applicant to work in any area where admission has previously been denied, unless that department requests an exception be made. Admission is valid for no more than 15 credit hours and generally for no longer than one year after the application date.
8. **Transient:** The applicant is permitted to complete coursework only for license renewal or professional development.

Steps for Admission to Graduate Study in the Division of Education

Minimum standards for all programs require proof of a bachelor's degree from an accredited institution. Admission to specific departments may require additional information. All departments require the following steps:

1. File the application for admission to graduate study. If admission is for purposes other than degree or certification, the application must also contain a planned program indicating the number of credits, the type of courses, the purpose, and a time schedule for completion. Applications cannot be filed before the final semester of the work toward the previous degree.
2. Obtain official transcript of credits from all institutions other than Indiana University where applicant has taken courses previously.
3. International students wishing to enroll must submit the International Application for Admission and the IU Kokomo M.S. degree application to the Office of Admissions, 300 North Jordan Avenue, Indiana University, Bloomington, IN 47405. This must be done before they may be considered for admission to a graduate program.
4. Applicants for the M.S. degree must submit scores on the Aptitude Test of the Graduate Record Examination (GRE). The GRE test is under revision so applicants should consult the Education Office for minimum score requirements for admission. Information about this examination may be obtained by writing to the Educational Testing Service, Princeton, NJ 08540, or P.O. Box 27896, Los Angeles, CA 90027. Applications are also available in the Division of Education office. Students submitting GRE scores more than five years old will be asked to retake the examination.
5. An admission fee of \$30, payable by check or money order to Indiana University, is required if enrolling for the first time at Indiana University.

6. Applicants must return all materials to the Division of Education, Indiana University Kokomo, 2300 South Washington Street, P.O. Box 9003, Kokomo, IN 46904-9003.

Information on Retention in Graduate Study

1. Students failing to maintain a B average in all work taken after the bachelor's degree will be placed on academic probation and so notified. If a student fails to remove the probationary status during the next enrollment period, the privilege of continuing in the Division of Education may be denied. Students who have been dismissed from the Division of Education are not eligible for recommendation for teaching or other certificates. Students who have been dismissed may appeal to the office of the chairperson if there are extenuating circumstances that may not have been considered.
2. A student who has been admitted to the Division of Education but denied admission to a particular program may not take any further work in the area of study unless the division is agreeable to the continued work. If the above condition is not met, the student is denied the privilege of taking courses unless the chairperson files a special request to deviate from this policy.
3. Students admitted to study but not to a specific program of study can take no more than 15 credit hours as outlined before admission, and credit earned may not necessarily apply to any further program they may select. This rule includes those who are only working for professional growth. If the program requires more than 15 credit hours, it must be filed and accepted before the student can continue. In all cases, a student must maintain a minimum academic average of 3.0 in all course work.

Temporary and Permanent Intercampus Transfers Within Education

IU Kokomo students may conveniently take courses at various IU campus sites if certain procedures are followed. To transfer credit for an individual semester or for the summer from any of the other IU campuses, a student must file a temporary intercampus transfer form with the education records office on the campus currently being attended.

To transfer permanently from one campus to another campus of Indiana University, students must file an intercampus transfer request with the education records office on the campus currently being attended. Consent of the faculty advisor is required. Advance notice is necessary to allow for the transfer of record and the validation of the student's eligibility to continue studies. Contact the education records office for details and deadline dates established by each campus.

General Requirements for Graduate Degrees

Semester Load

Full-time course work generally consists of 9 credit hours during each fall and spring semester. Students employed full time should not take more than 6 credit hours of graduate work each semester or 3 credit hours during any summer session toward a degree or toward teaching, administrative, or supervisory certificates.

Residence

The residence requirement for the degree Master of Science in Education at IU Kokomo may be met by completion of at least 15 of the 36 credit hours on the IU Kokomo campus.

Grade Point Average

Students must maintain a cumulative grade point average of 3.0 (B) in all work to be eligible for the degree Master of Science in Education.

Academic Counseling

Upon admission, students should contact the Division of Education office to make an appointment with the graduate advisor to review the course and degree requirements. The student and the advisor should periodically review the program so that mandatory program requirements are met, and the student will continually strengthen those areas that the student (or the advisor) believes are in need of strengthening.

Time Limit

All work must be completed within seven calendar years from the date of the receipt of a grade in the first course that is to be used toward the degree.

Transfer Credit

Graduate credits to be transferred to IU Kokomo must have the approval of the student's graduate advisor. Graduate credit can be transferred only from accredited colleges and only if all work taken beyond the baccalaureate degree at the institution transferring the credit has a B average or better. Under no circumstances will any work with a grade lower than B be transferred. The amount of transferred work is limited and varies with degrees and certificates. See degree and certificate requirements for specifics.

Applications for Graduation

An application for a degree must be completed and filed at least two months before the degree is to be granted. The application should be filed in the Division of Education office. Failure to file this application by the proper time may result in failure to graduate at the expected time. The responsibility for checking degree requirements rests with the student.

Incomplete Grades

The grade of I (Incomplete) may be given only when the completed portion of work in the course is of passing quality. The grade of I should be awarded only under circumstances of hardship, when it would be unjust to hold a student to the time limits ordinarily fixed for completion of course work. A student must remove the I within a calendar year from the date of its recording; however, the divisional chairperson may authorize adjustments of this period in exceptional circumstances. If the student fails to remove the I within the time allowed, authorization will be given for the grade to be changed to F. Students may not re-enroll in a course for which they have a grade of I. Regulations regarding the grade of I do not apply to research and reading courses in which completion of the course work is not usually required at the end of the semester. Incomplete work in research and reading courses will be denoted by R (Deferred grade).

Pass/Fail Option

Any graduate student may choose to be evaluated on a Pass/Fail basis (P/F) in any elective course, up to a maximum of four courses per degree program and not more than two courses in any calendar year. M.S. degree candidates may not

choose the Pass/Fail option for any of the credit hours required in the major, minor, any area of certification, or the course work required outside the Division of Education. A student electing to take the P/F option must do so during the first three weeks of a regular semester or during the first two weeks of a summer session by processing the prescribed request in the Division of Education office.

Withdrawals

No record of a withdrawal is made if withdrawals are made during scheduled course-adjustment days. A grade of W is given automatically when withdrawals occur during a specific period after course-adjustment days at the beginning of a regular semester or summer session. For the dates of this time period, consult the calendar of the campus where enrolled. Thereafter, a W will be given only if the student is passing on that date and the withdrawal is due to illness or employment obligations. If the student is failing on the date of withdrawal or stops attending class without officially withdrawing, a WF (Withdrawal with Failure) will be recorded on that date and will be treated as a failing grade. Withdrawal from a course may be done no later than two weeks prior to the last day of regular classes for that semester unless withdrawing from all university classes.

Master of Science in Education

— Elementary Education

— Secondary Education

The Master of Science in Education degrees provide additional breadth and depth in the competencies of the classroom teacher and provide a foundation for advanced graduate study in education.

Students enrolling in courses to be used for majors from other campuses should first consult with the academic advisor on the campus where the degree will be completed in order to be sure that the work will be accepted toward that degree.

Admission

Admission to the degree program is determined by the following regulations:

Unconditional Admission

Applicants may be granted unconditional admission if the following requirements are met:

1. Hold a baccalaureate degree, representing not less than four years or the equivalent of undergraduate work from an institution having full regional or national accreditation.
2. Have completed at least 12 credit hours or the equivalent of undergraduate courses in education.
3. Have maintained a cumulative grade point average of 2.3 (C+) or above on a 4.0 scale in all undergraduate work completed before receiving the baccalaureate degree.
4. Have a 3.0 (B) grade point average in all work taken after the bachelor's degree either at other institutions or at Indiana University.
5. Submit GRE scores less than five years old.
6. Have enrolled within two years of filing the application for admission.

Division of Education

Conditional Admission

Applicants who are not eligible for unconditional admission may be granted conditional admission if the following requirements are met:

1. Hold a baccalaureate degree from an institution with only state accreditation.
2. Have an undergraduate record that is not wholly satisfactory. Such students will be allowed to continue taking graduate work only if the quality of work in the first 12 credit hours, taken within no more than one year of elapsed time, is deemed satisfactory by the faculty of the Division of Education.
3. Have completed fewer than 12 credit hours in professional education courses. The number of hours in which students are deficient may be removed by taking (1) undergraduate education courses, or (2) graduate education courses beyond the minimum hours required for the degree.

Students who are admitted conditionally may, as individuals, be asked to meet other requirements, depending on their major area.

Course work used to complete the requirements for a previous master's degree will not be accepted as credit for the M.S. in Education degree.

Early Graduate Credit

Undergraduates who are in the final semester of completing the requirements for an undergraduate degree and who complete these requirements within that semester may be admitted to graduate study. Courses that are open to graduate students and that will not be included as part of the undergraduate degree requirements may be taken during that semester and will count toward the higher degree. Failure to obtain the baccalaureate degree at the end of the semester will nullify graduate credit for the work taken. The application previously submitted for graduate study may be validated by notifying the graduate advisor that the bachelor's degree has been awarded.

Degree Requirements

Requirements for the degree are as follows:

1. A student may be admitted unconditionally to graduate study, or, if allowed to enter conditionally, must remove the conditions satisfactorily within one year of admission. Enrollment in at least one course within two years of the date of unconditional admission is required to maintain admission status.
2. A student must complete a minimum of 36 credit hours, at least 30 of which must be in graduate courses. All of the work must be completed within seven calendar years.
3. If the degree is not completed within seven years from the date the first credit was received, the student must meet current requirements, not those in effect at the time of admission.
4. At least 15 credit hours of work toward the master's degree must be taken through the IU Kokomo campus.
5. A student may apply a maximum of 9 credit hours gained through workshops and/or conferences toward the degree, provided that such work is appropriate to the degree requirements.

6. Credit acquired in activity courses or in work taken by correspondence will not be applied toward degree requirements.
7. As a general rule, up to 6 credit hours of graduate credit from an accredited institution may be transferred and applied toward the degree, provided that such work is appropriate to the student's degree objective and that the grade point average of all work above the bachelor's degree appearing on the transcript is at least 3.0 (B) and the work being transferred at least a B (3.0). By special arrangements, an applicant for this degree may transfer up to 15 credit hours of graduate credit from one or a combination of three other state-assisted institutions in Indiana (Indiana State, Ball State, and Purdue) provided that courses being transferred are appropriate to the degree as determined by the department and:
 - a. The total of all work to be transferred from these three institutions, including the 6 credit hours that may be accepted for transfer from any other accredited institution, cannot exceed 15.
 - b. The work to be transferred must be certified by the institution in which it was taken as carrying graduate credit.
8. At least 6 hours of graduate credit (300- or 400-level courses or above) must be completed in schools and departments other than education in order to satisfy Indiana Rules 46-47 licensing and IU degree requirements. Questions about these requirements should be addressed to the Licensing Advisor, Division of Education, Indiana University Kokomo.
9. A cumulative grade point average of 3.0 (B) must be maintained in all work (including undergraduate courses) taken after completion of the bachelor's degree. No grade lower than a C (2.0) may count toward graduation or certification requirements.
10. All work to be applied toward the degree must be completed within seven calendar years from the date of the receipt of a grade in the first course that is to be used toward the degree. Work more than seven years old does not apply to the 36 credit hours required for the degree. No work used to obtain one master's degree can be applied to obtain a second master's degree.

Completion of requirements for a Master of Science in Elementary Education degree does not necessarily mean that a student has met requirements for a professional teaching license.

Master of Science Degree in Elementary Education

NOTE: Students admitted on or after July 1, 2002 will need to obtain a program of study from the Education Office as new programs of study were not available at the time of printing of this document.

Requirements are as follows:

1. Elementary Education (15 cr.)—At least one course must be taken from each area:

Instruction, Curriculum, and Management

Instruction

- EDUC E543 Advanced Study in the Teaching of Mathematics in the Elementary Schools (3 cr.)
- EDUC E545 Advanced Study in the Teaching of Reading in

Elementary Schools (3 cr.)

- EDUC E547 Advanced Study in the Teaching of Social Studies in the Elementary Schools (3 cr.)
- EDUC E548 Advanced Study in the Teaching of Science in the Elementary Schools (3 cr.)
- EDUC E549 Advanced Study in the Teaching of Language Arts in the Elementary Schools (3 cr.)

Curriculum

- EDUC E535 Elementary School Curriculum (3 cr.)
- EDUC E525 Advanced Curriculum Study in Early Childhood Education (3 cr.)
- EDUC J500 Instruction in the Context of Curriculum (3 cr.)

Management

- EDUC E536 Supervision of Elementary School Instruction (3 cr.)
- EDUC E553 The Teacher and Elementary School Organization (3 cr.)

2. Foundations of Education (9 cr.)—At least one course must be taken from Learning, History/Philosophy, and Research.

Learning

- EDUC P515 Child Development (3 cr.)
- EDUC P516 Adolescent Development (3 cr.)
- EDUC P540 Learning and Cognition in Education (3 cr.)

History/Philosophy

- EDUC H520 Education and Social Issues (3 cr.)
- EDUC H530 Philosophy of Education (3 cr.)

Research

- EDUC P501 Statistical Method Applied to Education (3 cr.)
- EDUC P503 Introduction to Research (3 cr.)

3. Electives (12 cr.) Six credit hours must be outside the Division of Education at the 300 level or above. Courses are to be selected with the approval of an advisor from the education division.

Master of Science Degree in Secondary Education

Note: Students admitted on or after July 1, 2002 will need to obtain a program of study from the Education Office as new programs of study were not available at the time of printing of this document.

Requirements are as follows:

1. Management

- P570 Behavior Problems in the Public Schools (3 cr.)

2. Foundations—One of the following:

- H520 Education and Social Issues (3 cr.)
- H530 Philosophy of Education (3 cr.)
- H540 Sociology of Education (3 cr.)

3. Research—One of the following:

- Y535 Evaluation Models and Techniques (3 cr.)
- S511 Individualized Instruction Programs (3 cr.)
- P501 Statistical Methods Applied to Education (3 cr.)
- P503 Introduction to Research (3 cr.)

4. Educational Psychology

- P516 Adolescent Development (3 cr.)

5. Methods

- S514 Advanced Study of the Teaching of Reading in the Junior High and Secondary Schools (3 cr.) *or* content area methods (3 cr.)

6. Curriculum—One of the following:

- S503 Secondary School Curriculum (3 cr.)
- S530 Junior High and Middle School Curriculum (3 cr.)

7. Major/Minor Professionalization and Elective Courses

Candidates must complete six semester hours of graduate work in their major area and, if applicable, twelve hours in the minor area. If no minor, twelve hours of approved electives.

Additions to the Elementary Teacher License

Note: Only IU Kokomo students admitted to the following certification programs before July 1, 2002 will be able to enroll in these programs. Furthermore, students must complete all licensure requirements for these programs before July 1, 2006.

Students who are interested in adding various endorsement or minor areas to their teacher license may be able to use some of those courses on the degree program if they have been approved by the student's graduate advisor.

Indiana Teachers License

Teachers who apply for the initial standard license must pass the Pre-Professional Skills Test (PPST) and the appropriate Specialty Area test(s).

Initial Standard License

Applications for Indiana teacher licenses are available in the Division of Education office. The application must be recommended by the Indiana University Kokomo licensing advisor before forwarding to the Indiana State Professional Standards Board, which approves and issues all teaching licenses.

Education Courses

Students may consult with their academic advisor or the Division of Education office for the list of projected courses over the next two-year period. The university reserves the right to cancel courses for insufficient enrollment.

P = prerequisite R = recommended C = co-requisite

** = course has student teaching/field experience fee.

Undergraduate Courses

Note: These courses are for programs of study in effect prior to July 1, 2002. Courses for the programs that will be effective July 1, 2002 are not listed as those new programs of study were not available at the time of printing of this document.

E317 Practicum in Early Childhood Education (4 cr.)

P: E315. Methods and materials used in the education of children from three to six years of age. Observation and participation.

E325 Social Studies in the Elementary Schools (3 cr.)

P: E340, E341, E339, and M299. Explores the sociological backgrounds of education; and surveys subject matter, materials, and methods in the content areas. (To be taken concurrently with M301.) Field experience arranged in public schools.**

E328 Science in the Elementary Schools (3 cr.)

P: E339, E340, E341, and M299. Objectives, philosophy, selection, and organization of science materials and methods. Concept development and use of the multidimensional materials in science experiments. Analysis of assessment techniques

Division of Education

and bibliographical materials. Field experience arranged in public schools.

E330 Infant Learning Environments (3 cr.)

P: P249, M299. Appropriate instructional strategies to enhance infant-toddler development, care-giving skills, and knowledge of appropriate learning environments. Students will apply strategies and knowledge in providing care and educational experiences.

E335 Introduction to Early Childhood Education (3 cr.)

This course has a dual focus. The first involves an overview of the field including an historic perspective, program models, goals of early childhood education, and professional organizations. The second emphasizes the study of observation skills, the characteristics of young children, teacher-child interaction, and classroom management skills. (Taken concurrently with M401.)

E337 Classroom Learning Environments (3 cr.)

Focuses on the curriculum aspects of early childhood programs designed to meet ethnic and cultural differences; and on planning, utilizing, and evaluating learning environments. Selection of materials and activities and the acquisition of skills for using them to stimulate children's development are major focuses.

E338 The Early Childhood Educator (3 cr.)

P: P249, E315, E401, and M299. The role of the teacher as a professional educator, including professional responsibilities, legal rights and responsibilities of teachers and students, school and community relations, and involvement in professional organizations. A major emphasis is on parent involvement and parent education.

E339 Methods of Teaching Language Arts in the Elementary Schools (3 cr.)

P: M299. Development of language in young children and the development of elementary school reading, creative language, dramatics, handwriting, and spelling. Field experience arranged in public schools.**

E340 Methods of Teaching Reading in the Elementary Schools I (3 cr.)

P: M299. Focuses on materials, methods, and techniques employed in a developmental reading program. Field experience arranged in public schools.

E341 Methods of Teaching Reading in the Elementary Schools II (3 cr.)

P: M299. Focuses on classroom procedures and materials used to provide diagnostic and corrective instruction for learning needs in reading.

E343 Mathematics in the Elementary Schools (3 cr.)

P M299, T109, and T110. Emphasizes the developmental nature of the arithmetic process and its place as an effective tool in the experiences of the elementary school child. Field experience arranged in public schools.**

E490 Research in Elementary Education (1-3 cr.)

P: consent of instructor. Individual research.

F100 Topical Exploration in Education (1-3 cr.)

A one-semester course on a particular topic, established at the request of a faculty member and by the approval of the chairperson of the Division of Education. Applies only as elective credit.

F203 Topical Exploration in Education (1-2 cr.)

A one-semester course on a particular topic, established at the request of a faculty member and approved by the education faculty. Applies only as elective credit.

H340 Education and the American Culture (3 cr.)

P: M101, P250. The present educational system, —its social impact and future implications —viewed in historical, philosophical, and sociological perspectives. Special attention is given to ethnic, minority, and cultural aspects.

K205 Introduction to Exceptional Children (3 cr.)

An overview of the characteristics and the identification of exceptional children. The course presents the issues in serving exceptional children and the educational, recreational, and social aspects of their lives.

K305 Teaching the Exceptional Learner in Elementary School (3 cr.)

This course develops in elementary education majors the knowledge, attitudes, and skills basic to the education of exceptional learners (students who are handicapped as well as gifted and talented) in the regular classroom. Topics include historical and international perspectives, the law and public policy, profiling the exceptional learner, a responsive curriculum, teaching and management strategies, teachers as persons and professionals.

M101 Laboratory/Field Experience (3 cr.)

The first course in the Teacher Education Program, this course will set the stage for the study of the self-as-teacher, the nature of the profession, and the seminal issues that shape the profession and require reflection of its practitioners. Field experiences are designed to assist you in finding your teaching voice.

M201 Laboratory/Field Experience (0 cr.)

A laboratory/field experience in education for sophomores (may be repeated). Second-year field experience shall include looking into the nature of child growth and development through observations of children in a variety of growing and developing situations, e.g., observations and participation in school classrooms, Sunday schools, 4-H clubs, YWCA, YMCA, Girl Scouts, etc. (To be taken concurrently with P250, P251, P253.)

M299 Admission to Teacher Education Program (0 cr.)

M300 Teaching in a Pluralistic Society (3 cr.)

P: M101, P250. This course is designed to introduce the students to teaching as a profession. Students focus upon the self as teacher, learning styles, cultural pluralism, and classroom teaching strategies that respond positively to the personal and ethnic diversity of the learner.

M301 Laboratory/Field Experience (0-1 cr.)

Laboratory or field experience for juniors (may be repeated). (To be taken concurrently with E343, E325, E339, M323 and E328.)

M312 General Methods for Junior High/Middle School Education (1-3 cr.)

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

M323 The Teaching of Music in the Elementary Schools (2 cr.)

P: M174, M299. C: M301. Fundamental procedures of teaching elementary school music, stressing music material suitable for the first six grades.

M333 Art Experiences for the Elementary Teacher (2 cr.)

P: FINA A101 or FINA A102, M299. The selection, organization, guidance, and evaluation of art activities, both individual and group. Laboratory experiences with materials and methods of presenting projects.

M401 Laboratory/Field Experience (0-3 cr.)

Laboratory or field experience.

M425 Student Teaching in the Elementary Schools (9-15 cr.)

P: Consent of the faculty. Classroom teaching and other activities associated with the work of the full-time elementary classroom teacher. Minimum of 15 weeks.

M441 Methods of Teaching Senior High/Junior High/Middle School Social Studies (1-4 cr.)

Develops concepts and theories from social science, humanities, and education into practices of successful social studies instruction. Integrates social issues and reflective thinking skills into the social studies curriculum. Emphasis on curriculum development skills and building a repertoire of teaching strategies appropriate for middle/secondary school learners.

M446 Methods of Teaching Senior High/Junior High/Middle School Science (1-5 cr.)

P: 35 credit hours of science. Designed for students who plan to teach biology, chemistry, earth science, general science, or physics in junior high/middle school or secondary school.

M452 Methods of Teaching Secondary English in the Senior High/Junior High/Middle School (1-5 cr.)

Methods, techniques, content, and materials applicable to the teaching of English in the secondary school. Field experiences with secondary students and teachers provided to assess ongoing programs in public schools and to study materials appropriate for these programs.

M457 Methods of Teaching Senior High/Junior High/Middle School Mathematics (2-4 cr.)

Study of methodology, heuristics of problem solving, curriculum design, instructional computing, professional affiliations, and teaching of daily lessons in the domain of secondary and/or junior high/middle school mathematics.

M464 Methods of Teaching Reading (3 cr.)

Focuses on middle, junior high, and senior high school. Curriculum, methods, and materials for teaching students to read more effectively.**

M470 Practicum (3-8 cr.)

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

M480 Student Teaching: Secondary (1-16 cr.)

Full-time supervised student teaching in the student's major certification area and in the grades included within a high school, or at another level if the major area permits; within the state of Indiana unless the integral program includes student teaching in an approved and accredited out-of-state site. Each student assumes, under the direction of the selected supervising teacher and with university-provided supervision, responsibility for teaching in the cooperating school. The student teaching may be done over several semesters or for a full semester, particularly if a portion of the assignment is in the student's minor certification area, but will always include a minimum of 15 continuous weeks of full-time experience.

Grade: S or F.**

P249 Growth and Development in Early Childhood Education (3 cr.)

Focuses on the cognitive, social, affective, and physical development of the child during the early years of life. The goal of understanding the growing child from multiple perspectives guides the study of theory and research on child development. Theoretical study is integrated with observations of and experiences with children in a way that increases the insights and competence of the teacher of young children. The unique developmental problems of special groups of children, —those with disabilities, the economically deprived, and minority groups —are addressed.

P250 General Educational Psychology (1-4 cr.)

P: M101. The study and application of psychological concepts and principles as related to the teaching/learning process, introduction to classroom management, measurement/evaluation, and disability awareness.

P252 Educational Psychology for Junior High/Middle School Teachers (1-4 cr.)

The application of psychological concepts to school learning and teaching in the perspective of development during the preadolescent period. Special attention is devoted to the needs of students with disabilities. (To be taken concurrently with M201.)**

P253 Educational Psychology for Secondary Teachers (1-4 cr.)

The application of psychological concepts to school learning and teaching in the perspective of development for preadolescence. Special attention is devoted to the needs of students with disabilities. (To be taken concurrently with M201.)**

Q200 Introduction to Scientific Inquiry (1-3 cr.)

Course provides the elementary education major with background in the science process skills needed to complete required science courses.

W200 Microcomputing for Education: An Introduction (3 cr.)

Required of all students pursuing teacher certification. Introduction to instructional computing, educational computing literature, and BASIC programming. Review of and applied experience with educational software packages and commonly used microcomputer hardware. For education majors only.

X400 Diagnostic Teaching of Reading in the Classroom (3 cr.)

Diagnosis of reading difficulties and solution to problems through research, conference, and practice in the use of materials and equipment.

Division of Education

X401 Critical Reading in the Content Areas (3 cr.)

Aids elementary and secondary teachers in the development of instructional strategies that assist students in the comprehension, critical analysis, and integration of ideas presented in print material of subject matter areas.

X425 Practicum in Reading (1-3 cr.)

P: W200, or E341 and X400, or M462, or consent of instructor. Students will work in selected elementary or secondary classrooms diagnosing reading problems and developing students' reading competence.

X470 Psycholinguistics for Teachers of Reading (1-3 cr.)

Explores the linguistic and cognitive dimensions of language. Discusses relationships among the systems of language and among the various expressions of language. Always includes topics on semantics, grammar, and dialect.

X490 Research in Reading (1-6 cr.)

P: Consent of instructor. Individual research.

Graduate Courses

Note: These courses are for programs of study in effect prior to July 1, 2002. Courses for the programs that will be effective July 1, 2002 are not listed as those new programs of study were not available at the time of printing of this document.

E514 Workshop in Elementary Language Arts (1-6 cr.)

Means for improving the teaching of language arts in the elementary school.

E524 Workshop in Early Childhood Education (cr. arr.)

Individual and group study of problems in nursery school and kindergarten education. Emphasis on broadening understanding of curriculum problems and their application to teaching in nursery schools and kindergarten.

E525 Advanced Curriculum Study in Early Childhood Education (3 cr.)

Curriculum planning, guiding and evaluating learning experiences, and interpreting values of early childhood education. New approaches to teaching.

E535 Elementary School Curriculum (3 cr.)

Social, economic, and educational forces influencing changes in the curriculum of the elementary school; observation and study of the curriculum and methods of evaluating it.

E536 Supervision of Elementary School Instruction (3 cr.)

Modern concepts of supervision and the evolutionary processes through which they have emerged. Supervisory work of the principal, general supervisor, and supervisor or consultant. Study of group processes in a democratic school system.

E541 Instruction in Elementary School Math (3 cr.)

A study of the content and skills comprising elementary school mathematics, with emphasis on determining appropriateness to content and developing effective instructional sequences. The relationship between content learning and skill learning will be examined, as well as components of effective school learning. For classroom teachers with a special interest in the mathematics curriculum.

E542 Curriculum in Elementary Math Education (3 cr.)

Comparing and evaluating contemporary curriculum materials and trends in mathematics instruction; strategies and materials for low achievers and gifted students; implications of research for classroom instruction.

E543 Advanced Study in the Teaching of Mathematics in the Elementary Schools (3 cr.)

Designed to help the experienced teacher improve the teaching of mathematics. Opportunities will be provided for individual and group study of content, methodology, and instructional materials for modern mathematics programs.

E545 Advanced Study in the Teaching of Reading in the Elementary Schools (3 cr.)

For experienced teachers. Review of developmental reading program in the elementary school, use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for individualized instruction.

E547 Advanced Study in the Teaching of Social Studies in the Elementary Schools (3 cr.)

For experienced teachers. Goals and functions of social studies and underlying principles that influence the teaching of social studies; content, resources, and methodology that facilitate the implementation of these.

E548 Advanced Study in the Teaching of Science in the Elementary Schools (3 cr.)

Helps experienced teachers gain proficiency in the teaching of science in the elementary school. Characteristics of good elementary school science programs.

E549 Advanced Study in the Teaching of Language Arts in the Elementary Schools (3 cr.)

Helps experienced teachers gain further insight into the development of the English language and how best to teach language arts. Emphasizes basic communication skills and significant trends and materials.

E553 The Teacher and Elementary School Organization (3 cr.)

The structure and organization of the elementary school and the role of the teacher in its effective operation. For classroom teachers.

E590 Research in Elementary Education (cr. arr.)

P: consent of instructor. Individual research.

G502 Introduction to the Field of Counseling (3 cr.)

The psychological and educational foundations for counseling and guidance. Overview of counseling theories, practices, and organization.

G505 Introduction Appraisal: Principles and Procedures (3 cr.)

An analysis of statistical, psychometric, and clinical principles crucial to professional interpretation of standardized and informal data regarding individual clients. Current issues/controversies about ethnic, sex, cultural, and individual differences will be examined.

G532 Introduction to Group Counseling (3 cr.)

P: G502. Individual differences will be examined. An introduction to group counseling with focus on historical development, fundamentals of group theory and process, styles of leadership behavior, membership responsibility, stages of group development, and ethical issues.

G542 Organization and Development of Counseling Programs (3 cr.)

Environmental and population needs assessment for program planning. Procedures for counseling program development and accountability/evaluation. Case studies.

H504 History of American Education (3 cr.)

A study of education, both informal and institutional, in American history leading to an understanding of present educational theory and practice. Designed for graduate students who seek to develop an historical perspective of education in America.

H520 Education and Social Issues (3 cr.)

Identification and analysis of major problems set for education by the pluralistic culture of American society.

H530 Philosophy of Education (3 cr.)

A study of representative topics in the philosophy of education.

J500 Instruction in the Context of Curriculum (3 cr.)

Extends concepts introduced in undergraduate teacher preparation. Topics include conceptions and definitions of curriculum and instruction; and their impact on social contexts, learning theories, and schooling practices. Elementary and secondary contexts are studied.

J520 Learning Materials Development and Instruction (1-3 cr.)**K500 Topical Workshop in Special Education (3 cr.)**

P: consent of instructor. Intensive study of such selected topics as language development for exceptional children, the disadvantaged child, and behavior modification for exceptional children. May be repeated for credit.

K505 Introduction to Special Education for Graduate Students (3 cr.)

P: graduate standing or consent of instructor. Basic special education principles for graduate students with no previous course work in special education.

K510 Trends and Issues in Special Education (3 cr.)

P: K505. Provides beginning graduate students with an overview of current trends and issues in the field. Major emphasis is on application of principles mandated by PL 94-142 and Section 504 of the Rehabilitation Act of 1973.

K521 Survey of Learning Disabilities (3 cr.)

P: K510. Advanced survey of the literature related to learning-disabled children, including historical information, theoretical approaches, characteristics, and issues.

K522 Survey of Mental Retardation (3 cr.)

P: K510. An advanced survey of the literature related to mental retardation, including historical information, theoretical approaches, characteristics, and issues.

M550 Practicum: (variable title, 1-8 cr.)

Teaching or experience in an accredited school, normally in Indiana. Credit will be commensurate with time spent in the instructional setting. Grade: S or F.

N523 Workshop in Elementary Modern Mathematics (1-6 cr.)

Means for improving the teaching of mathematics in the elementary school. One credit hour is offered for each week of full-time work.

N524 Workshop for Junior/Senior High School Mathematics Teachers (1-3 cr.)

For experienced teachers. Ideas on curriculum trends and teaching techniques; recent source materials; analysis of problems; development of new educational materials. One credit hour is offered for each week of full-time work.

P501 Statistical Method Applied to Education (3 cr.)

An introduction to statistical methods needed for basic data analysis in education. Includes an introduction to distribution of variables, measures of central tendency, variability, hypothesis testing, and correlation techniques. Emphasis on theoretical and computational skills.

P503 Introduction to Research (3 cr.)

Methods and procedures in educational research.

P510 Psychology in Teaching (3 cr.)

Basic study of psychological concepts and phenomena in teaching. An analysis of representative problems and the teacher's assumptions about human behavior and its development. This course is intended for those working toward the master's degree and who currently are or are planning to be classroom teachers.

P515 Child Development (3 cr.)

Major theories and findings concerning human development from birth through elementary years as they relate to the practice of education. Topics include physical development, intelligence, perception, language, socioemotional development, gender role development, moral development, early experience, research methods, and sociodevelopmental issues relating to education.

P516 Adolescent Development (3 cr.)

Characteristics of growth and development in adolescents, including physical, psychological, social, cognitive, and emotional growth; are studied with particular reference to relevance for the practitioner and potential for future research. Contemporary issues such as drug and alcohol abuse, sexuality, and vandalism are examined. Issues regarding exceptionalities and diversity are studied.

P540 Learning and Cognition in Education (3 cr.)

Survey of theoretical positions in the areas of learning and cognition, with emphasis on their relevance for the design of classroom learning situations.

P570 Behavior Problems in the Public Schools (3 cr.)

For teachers, administrators, psychologists, case workers, and others concerned with the adjustment of children in school. Recognition of behavioral symptoms indicative of the need for special attention; role and methods used in dealing with behavioral problem children.

P590 Research in Educational Psychology (cr. arr.)

Individual research.

Q528 Demonstration and Field Strategies in Science (1-6 cr.)

Identification, selection, design, implementation, and evaluation of demonstrations and field trips. Strategies in science for elementary, middle school, junior high, and secondary school teachers.

Q540 Teaching Environmental Education (3 cr.)

For elementary and secondary teachers. Basic principles of environmental/conservation education stressed in grades K-12. Methods and techniques for integrating these principles into existing curricula. Designed for the development and evaluation of new interdisciplinary teaching materials.

R523 Utilization of Audiovisual Materials (3 cr.)

Deals with planning and developing in-class and out-of-class AV instruction. Designed to provide students with experiences

Division of Education

that will enable them to select, arrange, and utilize a variety of resources in a systematic approach to instruction.

R590 Research in Instructional Systems Technology (cr. arr.)

P: consent of instructor. Individual projects.

S503 Secondary School Curriculum (3 cr.)

Designed to provide an overview for the teacher of the basic theories underlying the secondary school curriculum, as well as an examination of the subject areas, problems, trends, challenges for the future and significant research in the field.

S505 The Junior High and Middle School (3 cr.)

Role of the junior high school and middle school in American education. Total program: philosophy, functions, curriculum, guidance, activities, personnel, and administration.

S507 The Teacher and Secondary School Organization (3 cr.)

For teachers and administrators. Functions of school personnel, organization of professional and lay people for a more effective school program, professional leadership, lay participation, and effective personnel organization.

S514 Advanced Study in the Teaching of Reading in the Junior High and Secondary School (3 cr.)

The developmental reading program in junior high and secondary schools; use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for helping reluctant and retarded readers.

S530 Junior High and Middle School Curriculum (3 cr.)

The educational program designed for the junior high and middle school. Functions: organization, planning, and evaluation of the junior high and middle school curriculum in specific areas.

S590 Research in Secondary Education (cr. arr.)

P: consent of instructor. Individual research.

W531 Computers in Education (3 cr.)

Survey of computer technology as applied to instructional processes. Introduction to a variety of computer systems and to the ways computers are used in instruction and classroom management.

X501 Critical Reading, K-12 (3 cr.)

Analyzes reading with various theories and models of thinking; presents teaching/learning strategies for developing critical reading; evaluates instructional materials and methodologies designed to foster critical reading.

X504 Diagnosis of Reading Difficulties in the Classroom (3 cr.)

P: E545 or S514 or consent of instructor. Treats the theory, correlates, instruments, and techniques of diagnosing reading difficulties in the classroom.

X525 Practicum in Reading (3 cr.)

P: E545 or S514, X504, and three years of teaching experience or consent of instructor. Students will work in selected elementary or secondary classrooms diagnosing reading problems and developing students' reading competence.

X530 Topical Workshop in Reading (cr. arr.)

Individual and group study of special topics in the field of reading. Means for improving the teaching of reading. One credit hour is offered for each week of full-time work.

X590 Research in Reading (3 cr.)

Individual research.