

# School of Education Undergraduate Bulletin

## What is a Bulletin?

The School of Education Bulletin is a resource and roadmap that provides students with the information they need to make the most of their undergraduate education and to graduate from the School in a timely manner. It is the official source of information regarding degree requirements, policies and procedures, programs of study, courses, and opportunities within and outside of individual programs. Students pursuing degrees in other schools on the Bloomington campus should consult the [IU Bloomington Bulletins](#) website to find the appropriate bulletin that covers their degree program. Students will also find useful information listed on the [School](#) website and the websites of [individual programs](#).

## Which Bulletin Should You Use?

Students follow the requirements included in the Bulletin published in the year they first enrolled (matriculated) as a degree-seeking student at Indiana University Bloomington. For instance, a new freshman or transfer student beginning at IUB in the summer or fall of 2024 will be held to the requirements laid out in the 2024-2025 Bulletin of the School of Education. For questions regarding which Bulletin to use, please consult the Office of Undergraduate and Teacher Education, (812) 856-8500 or [edhelp@indiana.edu](mailto:edhelp@indiana.edu). The requirements outlined in the Bulletin are in effect at the time of matriculation and will remain constant throughout your time in the School, assuming you graduate within seven years.

## Academic Advising

Students interested in an education program can seek information about the School of Education via email at [edhelp@indiana.edu](mailto:edhelp@indiana.edu). Academic advising appointments may be scheduled through the Student Appointment Scheduler on [One.IU](#). [Academic advisors](#) are available throughout the year.

Students should make certain that they understand the requirements for successful completion of the program they have selected and have an appropriate plan for each semester. Online Academic Advising Reports (AAR) and program planning sheets are two effective tools used by advisors and students to track academic progress. AARs are available to admitted Indiana University students through [One.IU](#). AARs allow Indiana University students to view their completed and enrolled course credits in a context that shows completed academic program requirements as well as requirements that remain unfinished. Detailed planning sheets are available at ED 1000 or on the [web](#). Adhering to stated requirements is the student's responsibility.

## Student Responsibility

Students are responsible for planning their own program of study and for meeting the degree requirements for graduation. For advice fulfilling these requirements and planning a course of study, students in the School of Education are encouraged to regularly seek out academic counseling from the academic advisors. Although

academic advisors will do their best to aid students, it is ultimately each student's responsibility to plan an appropriate academic course of study and to fulfill the various degree requirements. Familiarizing themselves with the contents of this Bulletin is a crucial first step that students can and should take to ensure they know what opportunities are available to them and what requirements are expected of all students in the School of Education.

## Disclaimer

While every effort is made to provide accurate and current information, Indiana University reserves the right to change without notice statements in the bulletin series concerning rules, policies, fees, curricula, or other matters.

## Contact Information

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## Overview

### The School of Education

With a long-standing tradition of excellence, the School of Education offers pre-professional programs leading to the Bachelor of Science in Education.

Indiana University has been training teachers since 1851 and began granting degrees in 1924. Today, Indiana University's School of Education is one of the country's most respected educational institutions for the preparation of teachers, administrators, and specialists in all areas of education. The School of Education has full equality with the other professional schools of the university and grants the degrees of Bachelor of Science in Education, Master of Science in Education, Specialist in Education, and Doctor of Education.

At the heart of the School's tradition is outstanding teaching based on excellence in research. School faculty, who are at the forefront of their disciplines, teach at all levels of the curriculum, from freshman through senior courses. Although the content of courses has changed as knowledge has developed, the School's faculty has always sought to provide students with specialized knowledge in the field of education.

The School of Education realizes the importance of creating and maintaining a program that balances specialized knowledge with a broad liberal arts education and that affords each student an opportunity to learn both theoretical principles of education and practical skills.

Accountability and improvement in teacher preparation are central to IU Bloomington's mission. Graduates of all the teacher education programs are expected to demonstrate the knowledge, skills, and dispositions expected of beginning teachers, as set forth by the Interstate New Teacher Assessment and Support Consortium (INTASC) and as currently reflected in Indiana Department of Education and State Board of Education licensing regulations.

Individual and collective efforts in the School of Education at IU Bloomington continue to be focused on developing the best experiences for students. We offer exemplary educational opportunities for students to enhance the quality of educational experiences throughout Indiana, the nation, and the world.

## The Six Guiding Principles of the IU School of Education

Our collective commitment to the development of exemplary teacher education programs is unwavering. Central to our deliberations about the direction of teacher education has been the adoption and enactment in all our teacher education programs of a set of six principles that define, in comprehensive ways, our conceptual framework for teacher education. The six principles are shared below.

- **Knowledge:** Be well-grounded in student development, the content areas that are central to teaching, and assessment strategies.
- **Learning Environment:** Create and nurture positive physical, social, and academic learning environments.
- **Personalized Learning:** Understand ability levels, interests, and learning styles. Demonstrate instruction that reflects the diversity among all learners.
- **Community:** Understand and be involved in the academic learning community. Build and develop relationships within the school, corporation, and community.
- **Reflection:** Reflect continuously on all aspects of the teaching experience to identify ways for improvement as an individual, as a part of the school community, and as part of the teaching profession.
- **Growth:** Develop a philosophy of teaching and learning, which demonstrates continuous professional growth in values, commitments, and professional judgments.

## Accreditation

The School of Education is accredited by the [Council for the Accreditation of Educator Preparation](#) (CAEP) and by the [Higher Learning Commission](#). In addition, the Indiana Department of Education and State Board of Education have approved all teacher education programs offered through Indiana University Bloomington.

## Financial Aid

The primary source for financial aid at Indiana University is the [Office of Student Financial Aid and Scholarships](#), including grants, loans, and work-study packages. Information about available programs is primarily presented through the [Office of Admissions](#).

There are a variety of state funded financial aid opportunities for future educators and for students intending to teach in identified shortage areas in the field of education. The [Indiana Commission for Higher Education](#) maintains a web site for information on these programs.

## School of Education Scholarships

The School of Education manages a variety of scholarships as part of its endowment. Current education

students, or students within the University Division with the intention of becoming an education major, are eligible to apply. Students are notified when the application opens and of the deadline which is typically April 1. By completing the scholarship application, students are considered for more than 50 scholarship opportunities for the following academic year. Scholarships are competitive and awarded based on merit and competitive application.

## Students with Disabilities

Students with learning disabilities, hearing impairments, speech impairments, or other disabilities that may affect their ability to fulfill a requirement of the school should contact [Disability Services for Students](#) prior to registering. Program requirements will not be waived for students with disabilities; however, some modifications may be made within specific courses. Students seeking such modifications should do so early in their academic career to ensure timely progress to degree completion.

Federal laws that govern the provision of accommodations and assistance to students with disabilities at the college level are quite different from those that apply to students in high school. College students with disabilities and their parents should become familiar with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 to better understand what their rights and responsibilities are as a disabled college student.

## Access to Educational Opportunities

Indiana University pledges itself to continue its commitment to the achievement of equal opportunity within the University and throughout U.S. society as a whole. In this regard, Indiana University will educate and provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on arbitrary considerations of such characteristics as age, color, disability, ethnicity, sex, gender identity, marital status, national origin, race, religion, sexual orientation, or veteran status.

As required by Title IX of the Education Amendments of 1972, Indiana University does not discriminate on the basis of sex in its educational programs and activities, including employment and admission. Questions specific to Title IX may be referred to the Office for Civil Rights or the University Title IX Coordinator.

Indiana University shall take affirmative action, positive and extraordinary, to overcome the discriminatory effects of traditional policies and procedures with regard to the disabled, minorities, women, and veterans.

Students who believe that any of their rights have been violated should follow the guidelines established in the School of Education Student Grievance and Appeals Procedures.

## Organization

### Administration

- Interim Dean: Anastasia Morrone
- Executive Associate Dean: Sarah Lubinski
- Associate Dean of Graduate Studies: Thomas Laird
- Associate Dean of Research: Cindy Hmelo-Silver
- Associate Dean of Undergraduate and Teacher Education: Meredith Park Rogers

- Associate Dean of Accreditation Processes: Alex Cuenca
- Assistant Dean for Diversity, Equity and Inclusion: Carl Darnell
- Executive Director of Development and Alumni Relations: Mary Dwyer
- Director of Business Affairs and Budget: Deborah Ferguson
- Director of Development: Mary Dwyer
- Director of Education Technology Services: Jesse Oakes
- Director of Human Resources: Donna Stevens
- Director of Instructional Consulting: Vacant
- Director of Marketing and Communications: Scott Witzke
- Executive Director Student Success: Paige Andersson

### Departments

- [Applied Psychology in Education and Research Methodology](#)
- [Curriculum and Instruction](#)
- [Educational Leadership and Policy Studies](#)
- [Learning, Design and Adult Education](#)

### Offices

- [Academic Affairs/Dean's Office](#)
- [Diversity, Equity and Inclusion](#)
- [Development and Alumni Relations](#)
- [Education Technology Services](#)
- [Graduate Studies](#)
- [Instructional Consulting](#)
- [Marketing and Communications](#)
- [Research and Development](#)
- [Undergraduate and Teacher Education](#)

## Academic Programs

The School of Education offers over 40 degree, minor, and license addition programs at the undergraduate level. Many programs - with a little planning - can be combined with other programs to allow for dual teaching licenses, multiple minors or any number of other options. All programs require 120 credits.

Generally, each program requires coursework that addresses:

- the General Education requirements for the Bloomington campus,
- the programs respective content area, and
- the respective program's professional education requirements.

Courses used to satisfy general education requirements also may be applied to fulfill requirements for content area and/or subject matter specialty study. In such cases, the course may be used to meet all requirements to which it will apply, but the credit hours may be counted only once toward the total credit hours needed for a degree.

Indiana University Bloomington offers the following programs. For specific course requirements for each program, click [here](#).

### Elementary Education Programs

- Early Childhood Education: Pre-K, K-3
- Elementary (Theory into Practice): K-6
- Elementary/Special Education (Teaching All Learners): K-6 and Mild Intervention

### Secondary Education Programs

- Journalism
- Language Arts/English
- Mathematics
- Science: Chemistry, Earth/Space Science, Life Science/Biology and Physics
- Social Studies: Historical Perspectives
- Special Education: Mild Intervention

### All-grades Education Programs

- Music Education
- Visual Art
- World Languages

### License Addition Programs

(Additions can be added to primary license area)

- Blended and Online Teaching
- Computer Science
- English as a Second Language
- Journalism (Secondary only)
- Middle Grades Mathematics
- Theatre (Secondary only)

### Non-Teaching Programs

- Counseling Psychology
- Higher Education and Student Affairs

**Academic Minor Programs** (These minors do not lead to teacher certification.)

- Child and Adolescent Mental Health
- Community Visual Arts Education
- Counseling
- Education Policy (Offered in conjunction with O'Neill School of Public and Environmental Affairs)
- Educational Studies
- Higher Education and Student Affairs
- International and Comparative Education

## Early Childhood Education Program

The undergraduate program in [early childhood education](#) is a four-year sequence of courses that prepares individuals to teach in infant/toddler and preschool programs, to teach in kindergarten through grade 3 classrooms, and to work in other settings that employ early childhood professionals. The course of study incorporates four years of coursework, including two years of general education and two years of professional education. It is premised on the belief that students should engage in an exploration of literacy and diversity through inquiry and reflection. Literacy involves mastering a variety of symbol systems in which meaning is created and shared with others: reading, writing, art, mathematics, music, science, and others. The program enables students to acquire competence in these areas and the pedagogical

expertise necessary to nurture growth and development in all young children.

Students will be actively engaged in a variety of activities, assignments, projects, and field experiences in order to: 1) acquire the knowledge, skills, and dispositions of an effective teacher; 2) develop sensitivity to issues of diversity of all forms (e.g. race, class, culture, gender, disability); and 3) embrace ethical, social, and intellectual commitments to young children.

Students usually apply to the Early Childhood Education program in their sophomore year. Admission applications are due March 1 for the fall semester start of authorized professional education coursework. Students will be admitted in and progress through their course work in a cohort with others who have begun at the same time. The small size of the program is designed to enhance a sense of community among students, core faculty, and practicing professionals. Practitioners from a variety of early childhood settings will be involved in the teaching of courses and the design of field experiences, thereby fostering community among those inside and outside the university.

The Early Childhood Education Program requires 39-43 credits of content courses and 78 credits of professional education coursework, for a total of at least 120 credits. The program offers two tracks for students to select from: Teaching All Young Learners (TAYL) and Early Childhood Care and Education Leaders (ECCEL). In the TAYL track students complete work for the BSED and prepare to apply for the Indiana Early Childhood Generalist Teaching License (preschool through grade 3). Students will develop knowledge, skills, and dispositions to work with typically and exceptionally developing young children and their families from 0 to 8-years (infants through 3rd graders) in child care, Early Head Start, Head Start, Title 1 preschools, elementary schools, and other community settings. The ECCEL track is a non-licenseure track. Students complete work for the BSED as they develop knowledge, skills, and dispositions for multiple roles in ECE as teachers and leaders that care for, educate, and/or provide services to young children and families 0-5 years including as: preschool teachers, preschool directors, home child care providers, family support specialists, early interventionists, and specialists for agencies and community groups that serve young children, families, and those working with them.

Information concerning program and course requirements can be obtained by visiting the [Undergraduate Portal Program Sheets webpage](#).

## Elementary Education/Exceptional Needs (Teaching All Learners) Program

The goal of the [Teaching All Learners \(TAL\) Program](#) is to prepare undergraduate teacher candidates with knowledge of effective strategies and curricula associated with teaching in classrooms with students who have a wide range of developmental levels and abilities. Graduates of this program will be prepared to work as consultant teachers, as co-teachers in inclusive settings, as teachers in self-contained classrooms for students with exceptional needs, and as general elementary education

teachers. Successful completion of this program will result in dual license recommendation for K-6 Elementary (both Primary and Intermediate) and K-6 Exceptional Needs.

In Teaching All Learners (TAL), the emphasis is on:

- Developing a strong understanding of general education curriculum and techniques.
- Developing mastery in working with students with exceptional behavioral and educational needs.
- The integration of theories, philosophies, and techniques more typically associated separately with either general or special education traditions.
- Research and inquiry.
- Collaborative teaching and learning.
- Intensive field experience.

The Teaching All Learners program requires 39-43 credits of content coursework and 85 credits of professional education coursework, for a total of at least 120 credits. The professional education incorporates courses in special education methods and strategies as well as basic teaching strategies appropriate to the elementary classroom. Application to the program is earlier than most programs; applications are due October 1 of the sophomore year, and professional courses begin that spring. The authorized professional courses in the program begin in the spring of the sophomore year. Although there is some flexibility, by the junior year most general education requirements should be completed.

Information concerning program and course requirements can be obtained by visiting the [Undergraduate Portal Program Sheets webpage](#).

## Elementary Education (Theory into Practice) Program

The [Elementary Education \(Theory into Practice\) Program](#) is a four-year program for students who want to teach children in kindergarten through grade six. The TIP program emphasizes the application of theory and research to the day-to-day world of elementary teachers in a wide range of schools. Courses and field experiences focus on helping teacher candidates develop the entry-level skills and knowledge needed to employ the current and emerging diagnostic and instructional tools that are used in a majority of elementary schools and that will allow them to successfully teach students with a diverse set of abilities. Through their subject concentration area, candidates gain in-depth experience in the subject of their choice—such as math, science, language arts, social studies, or fine arts.

Program experiences are designed to help emerging teachers to identify knowledge that is worthwhile for elementary students and to design and teach lessons constructed around such knowledge. As a whole, program experiences provide for a close fit between course work and field experiences, with the goal of providing students with many opportunities to apply and reflect upon what they are learning.

Students will typically apply to the TIP program in the sophomore year, by March 1 to begin authorized professional education courses in the fall semester or by October 1 to begin in the spring semester.



In addition to content requirements, students in this program complete a license addition, minor, or area of concentration, each of which enables students to gain in-depth knowledge in a subject of their choice. Professional education courses includes a series of subject specific methods courses, work in the psychology of learning, applying technology in education settings, multicultural issues, the history of U.S. education, an examination of the purpose of schooling in America, an ongoing set of increasingly demanding field experiences and related seminars. These courses culminate in a semester-long student teaching experience.

This program requires 38-42 credits of content coursework, an area of concentration, minor inside or outside the School of Education, or license addition, and 72 credits of professional education coursework, for a total of at least 120 credits.

The area of concentration, minor, or license addition requirement is designed to provide the prospective elementary teacher with in-depth knowledge in one subject. All courses in the area of concentration or license addition must be completed with a grade of C or better and an average minimum GPA of 2.5. Students should consult an academic advisor to plan an approved sequence to fulfill the area of concentration, minor, or license addition requirement. Academic minors require a C or better in each course and an average minimum GPA of 2.0.

Information concerning program and course requirements can be obtained by visiting the [Undergraduate Portal Program Sheets webpage](#).

## Secondary Education Programs

The [Secondary Education Programs](#) lead to a Bachelor of Science in Education: Secondary Education in specific content fields.

Successful completion of a secondary education program requires meeting both academic content and performance-based standards as assessed at different points by the School of Education. The secondary education teacher license in Indiana mandates a content field, a target population based on early and late adolescence or young adulthood developmental levels, and multiple assignments at the middle school/junior high or high school levels (grades 5-12).

The program consist of general education, content, and professional education courses and requires at least 120 credits to graduate. To be licensed, a student must have at least one of the following major content areas. Credit earned in general education may be used where applicable to meet the course requirements in any major content area.

- Journalism
- Language Arts/English
- Mathematics
- Science/Life Science (Biology)
- Science/Chemistry
- Science/Earth-Space
- Science/Physics
- Social Studies/Historical Perspectives

- Special Education: Exceptional Needs - Mild Intervention

In the program, students follow a curriculum that combines content knowledge with a solid foundation in the history, theory, and philosophy of education; adolescent development; classroom management; and the use of technology in education. The program culminates in a semester-long student teaching experience in a middle school or high school classroom. There, students manage a class, prepare and deliver lessons, and assess student performance under the guidance of a supervising teacher.

Information concerning program and course requirements can be obtained by visiting the [Undergraduate Portal Program Sheets webpage](#).

## All-grades Education Programs

The All-grades programs in music education, visual arts, and world language education lead to a Bachelor of Science degree in those content fields. The Jacobs School of Music offers the degree program in that respective field. Detailed information and advising about that particular program is provided by Jacob School of Music.

Successful completion of the Bachelor degree in music education, visual arts or world language program requires meeting both academic content and performance-based standards, as assessed at different points by the respective schools. The All-grades teacher license in Indiana mandates a content field; a target population at developmental levels of early and middle childhood, early and late adolescence and young adulthood; and multiple assignments in the school settings of kindergarten, elementary, middle school/junior high or high school grades Preschool - 12 (P-12).

The All-grades programs include general education, content, and professional education components and require a total of at least 120 credits to complete. Information on each program can be found at the following links:

- [Music Education](#)
- [Visual Arts](#)
- [World Languages](#)

Information concerning program and course requirements can be obtained by visiting the [Undergraduate Portal Program Sheets webpage](#).

## License Additions

Students completing a primary teaching license may add a license addition. Current additions range between 12 and 32 credits. It may not be possible to complete the additions as part of the basic 120 credit hour degree plan. See a School of Education Academic Advisor for program details.

- [Blended and Online Teaching License Addition](#): Blended and online learning are now viable alternatives in K12 education. Whether as a family's choice for full-time learning, or implemented periodically by districts and schools, online and blended learning are here to stay. Equip yourself with the knowledge and skills to teach effectively in both face-to-face and virtual spaces. Be one of the first to graduate with this impressive credential for your resume by completing four classes.

- **Computer Science License Addition:** As a teacher with a Computer Science License you will be qualified to: serve as a technology resource person, coordinator or facilitator in local schools and school corporations; manage a school's technology resources, computer labs and equipment; teach computing courses (computer applications, web design, computer programming) in Indiana secondary schools; and enhance your marketability in the job market by demonstrating additional knowledge and experience related to technology integration in your classroom.
- **English as a New Language License Addition:** A license addition in English as a New Language (ENL) will prepare teachers to work with students of different linguistic and cultural backgrounds in the classroom. Candidates must demonstrate oral proficiency in English as well as competence in a world language equivalent to two semesters of university world language or two years of high school world language.
- **Journalism License Addition:** This license addition is available to students completing a Secondary or All-grades settings primary license. The journalism addition prepares students to supervise student media publications.
- **Mathematics Middle Grades License Addition:** This program is available to students who are interested in teaching mathematics in departmentalized middle schools.
- **Theatre License Addition:** Secondary license students can add the theatre license addition to their program in order to teach theatre arts.

Information concerning program and course requirements can be obtained by visiting the [Undergraduate Portal Program Sheets webpage](#).

## Counseling Psychology Program

The is well-suited for those students who envision careers in mental health, social service and other settings where their skills will facilitate the well-being of others. Graduates from this track will be suited for entry-level jobs in the Community and Social Service Occupations. While they will not be independent practitioners, they would be able to be in entry-level positions under the supervision of licensed practitioners on interdisciplinary teams in mental health settings.

This degree is also good preparation for those that intend to pursue graduate study in mental health helping fields (e.g., counseling psychology, clinical psychology, social work, nursing).

For careers as a licensed counselor, bachelor's degree recipients would need to subsequently pursue at least an accredited master's degree in a clinical counseling field.

[Frequency asked questions](#) about the Counseling Psychology program.

Information concerning program and course requirements can be obtained by visiting the [Undergraduate Portal's Program Sheets webpage](#).

## Higher Education and Student Affairs Program

Students who select the will gain the knowledge and skills necessary to transition into a variety of entry-

level positions on college campuses. Positions will typically focus on working directly with undergraduate college students, including academic advising, student organization advising, leadership education, orientation, and residential programs and services.

Graduates of the program can subsequently pursue a master's degree in the field to advance professionally from entry level positions.

Information concerning program and course requirements can be obtained by visiting the [Undergraduate Portal's Program Sheets webpage](#).

## B.S. / M.S. Ed. Secondary Education Program (Accelerated Master's Program)

### Introduction

Accelerated Master's Programs (AMP IU) gives motivated, ambitious students a competitive advantage in the global marketplace — and saves time. Accelerated master's degrees, sometimes referred to as 3+2 or 4+1 programs, are programs which allow admitted students to take graduate courses during their IU undergraduate career for subsequent completion of an IU master's degree.

The School of Education at Indiana University has degree combinations for students in the College of Arts and Sciences (COAS) that lead to initial certification in mathematics, language arts, historical perspectives, political science, geography, economics, biology, chemistry, physics, Earth & Atmospheric Sciences, and several World Languages.

CAS Department(s)	Secondary SOE Program*	Certificate/ Licensure
Mathematics	Mathematics Education	Mathematics (5-12)
Statistics	Mathematics Education	Mathematics (5-12)
English	Language Arts Education	Language Arts (5-12)
History	Social Studies Education	Historical Perspectives (5-12)
Political Science	Social Studies Education	Political Science (5-12)
Geography	Social Studies Education	Geography (5-12)
Economics	Social Studies Education	Economics (5-12)
Biology	Science Education	Life Sciences (5-12)
Chemistry	Science Education	Chemistry (5-12)
Physics	Science Education	Physics (5-12)

Earth & Atmospheric Sciences	Science Education	Earth & Space Science (5-12)
Spanish & Portuguese	World Languages	Spanish (5-12)
French	World Languages	French (5-12)
Germanic Studies	World Languages	German (5-12)

The IU Secondary Education AMPs are designed to save students time, money, and prepare them to work in classrooms in Indiana and across the United States. All IU Secondary Education AMPs follow similar curricular pathways but provide students with specialized preparation.

### Requirements

Students may apply to the Masters of Secondary education and Transition to Teaching programs by November 1 of their senior year and begin fulfilling graduate program requirements during the spring of their senior year.

Graduate courses count for both graduate and undergraduate degree requirements. Before starting the graduate program, students must have satisfied all general education requirements.

Students pursuing the accelerated master's program must maintain a 3.0 undergraduate GPA.

<b>(Pre-Requisite)</b>	<b>Senior Year (6 credits)</b>	<b>Spring#Senior Year (5 credits)</b>
G203: Communication for Youth Serving (3) Professionals	CAS Major Graduate Level Elective (3)	M5XX: (First Methods Course) (3)
K306: Teaching Special Needs (3)	CAS Major Graduate Level Elective (3)	M501: (First Field Experience Course)#(2)
F200: Examining Self as Teacher (3)		
F203: Professional Distinction Course (1)		
<b>Summer#Graduate (10 credits)</b>	<b>Fall#Master's (10 credits)</b>	<b>Spring#Master's (7 credits)</b>
L517: Advanced Study of Content Reading (3)	S555: Diversity and the Communities of All Learners (3)	M550: Practicum [Student Teaching]#(6)
P510 Psychology in Teaching (3)	M5XX: (Second Methods Course) (3)	M500: Field Based Seminar (1)
H520: Education and Social Issues (3)	M5XX: (Second Field Experience) (1)	

M500: Integrated Professional Seminar (1)	J500: Curriculum in the Context of Instruction (3)
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### Education Minor Pre-Requisite

A pre-requisite for the IU Secondary Education AMPs is the completion of specific coursework in the Education Studies minor. The 15-credit minor is designed for students who want to learn more about public education and/or student development and learning. The following courses will be required for IU Secondary Education AMPs:

- G203: Communication for Youth Serving Professionals (3 credits)
- K306: Teaching Students with Special Needs in Secondary Classrooms (3 credits)
- F200: Examining Self as Teacher (3 credits)
- Licensure Area Specific Methods/Field Experience (5 credits)

One of the following Professional Distinction Courses:

- F203: Self-Care for New Teachers (1 credit)
- F203: Preparing for Life as a Teacher (1 credit)
- F203: Professional Development for Educators (1 credit)

### Senior Year: COAS Electives

Students will complete six credits in graduate level courses in the College of Arts and Sciences that count toward their major. Those determinations will be made by the degree granting department and follow the rules and regulations of the College of Arts and Sciences.

### Spring Senior Year: Licensure Area Method and Field Experience

During the spring semester of a student's senior year, they will enroll in a graduate-level version of the first methods course and field experience/practicum that are currently offered in our secondary mathematics, language arts, science, and social studies blocks.

<b>Secondary Program</b>	<b>Graduate</b>
Language Arts	L528: Inquiry in Middle School English
Mathematics	N517: Advanced Methods in the Teaching of Middle/Junior High School Mathematics
Science	Q546: Exploring Secondary School Science Teaching
Social Studies	M546: Social Studies and the Social Sciences
World Languages	L524: Issues in Bilingual Education

The five credits completed during spring senior year will count toward the Education Studies minor and the Master's in Secondary Education.

### **Summer, Fall, and Spring Semesters: Transition to Teaching+**

During the summer, fall, and spring semesters, students in the IU Secondary Education AMPs will complete coursework that parallels the coursework in our Secondary Transition to Teaching Program. Completion of this coursework will allow students to both make progress toward a Master's in Secondary Education and secondary licensure.

The Secondary Transition to Teaching program is a full-time, 18 credit hour, year-long field-based programs intended to develop and support reflective teaching, promote thoughtful and innovative practices in secondary schools, and make optimal use of the professional resources that currently exist in schools, the community, and the university.

Coursework from the Transition to Teaching Program will include:

- L517: Advanced Study of Content Readings (3 credits)
- P510: Psychology of Reading (3 credits)
- H520: Education and Social Issues (3 credits)
- M500: Integrated Professional Seminar (1 credit)
- S555: Diversity of All Learners (3 credits)

Typically, students in the T2T program enroll in S503: Curriculum in Secondary Schools. However, for IU Secondary AMP students, they will continue into the second methods/field experience courses. Like the first methods course/field experience, they will enroll in a graduate-level version of the course that will be co-listed with the undergraduate version of the courses.

<b>Secondary Program</b>	<b>Graduate</b>
Language Arts	L516: Advanced Study in the Teaching of English/ Language Arts
Mathematics	N518: Advanced Methods in the Teaching of Middle/ Junior High School Mathematics
Science	Q506: Teaching Secondary School Science
Social Studies	S519: Advanced Study in Teaching Secondary Social Studies
World Languages	L520: Advanced Study in Foreign Language Teaching

To meet the requirements of the Master's Degree in Secondary Education, students must also meet the General Education Requirement of the degree, which is

J500: Instruction in the Context of the Curriculum. This course is included in the required courses during the fall semester.

### **Spring: Student Teaching & Practicum**

The final semester of the IU Secondary AMPs will be a traditional student teaching experience and seminar that will be managed by the Office of Clinical Experiences in the Office of Undergraduate and Teacher Education. Students will be placed in licensure area specific secondary classrooms with a cooperating teacher and university supervisor.

### **Master's Degree in Secondary Education Requirements**

The IU Secondary Education AMPs meet the 36-credit requirements of the Master's Degree in Secondary Education as follows:

#### **General Curriculum Requirements (3 credits)**

J500: Instruction in the Context of Curriculum (3 credits)

#### **Foundational Areas & Skill Requirements (3 credits)**

H520: Education and Social Issues (3 credits)

#### **Focus Requirements (15 credits)**

L517: Advanced Study of Content Reading (3 credits)

P510: Psychology in Teaching (3 credits)

S555: Diversity and the Communities of All Learners (3 credits)

M5XX: Second Methods Course (3 credits)

M500: Integrated Professional Seminar (1 credit)

M5XX: Second Field Experience (1 credit)

M500: Field Based Seminar (1 credit)

#### **Electives (9 credits)**

MXXX: First Methods Course (3 credits)

CAS Elective (3 credits)

CAS Elective (3 credits)

#### **Thesis or Practicum (6 credits)**

M550: Practicum (Student Teaching) (6 credits)

At the end of the IU Secondary Education Accelerated Master's Program, students will leave Indiana University in five years with a B.A./B.S. in a COAS subject area, a Master's in Secondary Education, and licensure/ certification from the Indiana Department of Education.

## **Academic Minor and Certificate Programs**

### **Minors**

**Child and Adolescent Mental Health Minor:** With the number of mental health issues in children and adolescents increasing every year, there is a need for a comprehensive, practical course of study that guides professionals through the complexities of child and adolescent mental health and addresses the burgeoning problem of unresolved mental health concerns among children and youth.



**Community Visual Art Education Minor:** The Community Arts Education Minor is designed for undergraduates to enhance their qualifications as they seek employment in recreation centers, community arts centers, museums, after school, adult or early child care settings, continuing education, therapeutic or remedial settings, or a very wide range of other community-based sites in which participants may experience and learn about the arts.

The selection of courses in the minor will introduce theory, issues, and pedagogical strategies related to arts education for children, youth, and adult learners. In addition, the courses provide numerous opportunities to learn in context through field and practical experiences.

**Counseling Minor:** This minor is designed for students interested in exploring the counseling role across many disciplines and focusing on interpersonal communication, advanced listening skills, empathetic understanding of alternate perspectives, and providing assistance in personal and social change. This program is open to all undergraduate students.

**Education Policy Minor:** The O'Neil School of Public and Environmental Affairs, in coordination with the School of Education, offers an undergraduate minor in policy that explores management and organizational behavior, budgeting, program evaluation, and policy analysis.

**Educational Studies Minor:** This minor is designed for students who are exploring education as a potential major field of study, student development, or learning theory but do not want a teaching license. The program requires course work in the foundations, educational psychology, and electives in the education field of interest. This program is not available to Education majors.

**Higher Education and Student Affairs Minor:** This certificate is designed for students who are interested in exploring the role of student affairs in higher education. The program has an emphasis on the essential knowledge, intellectual competencies and practical skills necessary to work within a higher education setting.

**International and Comparative Education Minor:** This minor is designed for undergraduates who want to explore and compare how education works around the globe, both inside and outside schools. This minor will introduce students to an interdisciplinary field that blends the best of the liberal arts and professional practice.

Information concerning program and course requirements can be obtained by visiting the [Undergraduate Portal Program Sheets webpage](#).

## Degree Requirements

### Admission

For additional information on applying to Indiana University, please visit the [Office of Admissions website](#).

Entering the School of Education happens once a student is admitted to the university and admission into a Teacher Education Program happens as a Sophomore or Junior. Admission to the Teacher Education Program allows students to enroll in professional education blocks which are teaching methods classes along with field experiences.

## Certification to the School of Education

Students may be certified into the School of Education either as entering freshmen or by meeting certification requirements while in other academic units on campus.

### Direct Admit Scholars

A number of highly qualified incoming freshman will be invited for direct admission into the School of Education. Direct Admit Scholars receive the following opportunities:

- Direct certification into the School of Education as an incoming freshman student.
- Consideration for additional scholarships, including a scholarship to student teach abroad or domestically through one of our Global Gateway for Teachers programs.
- Invitations to special events.
- Mentoring programs.
- Academic advising through the School of Education.

**How to Apply:** To be considered for immediate certification into the School of Education, students must first be admitted to IU with an intended major within the School of Education. Students who meet the following qualifications are invited to join the Direct Admit Scholars program:

- You apply for admission to [IU Bloomington by November 1](#)
- On your application for admission, you list education as your intended major
- You have a cumulative grade point average 3.5 or higher on a 4.0 scales. Weighted GPAs will be converted to a 4.0 scale

If you choose to apply to IU without ACT/SAT scores under the [test-optional guidelines](#) you will be reviewed on other aspects of your application, including performance in academic coursework, quality of application essay(s), and additional activities and achievements.

### Certification from Academic Units

Students should meet with an education advisor, who can provide guidance in meeting certification requirements. These requirements include:

- An overall IU grade point average (GPA) of 2.5 or higher;
- 30 credit hours of college level coursework completed; and
- Completion of EDUC-G 203: Communication for Youth Serving Professionals, with a grade of C or better.

## Admission to the Teacher Education Program (TEP)

After completing further, program-specific requirements, students completing a teacher education program which leads to licensure, may be admitted to the Teacher Education Program (TEP). Admission to TEP is competitive; meeting minimum admission requirements is necessary but not always sufficient for admission. Late applications are considered on a space-available basis.

Students should [submit an online application](#) by October 1 to start authorized professional education courses during the spring semester or March 1 to start authorized professional education courses during the fall semester.

## Program-specific Admission Requirements

- Elementary (Early Childhood Education; Elementary; Elementary/Exceptional Needs)
- Music Education
- Secondary Education
- Visual Arts
- World Languages

## Elementary (Grades P-3 and K-6)

**Early Childhood Education; Elementary; Elementary/Exceptional Needs:** Applicants must have a 2.50 IU GPA overall and completed or be enrolled in the following course work:

- EDUC-G 203
- EDUC-N 101
- General Education Math Modeling course or EDUC-N 103
- EDUC-Q 200
- BIOL-Q 201 or EAS-E 105 or EDUC-Q 205
- EDUC-I 251 and M 101 (Elementary and Elementary/Exceptional Needs Only)
- EDUC-P 248 (Early Childhood and Elementary Only)
- EDUC-K 205 (Elementary/Exceptional Needs Only)
- EDUC-W 200

Grade of C or higher is required in each professional EDUC course.

## Secondary (Grades 5-12)

**English/Language Arts, Journalism, Mathematics, Science and Social Studies**

Applicants must have a 2.50 IU GPA overall and in the content area (except 2.0 in mathematics) and have completed or be enrolled in the following coursework:

- EDUC-G 203
- EDUC-M 300
- EDUC-I 251 and M 101
- EDUC-P 313
- EDUC-W 200
- 21 credits in the content area (15 completed and a maximum of 6 in progress)

Grade of C or higher is required in each professional EDUC course.

## Secondary Special Education (Grades 5-12)

Applicants must have a 2.50 IU GPA overall and in the content area and have completed or be enrolled in the following coursework:

- EDUC-G 203
- EDUC-I 251 and M 101
- EDUC-K 205
- EDUC-M 300
- EDUC-W 200

- 12 credits in the content area (6 completed and a maximum of 6 in progress)

## Visual Arts (Grades P-12)

Applicants must have a 2.50 IU GPA overall and in the content area and have completed or be enrolled in the following coursework:

- EDUC-G 203
- EDUC-M 130
- EDUC-M 300
- EDUC-I 251 and EDUC-M 101
- EDUC-W 200
- 21 credits in fine arts (15 completed and a maximum of 6 in progress)

Grade of C or higher is required in each professional EDUC course.

## World Languages (Grades P-12)

Applicants must have a 2.50 IU GPA overall and in the content area and have completed or be enrolled in the following coursework:

- EDUC-G 203
- EDUC-M 300
- EDUC-I 251 and EDUC-M 101
- EDUC-W 200
- 21 credits in a selected language (15 completed and a maximum of 6 in progress)

## Music Education (Grades P-12)

Applicants are required to contact the [Jacobs School of Music](#) for complete admission requirements.

## Program Application Deadlines

**Counseling and Student Services:** No deadline

**Early Childhood Education:** Applications are due March 1 for fall-only start.

**Elementary (Theory into Practice):** Applications are due October 1 for spring or March 1 for fall semester starts.

**Elementary/Exceptional Needs (Teaching all Learners):** Applications are due October 1 for spring-only start.

**Music Education:** Applications are due October 1 for spring or March 1 for fall semester starts.

**Secondary:** Applications are due October 1 for spring-only starts in English/Language Arts, Journalism, Mathematics, Science, and Social Studies.

**Visual Arts:** Applications are due March 1 for fall-only start.

**World Languages:** Applications are due October 1 for spring-only start.

## Transfer Students

**Transfers to and from other Indiana University Campuses ("Inter-campus Transfer")**

Students can transfer easily from one campus of Indiana University to another and continue their studies as degree candidates (Inter-campus Transfer). Credits are evaluated on a course-by-course basis, but students generally find that most courses transfer because of the similarity of

coursework on the regional campuses. Intercampus Transfer students from other IU campuses will enter University Division first. Upon meeting the certification requirements noted earlier, they will be certified into the School of Education.

Transferring students should note:

- Degree requirements differ among the various campuses of Indiana University.
- Students who transfer as degree candidates from one campus of Indiana University to another must meet the degree requirements of the degree-granting division of the campus from which they expect to graduate.

### Transfers from other Colleges and Universities

Indiana University welcomes students who wish to transfer from other colleges or universities. Students who have completed less than one full year of academic coursework will be considered for admission into the University Division. Note: No more than 60 credit hours earned at accredited community colleges may be applied toward a degree.

These are the minimum requirements to transfer to IU Bloomington. In most cases, admitted students exceed these standards.

We pay particular attention to grade trends, your cumulative and most recent term grade point averages (GPA), and the breadth and depth of your previous college program. It's also important that you have maintained good standing with your previous institution.

#### Grade trends

If you have grades that are consistently above average, or show steady improvement in a challenging academic program, your application will likely be competitive for admission. If your transcript shows declining grades, grades below C in the most recent term, or a less demanding academic program, we may ask you to take additional coursework to demonstrate your readiness to be successful at IU and reapply for admission for a future term.

#### Cumulative grade point average (GPA)

- Indiana residents should have a minimum college cumulative GPA of 2.3 on a 4.0-point scale before applying to IU Bloomington.
- Nonresidents should have a minimum college cumulative GPA of 2.5.

Because of the competitive nature of our applicant pool, few transfers (Indiana residents and nonresidents) are admitted with a GPA below 2.5. Additionally, no GPA in itself will guarantee admission.

#### High school record

If you have completed fewer than 26 semester hours (or 39 quarter hours) of college coursework, your high school transcript will be reviewed as part of the admissions process. In general, if your high school record does not meet IU's freshman admission standards, you will not be considered for admission as a transfer student until you have completed at least 26 semester hours (or 39

quarter hours) of transferable academic work at another institution.

SAT/ACT scores are not required for transfer students. However, you may submit test scores if you would like to have them considered as a part of your admissions review.

Acceptance of credit from other institutions will be determined by the Office of Admissions. The applicability of credit toward degree requirements in the School of Education will be determined by the faculty. Only credits earned at Indiana University will count toward a student's cumulative and major grade point averages. Courses from other colleges and universities transfer as credit only if the grade earned was a "C" or higher. For additional information and application deadlines, please refer to the [Office of Admissions](#) website.

### TSAP (Transfer Single Articulation Pathway)

Transfer students who are admitted to Indiana University Bloomington as [Transfer Single Articulation Pathway](#) (TSAP) students from Ivy Tech Community College (ITCC) or Vincennes University (VU) in Early Childhood, Elementary Education, Secondary Biology/Life Science, Secondary Chemistry or Secondary Mathematics will have the opportunity to earn a Bachelor of Science in Education in either Early Childhood Education, Elementary Education or Secondary Education, respectively.

#### *Minimum Admission Requirements for the TSAP in Elementary Education at IU Bloomington*

1. Official student transcript verifying completion of the TSAP in Elementary Education and the STGEC at ITCC or VU must be received by the IU Bloomington Office of Admissions prior to July 1 for Fall term admission. A candidate for Spring admission can be reviewed and conditionally admitted to the program with verification from ITCC or VU, by December 15, that the student has met or is on track to meet all admission requirements by the end of December. The student's admission will be considered conditional and enrollment for future terms will be prohibited until the official transcript confirming completion of TSAP and STGEC milestones has been received from ITCC or VU.
2. Minimum cumulative GPA of 2.5 at ITCC or VU.
3. No grade lower than a C in courses required as part of the Elementary Education TSAP at ITCC or VU.

Students may be admitted as IUB Elementary Education TSAP students for the Fall or Spring term only.

The deadline for application to the IUB Elementary Education TSAP program is June 1 for the Fall term and November 1 for Spring term admission.

Students must also meet all campus requirements for admission to Indiana University Bloomington. Admission to IU is selective, and we base our admission decisions on an overall evaluation of applicants' merits, strengths, and weaknesses. An applicant should demonstrate a combination of academic preparation, achievements, abilities, motivation, and maturity that promises success in Indiana University's academic programs. Simply meeting the published minimum requirements for a TSAP program does not guarantee admission to that program.

*Minimum Admission Requirements for the TSAP in Early Childhood Education, Elementary Education, Secondary Education: Life Science Biology, Secondary Education Chemistry, Secondary Education: Mathematics at IU Bloomington*

1. Official student transcript verifying completion of the TSAP in Early Childhood Education, Elementary Education, or Secondary Education and the STGEC at ITCC or VU must be received by the IU Bloomington Office of Admissions prior to July 1.
2. Minimum cumulative GPA of 2.5 at ITCC or VU.
3. No grade lower than a C in courses required as part of the Early Childhood Education, Elementary Education or Secondary Education TSAP at ITCC or VU.

Students may be admitted as IUB Early Childhood Education or Secondary Education TSAP students for the Fall term only.

The deadline for application to the IUB Early Childhood Education or Secondary Education TSAP program is June 1.

Students must also meet all campus requirements for admission to Indiana University Bloomington. Admission to IU is selective, and we base our admission decisions on an overall evaluation of applicants' merits, strengths, and weaknesses. An applicant should demonstrate a combination of academic preparation, achievements, abilities, motivation, and maturity that promises success in Indiana University's academic programs. Simply meeting the published minimum requirements for a TSAP program does not guarantee admission to that program.

## B.S. Education Degree Requirements

### Overall Degree Elements:

- Minimum of 120 credit hours to complete the degree.
- School of Education Credit Hours: minimum of 75% (90) credit hours must be earned in School of Education coursework.
- Upper Division Credit Hours: Minimum of 40% (48) credit hours must be at the 300-400 level.
- Residency: Minimum of 30 of the last 60 credit hours must be completed in courses taken through the Indiana University Bloomington campus or an IU-administered or IU co-sponsored Overseas Study program.
- Minimum overall IU GPA of 2.5 to earn the degree.

**General Education Requirements:** (includes both campus and current School of Education requirements)

1. English Composition: One approved course.
2. Mathematical Modeling: One approved course.
3. Arts & Humanities: 6 credit hours of approved courses.
4. Social & Historical Studies: 6 credit hours of approved courses.
5. Natural & Mathematical Sciences: 6 credit hours of approved courses (3 credit hours of which must be a natural science course).
6. World Languages & Cultures: Three options to choose from including foreign language study, 6

credit hours of approved world culture courses or an approved study abroad program.

1. Global Gateway Overseas opportunity meets the requirements for World Language and Cultures. Coursework must be successfully completed to count.
7. Shared Goals
  1. Intensive Writing: One approved course (EDUC-H 205 or EDUC-H 340).
  2. Information Fluency: One approved course (EDUC-W 200).
  3. Diversity in the United States: One approved course (EDUC-E 300 or EDUC-M 300).
  4. Sustainability Literacy (EDUC-M 469 or EDUC-Q 200).
  5. Enriching Education Experiences: One approved course (EDUC-G 203 or Student Teaching).

### Major Requirements:

- A minimum of 48 credit hours are required in the major, though some majors may require more.
- A minimum of 75% of the major credit hours must be completed at the 300-400 level.
- A grade of C or higher is required for a course to count toward a requirement in the professional education.
- An IU GPA of at least 2.5 for all courses taken in the major, including those where a grade lower than a C- is earned, is required.
- Exceptions to major requirements may be made with the approval of the respective School committee, subject to final approval by the School of Education.

### Additional Considerations:

Non-Education Minor Courses: Education students are encouraged to pursue academic minors outside of the School of Education to explore their interests and round out their college experiences. Education academic advisors can help students evaluate how outside minors can add value to their degree.

## Professional Education Requirements

Professional education courses are designed to provide students the opportunity to engage with and apply theory- and research-based principles specific to the field of education. These courses include "non-authorized" courses, which may be taken at any point in a student's academic career, including before certification into the School of Education; and "authorized" courses, which may be taken only after admission into the Teacher Education Programs. Admitted students begin authorized courses the semester following their admission to the Teacher Education Program. All authorized courses must be taken in prescribed blocks and must be successfully completed in sequence. Successful completion of all courses with a grade of C or better in a block is a prerequisite for the next set of courses and for student teaching.

## Content Requirements

Content area course requirements are designed to give students the background necessary to teach in their



subject areas. Each program develops its own set of requirements. Secondary and All-grades students take at least 30 credits of courses, equivalent to a major in their field of study. Elementary students take a combination of courses in Fine Arts, Language Arts, Mathematics, Science, and Social Studies. Because content area requirements are very specific, and because they often fulfill GenEd requirements, students should select these courses in close consultation with an advisor in the School of Education.

## Early Field Experience Requirements

Students seeking Indiana licensure in teacher education are required to complete field experiences in which they observe and participate in classrooms and youth-serving agencies. These activities are offered as co-requisites to other professional education courses. Most sites are within a 60 mile radius and closer to Bloomington, and several visits are required each semester. Students who anticipate difficulty in finding transportation to field sites should work with the Office of Clinical Experiences (ED 1000) to make arrangements, including but not limited to carpooling.

All sites require a criminal history check that students purchase to be allowed to participate. Placement sites may deny a field placement or student teaching assignment based on a misdemeanor or felony conviction. Individual school sites may require proof of a recent physical exam, TB test, drug test, and first aid/CPR training before participating in field placements and student teaching.

Some school corporations (such as Indianapolis Public Schools) require an additional criminal history check from a specific vendor (and want updates every 6 months) which may result in the need to purchase additional checks for placements in those districts prior to the student's field placement or student teaching.

Criminal History Check procedures evolve continually at both the state and local/school corporation levels. The student should expect to be required to purchase criminal history checks for employment and throughout their teaching career. Criminal records may have an adverse effect on a student's ability to obtain employment and the state will hold a hearing to permanently revoke the license of individuals who have specific convictions--see Indiana Code 20-28-5-8.

For more information about early field experiences, refer to the [Field Experience webpage](#).

## Student Teaching Requirements

Teacher preparation/certification programs in Bloomington require 10-16 weeks of [student teaching](#). An additional practicum of six weeks is required for students who are adding a license addition to the initial teaching area. When completing a license addition, the major student teaching assignment will be reduced to ten (10) weeks, with an additional six (6) weeks in the license addition subject area. Students completing a dual certification program like the Elementary Special Education: Teaching All Learners (TAL) program will be required to complete a semester of student teaching in each of the initial certification areas (elementary generalist and elementary mild intervention).

Both student teaching and license addition practicums are full-day, full-time, off-campus, school-based experiences that are completed in consecutive weeks. The extent of actual student teacher or practicum student involvement and the assumption of full class responsibilities rests upon the mutual agreement of the student, the supervising teacher, and the university supervisor. Augmentation of the program is achieved through participation in the total education activities of the school and school community. Such participation is regarded as an integral part of the experience, not optional or supplemental.

The student teaching experience has been carefully designed to be as realistic and as intensive as actual teaching, including placing student teachers in schools with carefully selected and qualified supervising teachers. Supervision from the university is provided by professionals who have been successful classroom teachers and administrators.

Most placements are made in the public and private school—elementary, middle, junior high and senior high—statewide for students on the Bloomington campus. In-state students are encouraged to student teach in their home town region in the school corporations on the list in which Indiana University Bloomington has a working relationship as placements fill up in the local area quickly. Students may not do their student teaching in the school in which a relative is employed.

Requests by candidates to student teach outside of Indiana (except as part of Global Gateway for Teachers) will be approved only in exceptional circumstances (e.g., family illness) and the decision must be approved by both the candidate's program area faculty and the Academic Standards Committee (ASC). When submitting an appeal to the ASC, the documentation must include written verification from the program area faculty indicating their support.

Students also have the option of student teaching in approved locations through the [Global Gateway for Teachers](#), including the Navajo Nation, Urban and the Overseas Programs. These types of placements require specialized preparatory study and onsite assignments to complement the school and community immersion experiences.

Teacher candidates are required to complete a teacher performance assessment (edTPA) during student teaching. For additional information about edTPA, email [stuteach@indiana.edu](mailto:stuteach@indiana.edu).

## The Application Process

Student teaching begins with a mandatory Canvas course with student teaching information, quizzes and information for the application process. Student teaching or practicums will be completed through IUB, unless an exception is granted by the appropriate authority.

Students are required to provide a criminal history check to the school districts before participating in student teaching. An initial background check is required with the student teaching application, as some corporations require a background check before considering a placement. Each school district has its own requirements for the type and means of obtaining and where those criminal history checks must be sent. Students will be required to contact

the school corporation(s) in which they are placed for student teaching for that information. School districts may deny a student teaching assignment based on a misdemeanor or felony record.

### Eligibility for Student Teaching and Practicum Require the Following:

1. Unconditional admission to the Teacher Education Program.
2. Senior status in the university, or be within two semesters and one summer session of graduation. (In no case should a student have completed fewer than 90 credit hours prior to the semester in which the student teaching and/or practicum is to be done.)
3. Have a minimum overall GPA of 2.5 at Indiana University.
4. Submit all required materials for student teaching or practicum as soon as possible before expected start date of placement.
5. Students may add up to one additional year between the completion of the last block and student teaching.
6. For the secondary and all-grades programs, students must complete at least three-fourths (75%) of the number of credit hours in the content. For early childhood and elementary content areas of Language Arts, Fine Arts, Math, Science and Social Studies combined, there cannot be more than one (1) course missing from a content area. (Note: For the elementary education program, this includes the elementary Area of Concentration or non-teaching academic minor.) For example, a student cannot be missing a Social Studies World Civilization and Social Studies Elective course. In addition, there cannot be more than two (2) content classes overall missing.
7. Complete all professional education courses, including required laboratory field experience courses, and have attained a minimum GPA of 2.5 in all professional education courses. A minimum grade of C must be attained in each professional education course.
8. If earning a license addition, all courses must be completed, including required laboratory field experience courses with a minimum GPA of 2.5 in the license addition area. A minimum grade of C is required in each license addition course.
9. Elementary, early childhood and elementary/exceptional needs majors must have a minimum overall GPA of 2.0 in content area for each of the following: Language Arts, Fine Arts, Mathematics, Science, and Social Studies.
10. Elementary majors must have a minimum GPA of 2.5 in the area of concentration, or license addition and no grades lower than a C.
11. School of Education academic minors require a minimum GPA of 2.0 and no grade lower than a C.
12. Secondary and all-grades settings programs may have C- grades in the content area(s).
13. Secondary or all school settings programs require a minimum GPA of 2.5 in each content area (Exception: Mathematics which requires a 2.0 GPA).
14. Show proficiency in the area(s) in which the student teaching or practicum is to be done. This requires a school, department, project, or

program recommendation; and may also include passing a required qualifying examination (i.e., World Language) or meeting other requirements established by the respective school, department, project, or program that has been approved.

15. Students may not enroll in other classes while completing student teaching. (Exception: EDUC-M 202: Job Search Strategies for Educators)
16. Transfer students must be enrolled at least one semester or summer in education courses on the Bloomington campus before student teaching and have taken all authorized professional education courses through Indiana University.
17. Students found ineligible for student teaching or a practicum may appeal this decision. At Bloomington, students should follow the appeals processes described in the [Undergraduate Student Portal](#) section of the School of Education website under Academic Policy and Procedure Appeals.

## Second Bachelor's Degree Requirements

You are eligible to pursue a second degree if you:

- Have been admitted to a degree granting school at IUB before applying for a concurrent second degree.
- Have certified into the School of Education and the school you are pursuing the other degree through.
- Have earned at least a 2.50 Cumulative Grade Point Average (CGPA) in the School of Education.
- Have earned at least a 2.50 GPA in the content/major of the education degree and the required GPA in the content/major of the second degree if it is outside the School of Education.
- Be in good academic standing according to School of Education policy.

Certain degree combinations are prohibited:

- You may not pursue a second degree that is the same as the content area of the education major (i.e., B.S. in Education: World Language: Spanish Education major and a B.A. or B.S. from the College of Arts and Sciences in Spanish)
- You may not simultaneously pursue degrees at the undergraduate and graduate levels or enter graduate status while pursuing a second undergraduate degree (exception: B.S. / M.S.Ed. in Secondary Education).

In order to earn a second degree, you must successfully complete all second degree requirements:

- You must complete all requirements associated with your second degree as they are outlined in that school's Bulletin that corresponds with your requirement term.
- The academic department offering the second degree will determine how many credit hours from the education degree may count towards the second degree.
- The requirement term for the second degree will be your IU Bloomington matriculation date unless the second degree major was not established until after your matriculation date, in which case the requirement term for the second degree will be the first term in which it was offered.

- If you drop the first degree and still want to graduate with a bachelor's degree awarded by the School of Education, you must complete all requirements associated with the School's degree as they are outlined in the School of Education Bulletin that corresponds with your requirement term.
- You must submit a separate graduation application for each degree; this is the mechanism for ensuring that all degrees are awarded at the same time. You must graduate with all undergraduate degrees simultaneously.

Individuals who have completed a Bachelor's degree and want to return to the institution to complete teacher certification must do so through a graduate program.

## Academic Minor and Certificate Requirements

Minors and certificates may be completed in a variety of academic areas. Students pursuing teacher licensure are not required to complete a minor. Completion of a minor or certificate typically requires between 15 and 21 credit hours and may require students to take more than 120 credit hours for degree completion.

The School of Education will accept any minor approved by other units at Indiana University-Bloomington. Academic Minors do not constitute a subject specific teaching license for a School of Education student who is completing a teacher education program.

Minors and certificates are subject to the guidelines of the unit offering the minor or certificate. Students are required to apply to the appropriate department for verification of the minor or certificate if it is to appear on the transcript. An academic minor and/or certificate will appear on students' official transcript but will not be identified on the diploma.

School of Education academic minors shall require:

- A minimum of 15 credit hours.
- A minimum of 9 credit hours at the 300-400 level.
- At least one course taken on the Bloomington campus.
- A GPA of at least 2.0, with no grade lower than a C.

An education student pursuing a minor/certificate offered by the School of Education should note the following:

- A maximum of one course may simultaneously count for a major and minor/certificate within the School of Education.
- A maximum of one course may simultaneously count for a license addition and minor/certificate within the School of Education.
- No course may count for more than one minor/certificate within the School of Education.

An education student pursuing a minor/certificate outside the School of Education should note the following:

- Education students may not be awarded a minor in a field that is the same as a School of Education major. For example, a student pursuing a B.S. in Education: World Language: Spanish may not be awarded a minor in Spanish from the College of Arts and Sciences.

- No course may count for more than one minor, whether within the School of Education or in another unit. For example, EDUC-H 205: Introduction to Educational Thought cannot count towards both a O'Neil School of Public and Environmental Affairs Education Policy Minor and a School of Education International and Comparative Education Minor.
- The department offering the minor/certificate will determine how many credit hours from the education program may count towards their department's minor/certificate. For example, the School of Public Health will determine how many credit hours of SPH-F classes taken as a part of the Counseling and Student Services major through the School of Education will count towards a Human Development and Family Studies Minor.
- The department of the minor/certificate is responsible for informing the student of the requirements for the minor/certificate and for any advising associated with the minor/certificate.

Any exception from the courses required in the minor/certificate must be approved by the department and submitted to the School of Education Recorder (ED 1000).

## Additional Degree Requirements

- Course Currency
- Grade Point Average (GPA)
- Graduation
- Matriculation Date and Requirements
- Residency
- Teacher Licensure for Students Outside the School of Education
- Upper Division Coursework

## Course Currency

All education coursework must be completed within the seven years prior to graduation. EDUC coursework that is seven or more years old may be used in the program, if revalidated. Each program establishes requirements for course revalidation and may limit the amount of revalidated coursework allowed. The methods of revalidating professional and technology courses may include, but are not limited to:

1. Passing an examination specifically covering the material taught in the course;
2. Completion of a more advanced course in the same subject area; and/or
3. Presenting evidence of extensive professional experience that requires the application of material taught in the course or competence in the requisite skill areas. Students must meet the certification standards in place at the time of application to the state to be recommended for a license.

Students who stop out of the program without approval from the Academic Standards Committee for longer than one year will be held to the program requirements in place at the time of re-entry. All students must meet the licensure standards in place at the time of application to the state to be recommended for a license.

## Grade Point Average (GPA)

All education programs require a minimum 2.5 cumulative GPA for admission, retention, student teaching,

graduation, and licensing. Students must complete all professional, area of concentration, academic minor courses for elementary education majors, or license addition courses with a minimum 2.5 GPA and a grade of C or higher in each course. Any student who receives a grade of C- or lower in an authorized professional education course must retake the course prior to proceeding in the program. Content area minimum grades and GPAs vary by program. Secondary and All-grades content area courses must have a C- or higher grade with an overall content area minimum GPA of 2.5 (except Mathematics Education, which requires a minimum 2.0 GPA in the content area); Early Childhood, Elementary Education and Elementary/Exceptional Needs programs require a minimum 2.0 GPA in each content area (Language Arts, Fine Arts, Math, Science and Social Studies) and a passing grade in each content area course.

## Graduation

Full-time students should file an application for graduation/ Bachelor of Science degree with the School of Education at the beginning of the senior year. Part-time students should file an application for a degree two semesters before the completion of the requirements. On the Bloomington campus, students must apply online through [TEIS](#). Application for a degree is the student's responsibility, and the School of Education will not be responsible for the graduation of students who fail to file their applications.

The graduation ceremony is held by the Indiana University Alumni Association two times a year: December and May. Degrees are conferred in December, May, June and July. Candidates for degrees in June and July may participate in the May commencement. Global Gateway for Teachers candidates may choose to participate in the graduation ceremony the semester before they complete their student teaching. Diplomas are mailed to students' home addresses approximately 10-12 weeks after the degree is formally granted by the faculty and recorded by the University Registrar.

## Matriculation Date and Requirements

For an undergraduate student pursuing a degree in the School of Education, the applicable degree requirements are those in effect at the time he or she first enrolls (matriculates) at the Bloomington campus of Indiana University as a degree-seeking student. Students admitted for the fall semester who elect to take courses in the preceding summer will be bound by the degree requirements in effect for the fall for which they are admitted. A student who fails to complete a degree within seven years of matriculation will forfeit the automatic right to use the requirements in effect at the time of matriculation. Students in this situation with questions about remaining requirements should contact the Office of Undergraduate and Teacher Education, ED 1000, (812) 856-8500, [edhelp@indiana.edu](mailto:edhelp@indiana.edu).

Students with Indiana University credit earned as high school participants in the [Advance College Project](#) or the [OPEN](#) (On-campus Precollege Enrollment—Non-degree) Program will follow the degree requirements in place as of their first full-semester enrollment as degree-seeking students.

The School of Education reserves the right to change program requirements as the faculty deems necessary. Once a student has been admitted to IU-Bloomington, the requirements for program completion will be changed only under extraordinary circumstances or changes in state mandated licensing requirements.

## Residency

At least 30 of the last 60 credit hours required for a specific degree program must be completed while in residence at the Bloomington campus. For teacher education candidates, these 30 credit hours must include student teaching as well as methods course(s) in the major teaching area.

## Teacher Licensure

The Indiana University programs for the preparation of teachers meet the standards of the Rules for Educator Preparation and Accountability (REPA), the policies of the Office of Educator Effectiveness and Licensing (OEEL), and the Indiana Department of Education. These programs are also accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Higher Learning Commission. This provides added benefits to students and graduates in terms of transfer of credit, recognition of degrees, and reciprocity of teacher licenses.

Any teaching assignment as a professional teacher in a state-approved school requires a teaching license based upon the recommendation of the teacher preparation institution. An institutional recommendation is based upon meeting the REPA standards, OEEL policies required for the licensure program, and successful performance on all required assessments. Under the Licensure Framework of OEEL, the teaching license will reflect the standards for which the candidate has demonstrated competency through the completion of a degree program. The license will state the content area(s) that the candidate is licensed to teach and the school setting(s) in which the candidate is licensed to teach. Individuals may add content areas to their license by completing specified testing requirements. See the [Indiana Department of Education](#) website for specific information.

Students should apply for the Indiana initial practitioner license through the Indiana Department of Education's [Licensing Verification and Information System](#) (LVIS) no earlier than the completion of all academic requirements and always after the completion of all licensing examinations. Applicants for teacher licensing in other states requiring the recommendation of Indiana University must submit such forms to the Licensing Office located in the Office of Undergraduate and Teacher Education (ED 1000) ([license@iu.edu](mailto:license@iu.edu)).

According to Indiana statute, candidates for licensure must provide evidence of current CPR/AED certification (through [state approved agencies](#)) and documentation that they have completed suicide prevention training (through [state approved agencies](#)) prior to license recommendation.

The Initial Practitioner license issued by the OEEL is valid for two years in Indiana. The beginning teacher must successfully complete 45 professional growth points



(PGPs) after verifying two years of full-time teaching experience.

At that time, a Practitioner license is awarded, which is valid for five years. Renewal of the Practitioner license and awarding of the Accomplished Practitioner license are achieved through a program of continuing professional growth program based on the OEEL standards.

A student who has earned a bachelor's degree from an accredited university and who wants to be recommended for a teaching license by IUB, or to add a teaching area to a license, must be evaluated and advised for admission to a postgraduate program by the Office of Undergraduate and Teacher Education and must meet the requirements of the approved university teacher education program. More information on graduate-level initial teacher licensing can be obtained from the [Secondary Transition to Teaching Program](#).

For students not in the School of Education, teacher licensure and degree conferral are two separate processes. In Secondary and All-grades programs, students may earn licensure through the School of Education while enrolled and earning a baccalaureate degree in any of the following schools of the University:

- College of Arts and Sciences
- Eskenazi School of Art, Architecture and Design
- Hamilton Lugar School of Global and International Studies
- Jacob School of Music
- Media School

Candidates outside the School of Education must meet both the degree-granting school's graduation requirements and the licensure requirements for their teacher education program. That is, students must meet GenEd, professional education, and content area course requirements, and any other specific program requirements in the area in which they want to be certified, as outlined in this bulletin. They must also have completed a minimum of 120 credit hours. In addition, these students must satisfy all the requirements for the degree, as stipulated by the degree-granting school. It is strongly recommended that students in these programs see an academic advisor in each of the schools every semester before registering.

All undergraduate students majoring in Early Childhood Education, Elementary Education, and Elementary/Exceptional Needs must be enrolled in the School of Education. These students will receive both the degree and recommendation for licensure from the School of Education.

## Upper Division Coursework

All education programs require the completion of at least 48 credit hours of upper division coursework (300 level or higher).

## Policies & Procedures

The School of Education and campus policies described in the "Policies and Procedures" section of this Bulletin inform students how to process conventional requests related to their enrollment, academic standing, and academic records. For detailed information on the policies and procedures governing appropriate personal conduct while a student at Indiana University, students

are encouraged to consult [The Code of Student Rights, Responsibilities and Conduct](#). This document identifies the basic rights, responsibilities, and expectations of all students and student groups at Indiana University. Both the School of Education Bulletin and the Code are designed to provide essential information that will help to improve students' overall experience at Indiana University.

## Student Teaching Policies

### Completion of Student Teaching

- **Grading:** Student teaching is graded on a Satisfactory/Fail (S/F) basis. A Satisfactory (S) grade is based on the assessments completed during student teaching and on the recommendation of the university supervisor. In order for the candidate to pass the student teaching experience, the candidate cannot earn any scores of "1" and/or no more than one score of "2" in any category on the final evaluation.
- **Interruption/Termination of Student Teaching:** The final authority for the classroom students' academic progress rests with the supervising teacher. If the student teaching experience is determined as detrimental to student learning (based on observations, written documentation, and discussions with the university supervisor), the student teaching experience may be terminated.
- **Eligibility for Incompletes:** If student teaching is interrupted and the candidate is doing satisfactory work at the time and/or deemed by supervisors as benefiting from a remediation plan, a grade of Incomplete (I) may be recorded. An arrangement with the Office of Clinical Experiences is required to remove an Incomplete (I) grade. If a student receives a Fail (F) for student teaching, the Director of Clinical Experiences will consult with program faculty and the university supervisor to determine if the candidate could repeat the student teaching experience in its entirety.
- **Code of Student Rights, Responsibilities and Conduct:** During student teaching/practicum, teacher candidates are still held to the [Code of Student Rights, Responsibilities and Conduct](#) and must behave in accordance with this Code.

### Calendar and Absences

- It is the policy of Indiana University that teacher candidates will follow the calendar of the respective school corporation. Fall teacher candidates will report the first teacher day of the school corporation. Spring teacher candidates will report the first day back from holiday break. Fall and Spring candidates will honor the school corporation's breaks (not IU breaks).
- There are no sick days in student teaching. All teacher candidates are expected to fulfill the required number of days of their student teaching assignment. Days missed must be made up. If a teacher candidate is going to be late or miss a day, he/she must notify the school office and the supervising teacher before the start of the school day, and email the university supervisor ahead of any tardiness or absence. If extenuating circumstances occur, the university supervisor and supervising teacher will meet to discuss extending

the experience and make a recommendation accordingly to the teacher candidate. Excessive absences will result in an extension of the student teaching experience or termination.

### Additional Activity Guidelines

The following activity guidelines must be followed during the student teaching placement:

- Candidates may receive payment for involvement with the school within a reasonable time and as allowed by districts policies and procedures.
- If they are not being paid as substitutes they cannot be the sole responsible party for any group of students. In those cases, if the supervising teacher is absent, a principal-designated "teacher-in-charge", who is employed by the school must be designated.
- Candidates may not take courses while student teaching, and are strongly discouraged from holding a job. (Exception: EDUC-M202: Job Search Strategies for Educators)
- Candidates may not administer or witness corporal punishment.
- Candidates may not transport any student in their own vehicles.
- Candidates may not visit students in their homes or in private, except when accompanied by school personnel as part of an official school activity.
- Candidates should always confer with students in an open, visible, and easily accessible place, both physical and virtual places.
- Candidates may not interact with students on any social media website, or app before, or during their student teaching experience.
- Candidates may not take any unsupervised responsibility for extracurricular events or activities, including school-sponsored trips.

### Suspected Child Abuse

Under Indiana law any individual who has a reason to believe a child is a victim of abuse or neglect has the duty to make a report; therefore, each citizen of Indiana is considered a "mandated reporter." While reporting child abuse is everyone's responsibility, Indiana law requires a more stringent standard of reporting in some professions. These professional reporters are staff members in a medical or other public or private institution, school, facility, or agency. These reporters are legally obligated by their profession to report alleged child abuse or neglect. School professionals are required to make a report to the Department of Child Services (DCS) or to cause a report to be made immediately by their school or corporation designee.

Students teachers must be aware of the warning signs of child abuse. If a student teacher observes these warning signs, he or she must talk with the supervising teacher and/or the school's principal immediately and follow the school's protocol for making a report or having a report made. In addition, he or she must notify the university supervisor of the situation.

## Grading Policies

- Calculation of Grade Point Average (GPA)
- Dean's List

- Deferred Grades
- Extended X
- FN and FNN Grades
- Grade Appeals and Retroactive Changes
- Graduation with Academic Honors/Distinction
- Incomplete Grades
- Pass/Fail and Satisfactory/Fail Grades
- Professional Distinction Certificate
- Repeat Course Credit

## Calculation of Grade Point Average (GPA)

The School of Education calculates two GPAs. The University GPA includes all course work taken at Indiana University. The Degree GPA includes only courses counted in the program. The grade point average is determined by multiplying the credit hours by the credit points for each course completed, adding up all the products, and dividing the sum of the products by the number of credit hours in which credit points were received. Credit points are awarded on the following basis:

A = 4.00

A- = 3.70

B+ = 3.30

B = 3.00

B- = 2.70

C+ = 2.30

C = 2.00

C- = 1.70

D+ = 1.30

D = 1.00

D- = 0.70

F = 0.00

## Dean's List

Each semester the School of Education will issue a Dean's List comprised of students who have certified to the School and who have carried at least 12-credit hours of graded or S-F courses with a 3.70 GPA or above for the semester. Courses taken on a P-F basis do not count as part of the 12-credit hour requirement. The 12-credit hour requirement excludes "P" (Pass) and "I" (Incomplete) marks; "S" (Satisfactory) grades and designated repeats are counted. No Dean's List is issued for the summer session.

## Deferred Grades

The deferred grade R used on the final grade report indicates that the nature of the course is such that the student's work can be evaluated only after two or more terms. Courses in which the R grade is appropriate will be announced as a deferred grade course in the Schedule of Classes or Enrollment Bulletin.

## Extended X

Indiana University allows students to retake up to three IU courses (or a total of 10 credit hours) and replace the grades earned in the first enrollment with the grades

earned in the second enrollment, with some significant restrictions. Students wishing to pursue this option should read the full text of the policy on the [Registrar's website](#). Additionally, School of Education students should contact their academic advisor or the School of Education's Recorder, ED 1000, (812) 856-8500, [edmajor@indiana.edu](mailto:edmajor@indiana.edu).

## FN and FNN Grades

The grade of FNN is given to students who have never attended. The grade of FN is given to students who stopped attending, to distinguish the grade from the F awarded for poor performance. The instructor must provide on the electronic grade roster the last date of documented class attendance or participation when awarding the FN grade.

## Grade Appeals and Retroactive Grade Changes

Appeals of grades should be resolved with the instructor who recorded the disputed grade. If the student and instructor cannot resolve the matter, the student should discuss it further with the chair of the department offering the course. Appeals unresolved at the department level may be pursued through the [Student Grievance and Appeals Procedures](#). Appeals of grades or requests for other actions after the conclusion of a course should be made as soon as possible. Such requests will not be considered after one calendar year from the end of the semester in which the course in question was taken.

## Graduation with Academic Honors/Distinction

The School of Education recognizes high cumulative GPAs with the designations

- Distinction (3.60 – 3.74 GPA) (Red Honors Cords)
- High Distinction (3.75 – 3.89 GPA) (White Honors Cords)
- Highest Distinction (3.90 - 4.0 GPA) Red and White Honors Cords)

Students must earn a minimum grade point average of 3.6 in all course work taken toward the B.S. in Education degree, must be in the top 10 percent of the class, and must complete at least four full semesters in residence at Indiana University campuses to earn a degree with honors. A 15 credit hour summer session is counted as one semester for this purpose.

## Incomplete Grades

The grade of Incomplete (I) used on the final grade reports indicates that the work is satisfactory as of the end of the semester but has not been completed. The grade of Incomplete may be given only when the completed portion of a student's work in the course is of passing quality. Instructors may award the grade of Incomplete upon a showing of such hardship to a student as would render it unjust to hold the student to the time limits previously fixed for the completion of his/her work. Note that grades of Incomplete (I) or Withdrawal (W) may not be recorded for a course when a student has taken the final exam, or completed the final paper or project for the course.

The time allowed for the removal of an Incomplete grade is one calendar year from the date of its recording. The dean of the student's college or school may authorize

adjustment of this period in exceptional circumstances. By assigning an Incomplete, an instructor implicitly authorizes and requires that the registrar automatically change an Incomplete to a Fail (F) at the end of the appropriate time period, if the student fails to complete the course work to the instructor's satisfaction. Both the student and the instructor in whose course the student received the Incomplete will be notified of this change of grade.

## Pass/Fail (P/F) and Satisfactory/Fail (S/F) Grades

A grade of Pass (P) is not counted in grade averages; a grade of F is included. A grade of P cannot be changed subsequently to a grade of A, B, C, or D. Students interested in taking classes under the Pass/Fail (P/F) option should obtain Pass/Fail option forms from the School of Education Recorder in ED 1000. All students should fill out the Pass/Fail option forms in full, obtain the appropriate signatures, and return them to the Recorder by the published date. (See Pass/Fail Option Deadline for the appropriate academic term in the [Official Calendar](#) for more information.) Education majors can choose the Pass/Fail option for a maximum of two elective courses and for a total of 6 credit hours per academic year.

The Satisfactory/Fail (S/F) grading option is initiated by the professor teaching a particular course. The professor must obtain permission from the dean of the faculties to grade the class on a Satisfactory/Fail basis, and the class must be notified during the first class session that the course will be graded on a Satisfactory/Fail basis. The grade of Satisfactory (S) carries no grade points and consequently is not considered in calculating grade point averages. The grade of Fail (F) is used in GPA calculations.

## Professional Distinction Certificate

Prepares students to thrive as a professional, and show future employers that they are ready for the next step in starting their career. The Professional Distinction series is designed to help students excel as an early-career educator with a focus on building up their professional identity and cultivating strategies to manage the demands of being a teacher. Students who complete the series are awarded a certificate and signature cord upon graduation, denoting their Professional Distinction status.

The Professional Distinction courses are designed to fit into a student's schedule! Courses are one credit each with in-person, online, and hybrid options available.

The courses may be taken in any order as long as the student completes (and pass) at least three of them by the time of graduation.

## Repeat Course Credit

Before enrolling in any course in which a student has already earned credit, they are strongly advised to check with an academic advisor about potential problems with course repeats. Retaking a course a student has already earned credit for will result in a loss of credit. Students are only able to earn credit for the same course or equivalent course once. An exception to this policy is topics based courses approved for a student to repeat for credit.

## Course Enrollment and Credit Policies

- Absences from Final Exams
- Absences from Scheduled Class
- Applying to Graduate
- Community College Credits
- Credit by Examination
- Credit Overload
- Distance Education Courses
- Foreign Language Placement
- Foreign Language Proficiency
- Foreign Language Special Credit
- Graduate Level Courses
- Prior Learning Experience
- Transfer Credit Hours
- Withdrawal from Courses

### Absences from Final Exams

A student who fails to attend the final examination of a course and who has a passing grade up to that time may be given a grade of I (Incomplete) if the instructor has reason to believe the absence was beyond the student's control. If not, a grade of F must be recorded. (For additional information regarding incomplete grades, please see the Grade of Incomplete policy.) The final decision in the dispensation of these matters remains the instructor's.

### Absences from Scheduled Classes

Illness is usually the only acceptable excuse for absence from class. All absences must be explained to the satisfaction of the instructor, who will decide whether omitted work may be made up. (Documentation for the absence(s) will usually be required.) In cases where make-up work is permitted, the work must be submitted prior to submission of the final grade for the course.

### Community College Credits

No more than 60 credit hours earned at a community college will apply toward a degree at Indiana University. No transfer credit will be allowed for work that has earned a letter grade lower than C. No passing grades (P) earned at another institution will be used in computing the grade point average at Indiana University.

### Credit by Examination

Students may receive credit for certain courses by successful performance on the SAT, [SAT II Subject Tests](#), [College Board Advanced Placement Tests](#), [International Baccalaureate Higher Level](#) (IBH) exams, and, with permission of the Dean, examinations offered by academic departments while at Indiana University. The appropriate department of the College of Arts and Sciences reviews the placement tests in order to make recommendations about advanced standing. Students who believe that they are prepared for advanced study or that they are eligible for special credit because of superior preparation are urged to accelerate their college programs by taking the requisite exams. Students may thus graduate early, or they may use the time gained to complete additional coursework and experiences, such as license additions, to further prepare them for their professional careers. Credit will be recorded with the grade of Satisfactory (S) unless the examination clearly

merits an A grade and the department requests the use of a grade other than Satisfactory. Failure to pass the examination carries no penalty. Fees for special credit and credit by examination are waived for undergraduate students enrolled in an IU degree-seeking program for at least 12 credit hours in either the fall or spring semester. Regular credit-hour rates apply for students enrolled in fewer than 12 credit hours. For policies governing credit offered for foreign language exams, please see the [College of Arts and Sciences Bulletin](#).

### Credit Overload

Students who wish to enroll in more than the maximum number of credits allowed in a semester need official permission from the School of Education. A credit overload consists of more than 20 credits in Fall or Spring Semester, or more than 20 credits overall in Summer (or more than 6 credits in a 4-week session, or more than 10 credits in a 6- or 8- week session).

In order to request an overload, students should fill out the necessary form and meet with his or her advisor. If the GPA is 3.0 or above, and there are no pending Incompletes, the advisor will make a decision.

If the GPA is below 3.0, the student may submit a request to the Academic Standards Committee, which will consider the student's rationale for requesting to take an overload, past course history, and the advice of program faculty. Faculty and the Academic Standards Committee will base their decision on what they believe will best ensure that students succeed in their programs.

Applications for a credit overload should be submitted well before the beginning of the semester for which the student is requesting an overload. Requests cannot be considered after the first week of the semester. Requests that go before the Academic Standards Committee may require up to a month to consider.

### Distance Education Courses

Indiana University students in the education programs may use no more than 18 credit hours of distance education course work in meeting the requirements for the major. Distance education strategies include correspondence, online, and independent study classes. Professional education courses cannot be taken through distance education except when offered by Indiana University.

### Foreign Language Placement

Students who matriculate to Indiana University with prior knowledge of a foreign language must take the placement test in that language before registering for their first semester's classes to identify the appropriate foreign language course to take at IU Bloomington. For the following languages, this is done online:

- Chinese
- French
- German
- Hebrew
- Italian
- Japanese
- Latin
- Spanish



For all other languages, please visit the website of the relevant department for information on their placement tests.

## Foreign Language Proficiency

The test used for foreign language placement (see Foreign Language Placement) is NOT the same exam used to establish proficiency in foreign language. A few departments offer proficiency exams to students who wish to demonstrate that they do not need any additional foreign language enrollment/study to meet the IU General Education World Languages and Cultures requirement and/or the College's CASE Foreign Language requirement. Proficiency exams are not tied to special credit. Domestic students interested in establishing proficiency should contact the department offering the relevant language. International students who wish to use their native language (if their native language is not English) to establish foreign language proficiency should complete the "Application for Establishment of Foreign Language Proficiency for Non-Native Speakers of English" available from the College Recorder's Office. Students interested in this option should complete the process as early in their undergraduate career as possible.

## Foreign Language Special Credit

Degree-seeking students can earn a maximum of two semesters of special credit for foreign language and this special credit is limited to two semesters of second-year study (the third and fourth semesters). The number of credits varies according to the language. To earn special credit, students must take the placement test offered by the appropriate department at IUB, complete a validating course on the IUB campus with a grade of C or higher, and apply for the special credit to be posted retroactively. If a student earns a grade of C- or below in the validating course, s/he will not earn special credit.

- To be eligible to earn foreign language special credit, students must take a validating language course which must be their first IUB course in that language. A transfer course may not be used as a validating course.
- If a student drops the validating language course, s/he can re-enroll and be eligible for special credit provided that s/he earns a grade of C or higher in the course. Grades are not given for special credit. Students are only awarded S/F grades.
- Students may not earn special credit in their native language.
- Students can earn special credit in more than one language as long as they meet the other requirements listed above and below to earn special credit.
- Students who have taken the AP, SAT II, or the IB exam must check with the respective language department to find out departmental policy regarding which exam has precedence in terms of placement in language classes. Policies regarding AP, SAT II, and IB credit are unrelated to those for IU special credit; so AP, SAT II, and IB credit remain unaffected by the College's special credit policy.

Special credit can be awarded for all third- and fourth-semester foreign language courses. The validating foreign language course:

- must be taught at IUB;
- can only be a fourth-semester language course or higher;
- must be the student's first course in that language at IUB;
- may only be completed once in an effort to earn special credit;
- and must be completed with a grade of C or higher.

Students interested in special credit in foreign language should complete their validating course as soon as they begin their studies at IUB.

## Graduate Level Courses

Under normal circumstances undergraduate students should not be enrolled in graduate-level courses. If, however, the instructor, the department through which the course is offered, and the student agree that the course is appropriate given the student's academic goals and interests and that s/he is qualified to take the course, the student may enroll. These approvals must be secured prior to pre-registration in the graduate course. Undergraduates must be a junior or senior and have at least a 2.5 GPA to enroll in graduate level courses. The student must accept full responsibility for fulfilling the course requirements and for the grade earned. All graduate-level courses taken as an undergraduate student apply to the cumulative Grade Point Average. Even if the student has successfully completed a graduate-level course, it will satisfy degree requirements for a bachelor's degree only by special permission of the Associate Dean of Undergraduate and Teacher Education.

Approval for graduate-level courses to be applied toward the requirements for a bachelor's degree is not guaranteed, but rather is granted on a case-by-case basis.

In those cases in which undergraduates are permitted to count graduate-level coursework toward a bachelor's degree, no more than 12 credit hours will be counted and each course must have a grade of C or better. Graduate courses taken while an undergraduate and counted toward the requirements of a bachelor's degree may not count toward a graduate degree at Indiana University (and may also not count toward graduate degrees at other universities).

**Note:** The above policy does not apply to graduate credit earned by students participating in the Global Gateway for Teachers program.

## Students in Accelerated Undergraduate/Graduate Degree Programs

Students who earn graduate credit through participation in a School of Education-sponsored accelerated undergraduate/graduate degree program are not subject to the same limits on coursework taken at the graduate level as other students in the School. However, no graduate work beyond what is specified for the graduate portion of the degree may count toward any undergraduate portion of the degree.

All courses taken at the graduate level through participation in an undergraduate/graduate degree program will count toward the School of Education Cumulative GPA.

## Prior Learning Experience

With the exception of approved transfer credit from other institutions, the IUB School of Education awards no undergraduate credit hours for prior learning experience.

## Transfer Credit Hours

Acceptance of credit from other institutions and its applicability toward a degree from Indiana University will be determined by the Office of Admissions. Credit toward the degree of Bachelor of Science in Education may be granted for courses taken at an approved institution provided such courses are equivalent to courses offered at Indiana University. No transfer credit is accepted from any school that is not accredited by a regional accrediting agency. No more than 60 credit hours earned at a community college will apply toward a degree at Indiana University. No transfer credit will be allowed for work that has earned a letter grade lower than C. No passing grades (P) earned at another institution will be used in computing the grade point average at Indiana University. To maintain the integrity of the education programs, students are strongly urged to complete all education requirements on the Bloomington campus.

Students who earn the [Statewide Transfer General Education Core \(STGEC\)](#) milestone at any campus of any Indiana state public institution of higher education prior to matriculation at Indiana University Bloomington will not be subject to IU Bloomington GenEd Common Ground requirements. Students who transfer to IU Bloomington after partially completing STGEC requirements at another IU campus or at another Indiana state educational institution will have their transfer credit applied, course by course, to IUB GenEd Common Ground requirements in accordance with established course articulations and transfer credit policies. (Courses that are associated with a particular STGEC competency area at one institution or campus will not necessarily apply to that (or any) STGEC competency area at another institution or campus.)

Completion of the Statewide Transfer General Education Core does not add to, subtract from, or alter degree requirements. This includes school requirements, major requirements, minor requirements, or requirements for an undergraduate degree. Students must therefore work closely with an advisor to determine what relation, if any, exists between requirements for general education and other degree requirements.

Students who complete a [Transfer Single Articulation Pathways \(TSAP\)](#) program at Ivy Tech Community College or Vincennes University are eligible to be directly certified into the School of Education and admitted to the Teacher Education Program. These students will follow program requirements in place at the time of their matriculation.

Students who transfer to IU Bloomington after partially completing TSAP requirements will have their transfer credit applied, course by course, to university and School of Education requirements in accordance with established course articulations and transfer credit policies. Certification to the School of Education and/or admission to the Teacher Education Program will be contingent upon completion of the stated requirements.

Unofficial transfer credit evaluations completed by anyone other than the Office of Admissions is not a

contract; it is an estimate of whether past coursework and experiences meet current School of Education. Individual faculty members and advisors do not have the authority to determine program substitutions. Final approval is granted by the School of Education Academic Standards Committee.

## Withdrawal from Courses

If an Early Childhood, Elementary or Teaching All Learners student withdraws from one class that is part of a block enrollment, the student must withdraw from all the classes that are a part of the block. The student would be required to complete the entire block during the next semester it is offered.

Students seeking a total withdrawal from classes during a semester should complete the process as detailed by the IU Registrar's Office in the [Enrollment and Student Academic Information Bulletin](#). Withdrawals after the deadline require approval of the Executive Director of Student Success. Approval is usually given only for urgent reasons such as extended illness or crisis.

If a student voluntarily withdraws from school while on probation, that student may reenter school on probation at any time. If the reason for probation is an unacceptable grade point average, the student may reenter in good standing if, by taking course work in other divisions or schools of Indiana University, grades have been earned that raise the cumulative grade point average to a minimum of 2.5.

## Standing

- Academic Probation and Dismissal
- Academic Restart (Fresh Start through Academic Renewal)
- Academic Standing
- Class Standing
- Reinstatement

## Academic Watch, Alert and Dismissal Watch

Students, both those certified into the School of Education and those admitted to a Teacher Education Program (TEP), are on academic watch when their semester grade point average is below 2.5. Students must meet with a School of Education academic advisor within 30 days of the beginning of the semester after their GPA falls below 2.5 and discuss strategies and an informal plan for improvement.

Academic watch appears on the student's advising record and not on the student's transcript.

### Alert

Students whose cumulative grade point average is below 2.50 will be placed on academic alert. They must meet with a School of Education academic advisor within 30 days of the start of the semester after their GPA falls below 2.50 to develop a formal, signed plan for improving their academic performance and GPA. These plans may include a timeline of up to three semesters.

Students on academic alert are not eligible for admission to the Teacher Education Program (TEP). Students on

academic alert and enrolled in the TEP are not eligible for the subsequent block or student teaching.

Students' academic progress will be monitored each subsequent semester, and once the cumulative grade point average is above 2.50, they will be removed from academic alert.. If students are unable to raise their grade point average to 2.50 within twelve months of being placed on academic alertn, they will either be academically dismissed from the School of Education or be required to develop a revised plan with the assistance of an academic advisor and approved by the Executive Director of Student Success.

Academic alert appears on the student's advising record and not on the student's transcript.

### Academic unit dismissal

If no academic alert plan can be developed,, the plan is not followed, and/or the student does not return to good academic standing by the end of the third semester on

Alert in which the student is enrolled, students will be dismissed from the School of Education. Students may petition the School of Education for readmission after one year, if they have raised their cumulative GPA to at least 2.5. Students will be notified of academic standing decisions by the Executive Director of Student Success via IU email after the conclusion of the semester and any potential adjustments have been exhausted (e.g. extended-x petitions, incompletes, appeals, etc.).

Extenuating circumstances for a dismissal can be considered by the academic unit's Dean's office.

The academic unit will notify the student and the Office of Vice Provost for Undergraduate Education (OVPU) of the student's dismissal. The student will then be moved to AMES to explore alternative academic options. The notification will include information about campus advising or other relevant resources.

### Academic Restart/Fresh Start

The [Fresh Start](#) policy encourages capable, undergraduate students to return to IU Bloomington by removing the encumbrance of past poor grades on their cumulative program GPA, after these students have demonstrated their preparedness for academic success on renewed enrollment after an absence of at least three years.

### Academic Standing

Academic Good Standing requires a 2.5 cumulative GPA, and the following:

1. Students must earn a C or higher in each professional education course. Any course in this category with a grade of C- or lower must be repeated. If the course is part of a group of courses taken during the same semester (a block), the course must be retaken before proceeding to the next block. If it is a non-authorized professional education course (not part of a block), it must be retaken before student teaching.
2. To student teach, students must attain a cumulative GPA of 2.5 in all required professional education courses and meet other student teaching requirements as specified by the program.

3. Candidates for the Elementary, Early Childhood, and Elementary/Exceptional Needs license must maintain a minimum GPA of 2.0 in content courses within each of the following areas: Language Arts, Fine Arts, Mathematics, Science, and Social Studies.
4. Elementary students must attain a 2.5 GPA in the area of concentration, academic minor, or license addition.
5. Secondary and All-grades majors must maintain a minimum GPA of 2.5 in their content areas, except for Mathematics Education majors, who must maintain a minimum 2.0 GPA in the content area.

### Class Standing

Class standing is determined by the number of hours completed in a student's current academic program.

- Freshman, 0-29 hours
- Sophomore, 30-59 hours
- Junior, 60-89 hours
- Senior, 90+ hours

### Reinstatement/Readmission

Students may petition the School of Education for readmission after one year, if they have raised their cumulative GPA to at least 2.5. Applications for reinstatement are submitted to the Academic Standards Committee. Conditions concerning course load limits or related academic requirements may be required by the Academic Standards Committee.

### Student Rights and Responsibilities

- Academic and Personal Conduct
- Alert Forms on Professionalism
- Confidentiality of Records
- Exceptions to Requirements or Policies
- Student Grievance and Appeals Procedures
- Transcripts

### Academic and Personal Conduct

Indiana University and the School of Education expect students to follow the fundamental principles of academic and personal integrity in behavior and the pursuit of learning. Campus security requires all criminal activity as defined in the Clery Act of 2012 to be reported to campus authorities for action and inclusion in annual crime reports.

Indiana University [Student Code of Rights, Responsibilities, and Conduct](#) requires university personnel to report all incidents of academic misconduct to the IU Dean of Students and expects incidents of personal misconduct such as classroom incivility to be reported. For detailed information about policies and procedures, including due process requirements, refer to the Code, especially Part II: Student Responsibilities and Part III: Procedures for Implementation of the Code. Copies of the Code can be obtained from the Dean of Students.

**Cheating** is dishonesty of any kind with respect to course assignments, alteration of records, or examinations. It is the student's responsibility not only to abstain from cheating, but also to avoid the appearance of cheating

and to guard against making it possible for others to cheat. Any student who helps another student cheat is as guilty of cheating as the student assisted. The student also should do everything possible to induce respect for the examining process and for honesty in the performance of assigned tasks in or out of class.

**Plagiarism** is assuming credit for someone else's work, words, or ideas—whether or not the ideas are expressed in the borrower's own words. Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Plagiarism includes language or ideas taken from isolated formulas, sentences, or paragraphs; entire articles copied from books, periodicals, or speeches; the writings or created works of other students; and materials assembled or collected by others in projects or collections without acknowledgment.

A faculty member who has evidence that a student is guilty of cheating or plagiarism will initiate the process of determining the student's guilt or innocence. No penalty will be imposed until the student has been informed of the charge and of the evidence on which it is based, and has been given an opportunity to present a defense. If the faculty member finds the student guilty, the faculty member assesses a penalty within the course and promptly reports the case in writing to the Dean of Students. The report should include the names of any other students who may be involved in the incident and recommendations for further action. The dean, in consultation with the faculty member if the latter so desires, will initiate any further disciplinary proceedings and inform the faculty member of any action taken. In every case, a record of the offenses remains on file.

For further regulations, please refer to the [IU Code of Student Rights, Responsibilities, and Conduct](#).

## Alert Forms on Professionalism

School of Education Alert Forms on Professionalism are designed to provide faculty and staff a system to identify nonacademic behaviors or dispositions that indicate a student may not be successful. Students are expected to demonstrate the knowledge, skills, and dispositions expected of a beginning professional. These expectations are set forth by the Interstate New Teacher Assessment and Support Consortium (INTASC).

Professional Dispositions include but are not limited to:

### Personalized Learning

- Promotes engagement for all individuals
- Commits to all individuals from diverse backgrounds, experiences, cultures, and ability levels
- Commits to appropriate adaptations for individuals with diverse needs

### Knowledge

- Commits to developing informed practices through continual study and collaboration
- Demonstrates an understanding and acceptance of each person's unique perceptions and perspectives
- Commits to the development of creativity and critical thinking skills

## Community

- Encourages democratic principles in individuals
- Commits to treating everyone with kindness, fairness, patience, dignity, and respect
- Acknowledges the variety of community, family, and social networks that enrich and inform experiences

## Growth and Reflection

- Understands and takes responsibility for one's actions and decisions
- Commits to reflective practice and planning
- Demonstrates a commitment to continuous improvement as a professional

## Learning Environment

- Understands the shared responsibility for academic growth, and contribution to the learning environment
- Maintains high expectations and implements them consistently for all individuals
- Appreciates and promotes acceptance of self-discipline, responsibility, and self-efficacy
- Commits to a positive and enthusiastic attitude to inspire self and others

## Professionalism

- Displays an awareness of personal and professional boundaries in interactions with others, and in meeting professional responsibilities
- Is open to and seeks out constructive criticism and makes appropriate modifications upon reflection
- Communicates professionally, honestly and openly, building trust with others
- Demonstrates initiative, enthusiasm, and confidence in making the most of educational experiences

When a student acquires an alert, the Executive Director of Student Success will confer with the faculty/staff who filed the alert and will meet with the student to discuss corrective actions, including the possibility of dismissal from the Teacher Education Program. Except in very serious situations, two alerts must be received before a student case will be reviewed by a committee of teacher education faculty. All decisions related to disciplinary action can be appealed by the student using the School of Education's Academic Standards Committee appeal procedures.

## Confidentiality of Records

Indiana University, in compliance with the campus-wide General Education Provisions Act, Section 438, titled Family Educational Rights and Privacy Act (FERPA), provides that all student records are confidential. An implicit and justifiable assumption of trust is placed in the School of Education as custodian of personal data submitted by students entering the School or generated during their enrollment. This mutual relationship of trust between the School of Education and the individual student requires that such data be held in confidence.

Confidential academic information is released by the School of Education only to the student and to person(s) whom the student authorizes in writing to be appropriate recipients of the information. Students may review their records upon request and may ask for deletions or



corrections of the record in a hearing process described in detail in the [Code of Student Rights, Responsibilities, and Conduct](#). References, recommendations, and other similar documents may carry a voluntary waiver relinquishing the student's right to review this specific material. The student may also release the record to others by signing a written release available in the offices that maintain records. Further details regarding the provisions of the Privacy Act and a list of offices where student records are kept may be found in the [Code of Student Rights, Responsibilities, and Conduct](#).

Upon request of a third party, certain information is made available to the public by the Office of the Registrar. Public information is limited to name; university e-mail address; campus, school, college or division; class standing; major field of study; dates of attendance; activities; admissions or enrollment status; degrees and awards; and sports and athletic information. Records of arrests and/or convictions and traffic accident information are public information and may be released to anyone making inquiry. Public information shall be released freely unless the student files the appropriate form requesting that certain public information not be released.

Additional information can be obtained at the website of the Office of the Registrar under [Student Privacy and FERPA](#).

## Exceptions to Requirements or Policies

Requests for exceptions to School of Education degree requirements or policies may be granted by written approval from the Academic Standards Committee (ASC). Requirements cannot be waived.

## Student Grievance and Appeals Procedures

*Appeals are not used to overturn an instructor's professional judgment. Issues dealing with the substantive quality of the student's academic performance and involving intrinsic, professional, academic judgments by a faculty member lie outside the Committee's jurisdiction. Hence, grade appeals that pertain to faculty judgement of the student's work quality (rather than a procedural error) are not heard by the Committee. Such appeals must first be discussed with the faculty member, then the program coordinator (if applicable), and finally with the departmental chairperson. Questions about grade appeal procedures may be directed to the departmental chairperson, or if that is not feasible, to the Associate Dean for Undergraduate or Graduate Studies, as appropriate.*

The Indiana University School of Education's Student Grievance Hearing Committee (SGHC) provides a hearing board for any student who

1. Alleges that an incorrect grade (e.g., *instructor miscalculated a grade*) or other action on the part of a member of the faculty or administration (e.g., admission to the Teacher Education Program, approval to student teach) is the result of a procedural error (**a procedural appeal**), or

2. Appeals the action of an instructor taken in response to alleged academic misconduct taking place in a course (an **academic misconduct appeal**) or
3. Believes that their rights, as defined in Part I, A-G, of Indiana [University's](#) (the *Code*), have been violated by a member of the faculty or administration (**a grievance**) and has followed requisite steps outlined in the . In such cases, the Office of Student Conduct will be consulted regarding next steps (i.e., whether the case should be addressed at the campus or school level).

The process outlined here may only be made for procedural appeals, academic misconduct appeals, or grievances, as defined in 1-3 above. The Associate Dean for Undergraduate or Graduate Studies will ensure that the following procedures have been followed and documented. More details about the SGHC and its procedures may be found in the IU School of Education [Student Grievance and Appeals Procedures](#).

Before submitting a grievance, procedural appeal, or misconduct appeal, the student must follow the steps (a-e) below. We also encourage students to meet with their academic advisor prior to making a grievance or appeal. For more information on procedures, students may contact the Office of the Associate Dean for Undergraduate or Graduate Studies.

1. Whenever a student believes that they have grounds for a grievance or appeal related to a course, they shall first arrange a meeting with the instructor; whenever a student believes they have grounds for a grievance or appeal for non-course issues, they shall first arrange a meeting with the relevant faculty or staff member to discuss the matter. If resolution is not reached, the student should write a summary that documents what happened at the meeting, describes what issue(s) are unresolved, and briefly explains what resolution is desired. This summary should be shared with the departmental chairperson or staff supervisor in (b) below.
2. A student who believes that they have not received a satisfactory resolution of their concern shall within 15 business days go to the appropriate departmental chairperson or staff supervisor. If resolution is not reached, the student should write a summary that documents what happened at the meeting and briefly describes the lingering, unresolved issue(s) and desired outcome.
3. If the student is still dissatisfied, they may consult with the Associate Dean for Undergraduate or Graduate Studies, as appropriate, within 15 business days after consulting with the departmental chairperson or supervisor. Their documentation of steps (a) and (b) above should be shared with the Associate Dean. In very rare cases, a student who feels they have a justifiable reason for not going directly to the person involved and/or the departmental chairperson or staff supervisor, may skip steps a and/or b if the Associate Dean agrees that doing so is justifiable.
4. If the student is still dissatisfied, within 15 business days they may initiate the grievance procedure by submitting the Grievance/Appeal Application below.
5. Within 10 business days of application submission, the Associate Dean for Undergraduate or Graduate

Studies determines whether the grievance or appeal application falls under the SGHC purview (as defined on page 1 above). If so, then a formal hearing will be initiated within 30 business days.

If not, then the decision regarding procedural or misconduct appeals offered by the most relevant unit head (departmental chairperson for course-related appeals, and Associate Dean for other appeals) are final.

The Student Grievance Hearing Committee is convened to hear appeals during the regular academic year (fall and spring semesters) only. The committee does not consider appeals over the summer.

### Application for Student Grievance/Appeal

**Instructions:** Provide all information requested completely and attach any documentation needed to consider the grievance or appeal. The information contained in this application is not shared with anyone outside the grievance/appeal process without your express permission. SGHC members are not allowed to discuss cases except within the context of the grievance/appeal process.

For more information on procedures, contact the Office of the Associate Dean for Undergraduate or Graduate Studies. At any time, assistance may be sought from the [Student Advocates Office](#).

Date:

Name:

University ID Number:

Telephone Number:

IU E-Mail Address:

Student Status (undergraduate or graduate):

Is this case a (1) procedural appeal, (2) academic misconduct appeal, or (3) grievance? (*Reminder: grade appeals are outside the Grievance Hearing Committee's jurisdiction, as noted above*).

Name of instructor, staff member and/or office involved with this grievance/appeal (include course number, section number, and semester, if applicable):

Explain why you think a grievance or appeal is justified, as well as steps you have taken to resolve the matter. Specifically, include the following:

A brief description of the reason for your grievance or appeal:

Date and brief summary (a few sentences) of meeting with the instructor or office involved: *[Example: On November 7, 2022, I met Dr. Blake in her office. I acknowledged that I did not correctly cite 2 quotes in my paper, and I*

*understand this can be considered plagiarism. I told her that I think failing me in the course is overly harsh for an accidental case of plagiarism, but she disagreed.]*

Date and brief summary of meeting with departmental chairperson or staff supervisor (note: the chairperson may ask you to speak with the program or course coordinator first – if so, summarize that meeting as well):

Date and brief summary of meeting with the relevant Associate Dean (undergraduate or graduate):

Provide a summary statement of the desired outcome you wish as the result of this grievance or appeal:

Attach supporting documentation (e.g., e-mail messages, syllabus).

If you elect to have an advocate with you at the hearing, and the advocate has agreed to attend, provide the name, e-mail address, and person's role (e.g., academic advisor, personal advisor, Student Advocate, legal counsel):

On request, the SGHC chairperson will also appoint one Student Grievance Hearing Committee faculty member to explain the hearing process to you. Indicate here whether you wish to have such an advisor or not: (yes) (no)

1.

## Transcripts

Complete information on transcripts can be found in the [IUB Enrollment Bulletin](#) (Office of the Registrar).

## Opportunities

In addition to completing the requirements for the degree, the School of Education actively encourages its students to explore their interests and develop new skills by taking full advantage of the many opportunities available on the Bloomington campus.

### INSPIRE Living-Learning Center

The mission of the [INSPIRE Living-Learning Center](#) is to explore what it means to learn to be teachers who change the world. Our goal is to cultivate a diverse community of motivated, creative students who want to make a difference. This community will explore ways to connect with others, encourage inquiry, develop partnerships, and nurture learning.

In this community, students will explore questions such as:

- What does it mean to be a 21st century learner and leader in education?
- What makes an effective educator in today's highly diverse and technological society?

- In what ways can we address core challenges affecting schools and communities?

Students will develop critical thinking and problem-solving skills as they inspire each other to live and work together for the greater good. The INSPIRE Living-Learning Center is for all undergraduate students interested in education, including upperclassmen, who will have opportunities to assume particular leadership roles in the community.

## Global Gateway for Teachers

The structure of most teacher education programs makes it difficult for students to take part in a traditional study-abroad experience. Yet this kind of cultural immersion and exploration is vitally important for future teachers, whether it takes place overseas or in culturally different communities within the United States. International and intercultural field placements help candidates develop the knowledge, skills, and perspectives necessary to work successfully with youth from different cultural backgrounds in their own classrooms. Such experiences also help candidates bring a broader worldview to their future classrooms, helping foster the understanding and empathy so greatly needed in the world today.

The [Global Gateway for Teachers](#) is designed to give students those invaluable international and intercultural experiences while also fulfilling degree requirements for student teaching. Participants have the opportunity to serve as student teachers in culturally diverse settings that include Chicago, the Southwestern United States, and currently twenty-two countries worldwide. In addition to full-time student teaching, all Global Gateway programs feature required community engagement, service learning, and academic reporting. IUB's award-winning "cultural immersion" programs are recognized as some of the most rigorous and innovative intercultural experiences available for teacher candidates. Students can choose among three different cultural immersion experiences:

- Overseas Program, with student teaching placements in Australia, China, Costa Rica, Ecuador, England, France, Germany, Ghana, Greece, Ireland, India, Italy, Japan, Mexico, New Zealand, Northern Ireland, Norway, Russia, Scotland, Spain, Tanzania, or Wales.
- Navajo Nation Program, with placements on the Navajo Reservation in Arizona, New Mexico, and Utah.
- Urban Program, with placements in Chicago Public Schools.

The Global Gateway also offers an Overseas Program for Experienced Teachers, for in-service educators seeking to connect with teachers and pupils through school- and community-based experiences in international contexts. The teachers typically go overseas in June, when their U.S. school is on summer vacation, and schools in many of the host countries are still in session.

Each Global Gateway program is carefully scaffolded and structured, providing a challenging, transformative experience that requires stepping outside of one's comfort zone to navigate new landscapes in both school and community contexts. Student teachers spend at least eight weeks overseas (following an initial 50-day student teaching placement in Indiana), and a full semester on the Navajo Reservation or in Chicago. Participation requires a

two-year commitment, beginning with a preparatory phase that includes monthly classes, readings, and a workshop, and culminating in the student teaching "immersion" experience. Documented outcomes of participation include significant impact in terms of professional development and personal growth that continues far beyond the conclusion of the experience.

NOTE: Global Gateway Overseas opportunity meets the requirements for World Language and Cultures. Coursework must be completed successfully.

## Other Opportunities

### Student Organizations

Through [student organizations](#), students can explore new ideas, meet leading educators, and help shape the future of the IU School of Education. Student clubs are also a great way to expand professional networks and find out about new jobs and internship opportunities.

### Career Connections

Pursuing a career in education, counseling or student services can be one of the most satisfying life choices a student makes. Whether a student is just starting on their journey or changing directions, the [Career Connections](#) team can help them succeed with their professional goals.

From their first day in the School of Education, Career Connections is ready to help each student develop a personalized plan. The [Career Connections Workshop Series](#) provides a full slate of professional development and networking opportunities to help education students make the transition from college to career. Students can schedule career coaching appointments via [Handshake](#) to take advantage of one-on-one career coaching focused on career exploration, resume development, interview preparation, job search strategies, and more. Students should consider enrolling in the [Professional Distinction](#) series of courses in order to help develop their professional identity. We also offer the [Educator Wellbeing Distinction](#) series of courses to you help develop personal wellbeing strategies as future educators. Career Connections also helps students to engage with recruiters and potential employers by hosting [Interview Day](#), the [Student Teaching Fair](#), and the [Health and Human Services Career Day](#). Contact Career Connections at [edcareer@iu.edu](mailto:edcareer@iu.edu) for more information.

### Collaboration and Outreach

Strong communities are built on a foundation of education. The IUB School of Education is actively engaged in creating experiences that bring students and faculty into communities where they can be of service and make a difference through practice and research.

As a leader in education at the local, state, national, and international levels, IUB provides expertise and resources to build stronger communities by working on issues that matter. Students can explore collaboration and outreach activities and get involved.

## Courses

In this section, courses are listed and coded with three- and four-letter codes that indicate the originating department. Full descriptions of courses not offered in the

School of Education can be found in the bulletins for the schools and colleges offering the courses.

The abbreviation "P" refers to the course prerequisite or prerequisites. The number of hours of credit given a course is indicated in parentheses following the course title.

Courses in this section are listed alphabetically by prefix letter and in ascending numerical order within each of the sections. Unless otherwise specified, the prefix to all courses is EDUC-. Courses numbered 100–299 are lower division undergraduate courses; 300–499 are upper division undergraduate courses.

### **School of Education Departments**

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- Science Education (EDUC-Q)
- Secondary Education (EDUC-A+S)
- Instructional Systems Technology (EDUC-R)
- Multicultural/Urban Education (EDUC-T)
- Higher Education and Student Affairs (EDUC-U)
- Computer Education (EDUC-W)
- Reading (EDUC-X)
- Art Education (EDUC-Z)

### **Elementary Education (E)**

### **Foundations of Education (F)**

### **Educational Leadership and Policy Studies (H)**

### **Learning Sciences (I)**

### **Special Education (K)**

### **Language Education (L)**

### **Methods (M)**

### **Mathematics Education (N)**

### **Educational Psychology (G+P+Y)**

### **Science Education (Q)**

### **Secondary Education (A+S)**

### **Instructional Systems Technology (R)**

### **Multicultural/Urban Education (T)**

### **Higher Education and Student Affairs (U)**

### **Computer Education (W)**

### **Reading (X)**

### **Art Education (Z)**

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