

**Indiana University School of Education  
Committee on Teacher Education**

**Course/Program Change**

**Proposal for a special joint program with the College of Arts and Sciences for students to earn the B.S. in the College of Arts and Sciences and the M.S. in Education (Secondary Education) in the School of Education**

**1) Change/Program Description**

Several of the professional schools at Indiana University (Optometry, Dentistry, Medicine) allow able students who apply during their third year of study to be part of special joint programs with the College of Arts and Sciences and the professional school.

The proposed program would be designed for College of Arts and Sciences students to be admitted to the Indiana University School of Education after three years at Indiana University Bloomington. Students who have completed most requirements for their major, the fundamental skills and distribution requirements for the BS in mathematics, chemistry, biology, physics, and geology and have at least 90 credit hours in courses offered by the College of Arts and Sciences may apply 8 credit hours of their first-year of Education master's courses toward their major and 24 credit hours of their Education master's courses as elective credit.

It would be required that students would compete their undergraduate B.S. degree from the College during the three semesters BEFORE student teaching using a combination of A&S courses and SOE courses, which would count towards both the B.S. in the College and the M.S. in Ed. in the SOE. Students would continue their program into a fifth year, and at the end of that time receive the M.S. in Ed. and recommendation for initial licensure. A possible student program would look like:

**Fourth Year**

<b>Fall (Now Enrolled in SOE)</b>		<b>Spring</b>	
EDUC HXXX Ed Foundations	3	EDUC S501 Seminar in Sec. Ed.	1
EDUC J500 Instruction/Curriculum	3	EDUC M501 Field Experience	1
Coursework for A&S MAJOR	6	EDUC L517 Adv Study of Content	
(Hours may vary by major)		Reading and Literacy	2
		K505 Special Education Secondary	3
		P510 Psychology in Teaching	3
		Coursework for A& S Major	2
		(Hours may vary by major)	
Semester Total Hours:	12	Semester Total Hours:	12

## **Fifth Year**

<b>Fall</b>		<b>Spring</b>	
Graduate Secondary Methods II	3	EDUC M550 Student Teaching	10
EDUC M501 Field Experience	2	EDUC M420 Student Teaching Sem.	1
EDUC A508 Legal Issues	2		
EDUC W501 Integrating Technology	1		
EDUC S508 Classroom Management	1		
Semester Total Hours:	9	Semester Total Hours:	11

## **Summer**

EDUC S503 Secondary School Curriculum 3

Total Credits: 47

Credits towards A&S B.S.: 32

Credits towards M.S. in Secondary Education: 40 (only 6 hours of S/F graded courses may be counted towards the M.S. in Education - practicum (3) and three hours of student teaching)

Credits towards Licensure: 44 (J500 not needed for licensure)

## **2) Rationale**

The School of Education has seen rather drastic drops in students seeking licensure in the various science areas since the 2002 licensure changes by the state. This last fall, the number of undergraduate students in the methods II course, the final course before student teaching was only six. While the number of students in the various graduate programs was twelve, this total of 18 students is substantially less than even five years ago. The numbers for mathematics have declined less with 29 students being recommended for licensure in the 2006-07 academic year. In both of these areas, IU-Bloomington is producing less than 10% of the state's teachers.

In order to try and exam this issue more closely Dean Gonzales and Dean Berthenhal of the College of Arts and Sciences set up a joint committee to discuss STEM education issues. Professors Sherwood, Lambdin and Roames are the SOE representatives and Associate Dean Larson, Professors Orr and Reck and Assistant Dean Lindeman are the representatives of the College of Arts & Sciences. After substantial discussion this year, the committee has come up with a working draft presented in Item 1 for consideration by various SOE and COAS committees.

The graduate licensure component of the proposal is the same program currently approved as well as the coursework to meet the requirements for the M.S. in Education (Secondary Education). The major difference is the admitting of students before their completion of the undergraduate degree and using coursework during the fourth and fifth years to count towards

two separate degrees. As noted in Item 1 this is not without precedent at IU-Bloomington, with other professional degree programs using this option.

**3) Faculty Staffing**

It would not be until growth in the program increased the number of students by more than 50% would some consideration be given to faculty staffing. In science, if sufficient students were available, the methods courses would be divided into either undergraduate and graduate courses or into life sciences and physical sciences courses. For mathematics, a similar increase of 50% would probably necessitate an additional section of the methods courses.

**4) Principle/Standard Documentation**

Since the coursework and field experiences are exactly the same for the program as the current graduate licensure program the new joint program fits the current principles and standards

**5) Integration with Existing Programs**

Students would be part of the existing graduate licensure program.

**6) Implementation Time Line**

Given the number of levels across two divisions of the university, this program would not start until Fall 2009.

**7) Assessment Plan**

Assessment would be undertaken as part of the current graduate licensure program.

**8) Documented Program Faculty and/or Department Chair Review and Approval**

This proposal was approved by the Secondary Education Council on February 11, 2008 with one abstention. Approval in the College of Arts and Sciences is in process.



**Indiana University School of Education  
Committee on Teacher Education**

**Course/Program Change**

**Proposal to modify the “Science Education Core” for students in the following degree programs: Biology Education, Chemistry Education, Physics Education, Earth/Space Science Education**

**Submitted by Prof. Robert Sherwood, April 4, 2008**

**1) Change/Program Description**

The issue for this proposal is: How much formal coursework is needed in areas outside of the discipline area for which licensure is being received to meet these standards? The current program for licensure in the science areas (Biology, Chemistry, Earth/Space, and Physics) has a rather large science core. This proposal offers alternatives that the writer believes meet the intent of the standards.

The current Science Core courses (<http://site.educ.indiana.edu/Portals/204/anchorsci.pdf>) are:

(All science majors must complete the following courses) 30-32 hrs.

BIOL-L 111	<i>Intro to Biol: Evolution &amp; Diversity</i>	3
BIOL-L 112	<i>Intro to Biol: Biological Mechanisms</i>	3
CHEM-C 117	<i>Chemistry &amp; Biochemistry I – (P: Chemistry &amp; Math Placement Exams and consent of department)</i>	5
CHEM-C 118	<i>Chemistry &amp; Biochemistry II (P: C117 or C105-C125 and consent of department)</i>	5
	<b>OR</b>	
CHEM-R 340	<i>Survey of Organic Chemistry (P: C117 or C106 or permission of instructor)</i>	3
	<b>Chemistry content students need to take CHEM- N330 (P: C342) (5 credits)</b>	
GEOG-G 107	<i>Physical Systems of the Environment</i>	3
GEOL-G 103	<i>Earth Science: Material and Processes (Spring only)</i>	3
	<b>OR</b>	
GEOL-G 104	<i>Evolution of the Earth</i> <b>OR</b>	3
GEOL-G 105	<i>Earth, Our Habitable Planet</i> <b>OR</b>	3
GEOL-G 114	<i>Dinosaurs and Their Relatives (Spring only)</i>	3
PHYS-P 201	<i>General Physics I (P: MATH-M 026) AND</i>	5
PHYS-P 202	<i>General Physics II (P: P201) OR</i>	5
PHYS-P 221	<i>Physics I (C: Math M211) AND</i>	5
PHYS-P 222	<i>Physics II (C: Math M212, P: P221)</i>	5

It is proposed that the science core be modified for each of the four degrees in order for students to have some background in the various sciences but less in areas that they are likely not to teach. For example, a physics teacher is very unlikely to be asked to teach a general science course that is heavily biology based. They are much more likely to teach secondary physical science which would include both Physics and Chemistry.

#### For Biology Education – 22 hrs

BIOL-L 111	<i>Intro to Biol: Evolution &amp; Diversity</i>	3
BIOL-L 112	<i>Intro to Biol: Biological Mechanisms</i>	3
CHEM-C 117	<i>Chemistry &amp; Biochemistry I – (P: Chemistry &amp; Math Placement Exams and consent of department)</i>	5
CHEM-R 340	<i>Survey of Organic Chemistry (P: C117 or C106 or permission of instructor) <b>OR</b></i>	3
CHEM-C 341	<i>Organic Chemistry Lectures I</i>	
GEOL-G 103	<i>Earth Science: Material and Processes <b>OR</b></i>	3
GEOL-G 104	<i>Evolution of the Earth <b>OR</b></i>	3
GEOL-G 105	<i>Earth, Our Habitable Planet</i>	3
PHYS-P 201	<i>General Physics I (P:MATH-M 026) <b>OR</b></i>	5
PHYS-P 221	<i>Physics I (C: Math M211)</i>	5

#### For Chemistry Education – 24 hrs

BIOL-L 111	<i>Intro to Biol: Evolution &amp; Diversity <b>OR</b></i>	3
BIOL-L 112	<i>Intro to Biol: Biological Mechanisms</i>	
CHEM-C 117	<i>Chemistry &amp; Biochemistry I – (P: Chemistry &amp; Math Placement Exams and consent of department)</i>	5
CHEM-C341	<i>Organic Chemistry I</i>	3
GEOL-G 103	<i>Earth Science: Material and Processes) <b>OR</b></i>	3
GEOL-G 104	<i>Evolution of the Earth <b>OR</b></i>	3
GEOL-G 105	<i>Earth, Our Habitable Planet</i>	3
PHYS-P 201	<i>General Physics I (P:MATH-M 026) <b>AND</b></i>	5
PHYS-P 202	<i>General Physics II (P: P201) <b>OR</b></i>	5
PHYS-P 221	<i>Physics I (C: Math M211) <b>AND</b></i>	5
PHYS-P 222	<i>Physics II (C: Math M212, P: P221)</i>	5

#### For Physics Education – 24-26 hrs

BIOL-L 111	<i>Intro to Biol: Evolution &amp; Diversity</i> <b>OR</b>	3
BIOL-L 112	<i>Intro to Biol: Biological Mechanisms</i>	
CHEM-C 117	<i>Chemistry &amp; Biochemistry I –</i> (P: Chemistry & Math Placement Exams and consent of department)	5
CHEM-C 118	<i>Chemistry &amp; Biochemistry II</i> (P: C117 or C105-C125 and consent of department) <b>OR</b>	5
CHEM-R 340	<i>Survey of Organic Chemistry</i> (P: C117 or C106 or permission of instructor)	3
GEOL-G 103	<i>Earth Science: Material and Processes</i> <b>OR</b>	3
GEOL-G 104	<i>Evolution of the Earth</i> <b>OR</b>	3
GEOL-G 105	<i>Earth, Our Habitable Planet</i>	3
PHYS-P 201	<i>General Physics I</i> (P: MATH-M 026) <b>AND</b>	5
PHYS-P 202	<i>General Physics II</i> (P: P201) <b>OR</b>	5
PHYS-P 221	<i>Physics I</i> (C: Math M211) <b>AND</b>	5
PHYS-P 222	<i>Physics II</i> (C: Math M212, P: P221)	5

#### **For Earth/Space Science Education – 22 hrs**

BIOL-L 111	<i>Intro to Biol: Evolution &amp; Diversity</i>	3
BIOL-L 112	<i>Intro to Biol: Biological Mechanisms</i>	3
CHEM-C 117	<i>Chemistry &amp; Biochemistry I –</i> (P: Chemistry & Math Placement Exams and consent of department)	5
GEOG-G 111	<i>Physical Geology</i>	3
GEOL-G 112	<i>Historical Geology</i>	3
PHYS-P 201	<i>General Physics I</i> (P: MATH-M 026) <b>OR</b>	5
PHYS-P 221	<i>Physics I</i> (C: Math M211)	5

It is also proposed that graduate students who are entering the secondary licensure program in science may meet the science education core courses by either coursework or presenting a passing grade on the PRAXIS II Middle School Science (10439) exam.

## **2) Rationale**

Students who receive a license in one of the four major areas of secondary science education also receive a license to teach science at the middle/jr.high grades. Therefore the students do need to have knowledge in each of the four major categories. However, great depth of knowledge is probably not needed since many secondary science teachers will teach mainly in the specialty area and not teach in general courses. This proposal keeps coursework (or a documented level of



knowledge by examination for graduate students) in all of the major science areas but reduces the depth of coursework required. Given the very strong demand for science teachers and the relatively low enrollments of students in our secondary science program this may attract additional students by allowing them more opportunity to finish within four years.

### **3) Faculty Staffing**

All of the courses listed in the revised core are regularly taught by College of Arts and Sciences faculty and should have no impact on staffing

### **4) Principle/Standard Documentation**

The Licensing Rules 2004 Standards for Teachers of Science ([http://www.doe.state.in.us/dps/standards/Scienceteachersapproved4\\_28\\_04\\_2.html](http://www.doe.state.in.us/dps/standards/Scienceteachersapproved4_28_04_2.html)) have ten major standards with between 13 and 54 standards each for a total of 197 standards. The standard under review in this proposal is Major Standard 1 Knowledge Standard 3:

“The teacher of science understands the fundamental concepts and major principles of Physical, Life, and Earth and Space science and the interconnections between these disciplines. (Refer to Appendix C.)”

It was felt after reviewing these standards that the changes proposed would continue to meet the appropriate standards on breadth of science knowledge. In order to obtain the Indiana Department of Education view on these proposed changes, I e-mailed Dr. Mary Glenn Rinne the proposal to modify the core and received a positive answer to the change as per the e-mail from her dated March 5, 2008 that is attached to this document.

### **5) Integration with Existing Programs**

Students would be part of the existing licensure program.

### **6) Implementation Time Line**

It is requested that the new core be effective in the summer of 2008 when new requirement sheets are posted. In addition, it is requested that all students who have not yet met the larger core be allowed to meet the new core.

### **7) Assessment Plan**

Assessment would be undertaken as part of the current licensure programs.

### **8) Documented Program Faculty and/or Department Chair Review and Approval**

This proposal was approved unanimously by the Secondary Education Council on March 17, 2008

From: Mary Glenn Rinne [mgrinne@doe.in.gov]  
Sent: Wednesday, March 05, 2008 3:58 PM  
To: rdsherwo@indiana.edu  
Subject: FW: Proposal in regard to IUB Science Teacher Core Courses

I forwarded your proposal to Dr. Ray Graves to review. He evaluates transcripts for licensure and has a better handle on course content and matching that to our content standards. Pls. read his comments regarding your proposal below. I support his expertise on this.

Regarding the testing issue, if a graduate has a science degree and proves "current" content knowledge at the appropriate developmental level via Praxis II, this should be evidence for admission to your program...provided this is allowable under your School of Education unit assessment system.

Hope this helps!

Mary Glenn Rinne, Ed.D.  
Assistant Director, Educator Preparation  
Office of Educator Licensing & Development  
Indiana Department of Education  
(P) 317-234-0959

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From: Ray Graves  
Sent: Wednesday, March 05, 2008 3:18 PM  
To: Mary Glenn Rinne  
Cc: Ray Graves  
Subject: RE: Proposal in regard to IUB Science Teacher Core Courses

Mary Glenn:

I have reviewed Dr. Sherwood's proposal to modify the IU-Bloomington Secondary Science Education Core Curriculum, and have compared his proposal against the Rules 2002 standards for licensure in these Science content areas: Life Science, Chemistry, Earth Space Science, and Physics.



In my judgment, the changes he proposes for the Secondary Science Education core continue to meet these standards.

Ray Graves

Division of Professional Standards

Indiana Department of Education

Room 229, State House

Indianapolis, IN 46204-2798

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From: Mary Glenn Rinne  
Sent: Wednesday, March 05, 2008 2:15 PM  
To: Ray Graves  
Subject: FW: Proposal in regard to IUB Science Teacher Core Courses

Pls. check to see if this proposal makes sense to you. Thanks.

Mary Glenn Rinne, Ed.D.

Assistant Director, Educator Preparation

Office of Educator Licensing & Development

Indiana Department of Education

(P) 317-234-0959

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From: Bob Sherwood [mailto:rdsherwo@indiana.edu]  
Sent: Wednesday, March 05, 2008 1:52 PM  
To: Mary Glenn Rinne  
Cc: Sherwood, Robert Dan  
Subject: Proposal in regard to IUB Science Teacher Core Courses

Ms. Rinne,

Jill Shedd in our Teacher Education Office suggested that I contact you about a proposal that I have in the DRAFT stage here at IU-Bloomington. As you are aware, enrollment in teacher licensure programs in the sciences have been dropping here at Bloomington and at other institutions in the state and nation. I have been at IUB less than two years but have been attempting to work with faculty in the School of Education and the College of Arts and Sciences to increase interest in teacher licensure in the sciences.

The proposal that is attached is basically one to somewhat modify the "science core" part of our approved program in middle/secondary science licensure (a pdf of our approved program is also attached). I have reviewed the Indiana standards for science teachers as well as the NSTA standards and have quoted particular standards in the proposal. Currently students are basically taking two courses in the science areas for which they are NOT getting licensure, e.g., a biology major is taking two courses in chemistry, two in physics, two in geology and this core is the same for all students getting licensure in any science area. I am proposing that the core vary for individual programs, e.g., a physics major would still take two courses in chemistry (they are required for the major) but would only take one course in biology and one course in geology. My argument is that most science teachers are going to be spending most of their teaching the courses for which they hold license and less likely to be teaching "general science" courses. Also to be pragmatic, I think we are discouraging students from completing licensure in science with what amounts to a double major program (science area and secondary education) along with a large minor in general science. It is very difficult for students to do this and complete the program in four years.

One other item of the proposal is to allow graduate students who are coming in for licensure to meet the science core either by coursework or by successfully passing the Middle School Science PRAIX II exam (10439). This would allow them to demonstrate their knowledge in a broad range of science

content without taking additional science coursework outside of their major area.

Thanks for looking at the proposal; I know you are extremely busy with licensure issues. I felt before this proposal went further with the various faculty committees that would need to approve it I should get some feeling from the state about its suitability. Please feel free to contact me if you have questions.

Bob Sherwood

Robert D. (Bob) Sherwood, Ph.D.

Professor of Science Education

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## INDIANA UNIVERSITY

SCHOOL OF EDUCATION  
Office of Teacher Education  
Bloomington

### EDUCATIONAL STUDIES MINOR (NON-TEACHING)

The educational studies minor is designed for undergraduates outside the School of Education interested in education as a field of study, i.e. as a social institution, public policy arena, or as a developmental process. Students seeking a minor in Educational Studies are required to complete a total of 15 credit hours of course work. Courses marked with an (\*) asterisk meet teacher education program requirements as specified.

June 2008

- **Students interested in the education minor must meet with a School of Education Academic Advisor to identify a course plan and have the minor entered onto their undergraduate program record.**
- **REQUIRED: 6-9 credit hours of specified EDUC courses** (descriptions listed below).
  1. Foundations Course: F205\* or H340\*
  2. Developmental/Learning Course: P314, P251\*, P248\* & P254/M101\* or P312/P313\*
- **SELECT: 6-9 credit hours to total 15 from following list of current EDUC courses** (all courses are 3 credit hours unless otherwise noted).
- **MINIMUM OF 6 hours must be at the +300 level.**

#### GENERAL EDUCATION

\*EDUC F200 Examining Self as Teacher (Admission requirement for elementary)

EDUC G203 Communication in the Classroom Common (Oral expression requirement for IU General Education)

#### EDUCATIONAL PSYCHOLOGY

\* EDUC P251 Educational Psychology for Elementary Teachers

\* EDUC P248 Development of the Healthy Student (Admission requirements for Elementary)

\* EDUC P254 Educational Psychology for Teachers of All Grades (Admission requirements for All Grades) and Co-requisite EDUC M101 Field Experience (1 credit)

\* EDUC P312 Learning Theory into Practice and Co-requisite

\* EDUC P313 Adolescents in a Learning Community (Admission requirements for Secondary)

EDUC P314 Life Span Development

PSY P315 Developmental Psychology (P: P101 & P102 or P150 & P151 or P106).

#### FOUNDATIONS OF EDUCATION

\* EDUC F205 Study of Educ & the Practice of Teaching (early childhood; opt. for elementary; & IU S&H)

EDUC F401 Topical Exploration in Education

\* EDUC H340 Education and American Culture (Requirement for all programs)

EDUC A 308 Legal Issues for Secondary Teachers

EDUC E310 Legal/Ethical Issues

EDUC H380 Latino Education across the Americas

#### ART EDUCATION

\* EDUC M135 Self Instruction in Art (1-3 credits fine arts option for Elementary)

\* EDUC M200 Artifacts, Museums & Everyday Life (Fine arts option for Elementary)

#### COMPUTER EDUCATION

\* EDUC W200 Using Computers in Education (Admission requirement for all programs)

EDUC W210 Survey of Computer Based Education (P: W200)

EDUC W220 Technical Issues in Computer Based Education (P: W210)

#### MATHEMATICS EDUCATION

EDUC M302 Algebra Throughout the Secondary Curriculum (P: MATH M301 or M303 and Co: T403) (1 credit)

EDUC M302 Math Modeling Throughout the Secondary Curriculum (Co: MATH M447) (1 credit)

EDUC M302 Calculus Throughout the Secondary Curriculum (P: M212) (1 credit)

EDUC M302 Probability and Statistics Throughout the Secondary Curriculum (Co: MATH M365) (1 credit)

#### MULTICULTURAL EDUCATION

\* EDUC E300 Elementary Education for a Pluralistic Society (Requirement for elementary)

\* EDUC M300 Teaching in a Pluralistic Society (Requirement for secondary & all grades)

EDUC T450 Cultural/Community Forces and the Schools

#### SPECIAL EDUCATION

\* EDUC K205 Introduction to Exceptional Children (Admission requirement for TAL & COT; & IU S&H)

EDUC K490 Research in Special Education (1-3 credits)

#### INDIVIDUALIZED RESEARCH (By arrangement with individual faculty)

EDUC E490 Research in Elementary Education (1-3 credits)

EDUC L490 Research in Language Education (1-3 credits)

EDUC P490 Research in Educational Psychology (1-3 credits)

EDUC S490 Research in Secondary School (1-3 credits)

EDUC W450 Research in Instructional Computing (1-3 credits)

EDUC X490 Research in Language Education (1-3 credits)

## Secondary Graduate Certification Program:

- Educ M501 Field Experience (1cr) AND Educ S501 Introductory Seminar (1cr)
- Educ P510 Psychology in Teaching (3cr)
- Educ A508 Legal Issues (2cr)
- Educ H520 Education and Social Issues (3cr) or Educ H540 Sociology of Education (3cr) or Educ H525 Anthropology of Education (3cr) or Educ H530 Philosophy of Education (3cr) or Educ H504 History of American Education (3cr)
- Educ K505 Introduction to Special Education for Graduate Students (3cr)
- Educ S503 Secondary School Curriculum (3cr)
- Educ L517 Adv Study of Content Reading and Literacy (2- 3cr)
- Fall-only Block Educ \_\_\_\_\_ Subject Methods Course (number varies by subject) (3cr) and Educ M501 Field Experience (2cr) (50 hrs/semester) and Educ W501 Integrating Technology into Teaching (1cr) and Educ S508 Classroom Management (1cr)
- Educ M550-Student Teaching (10cr) (12 weeks) and Educ M420 Student teaching Seminar (1cr)

### Community of Teachers: **(minimum 22cr)**

- Field-Based Seminar (3cr, 6+cr): Educ S500
- Students enroll in seminar throughout the program. It replaces many of the courses; a **minimum of 2 semesters** is required , but 3 or 4 semesters are more common. Completion of portfolio of 30 expectations is required before certification.
- Advanced Study of Content Reading and Literacy (3cr): Educ L517
- Subject Methods Course II (3cr )\*: Educ \_\_\_\_\_ , Number may vary by subject.
- Student Teaching (10 weeks, 10cr): Educ M550

Taken from Graduate Secondary Certification Programs webpage:

<http://site.educ.indiana.edu/K12Licensing/GraduateSecondaryCertificationPrograms/tabid/5284/Default.aspx> on April 18, 2008



# Secondary Transition to Teaching Program



## Schools need good teachers now.

Nearly 50 percent of the teachers in this country are approaching retirement, and schools all over the nation are struggling to fill their vacancies, especially in the areas of math and science.

Become one. If you already have a bachelor's degree in a subject area, you can earn your secondary teaching license through the Indiana University's Secondary Transition to Teaching Program (ST2T). In this program, you learn innovative practices and reflective teaching skills that prepare you to teach in middle, junior high, or high schools. The program is designed to allow the ST2T student to earn her or his secondary teaching license in one year.

To be eligible for this program, you need a bachelor's or master's degree in one of the following subject areas:

- English/language arts
- Journalism

- Mathematics
- Science (biology, chemistry, earth space science, or physics)
- Social studies (history, geography, economics, political science, psychology, or sociology)
- Theater arts
- World languages, such as Chinese, French, German, Japanese, Spanish, or Latin

If you do not have a bachelor's degree in one of the areas and are still interested in the program, discuss creating an equivalent major in a subject area with an academic advisor in the School of Education.

## Program overview

Through a combination of coursework, field experiences, and mentorship support, candidates engage in a rich learning experience. Candidates are immersed in teaching and the culture of their school, an experience that not only prepares them for the profession but also connects them to the education community.

**Coursework:** integrated with experience With ST2T, you take courses while gaining teaching experience. As you work directly with educators and students, you can apply what you learn in your courses at IU. The program begins in the second Summer Session in mid-June and continues through the following April. Some of the courses you will take include

- Methods of Teaching
- Advanced Study of Content
- Teaching and Learning in the Schools

To meet the growing need for science, technology, engineering, and mathematics (STEM) educators, ST2T is looking for future STEM educators who are passionate about preparing students for a knowledge-based economy.

- Diversity and Disabilities in the Secondary School
- Education and Social Issues

The schedule also includes a seminar each semester that provides you with time to discuss and reflect on your classroom experiences. For a complete list of courses and the schedule, see the table on the back of this brochure.

## Field-based experiences: immersed in the school culture

Throughout the school year, you will be assigned to work with mentor teachers at both the middle-school and high-school levels. During the fall semester you will be with your mentor teacher two full days each week. During the spring semester, you will complete your ten-week, full-time student teaching experience. As a result of your year-long field-based experiences, you will gain practical

“As we have worked with the IU Bloomington Secondary Transition to Teaching Program, we have found that program has adapted to the changing needs of the 21st century classroom and the 21st century student... We have hired several of these candidates to work in our schools and be an integral part of our efforts to reform teaching and learning to meet this ever changing world.”

—William Jensen  
DIRECTOR OF SECONDARY EDUCATION, BARTHOLOMEW  
CONSOLIDATED SCHOOL CORPORATION

[www.indiana.edu/~sect2t](http://www.indiana.edu/~sect2t)



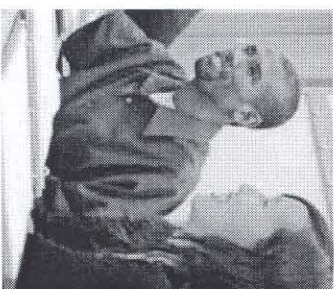
# ST2T

[www.indiana.edu/~sect2t](http://www.indiana.edu/~sect2t)

understanding of the teaching and learning process in both middle and high schools.

**Mentorship support:** experienced guidance and expertise

You are connected with a mentor teacher who will provide strong, long-lasting, and on-going guidance and expertise during this academic experience. With your mentor teachers, you will engage in reflective discussions about instructional practice and teacher beliefs related to the classroom and field experience settings.



**Job placement**

As true majors with life and professional experiences plus a positive sense of purpose, ST2T students are strong candidates for teaching positions. Many of our ST2T graduates find employment in the school districts where they completed their field experiences and student teaching.

## Is this program right for you?

The Indiana University Secondary Transition to Teaching program seeks to prepare highly

“Because I already had an undergrad and grad degree and much life experience to bring into teaching, I was attracted to the streamlined program ... Our cohort brought an interesting and quite varied set of life experience, skills, and personalities to the table, which I found inspiring, challenging, and even exhilarating.”

— Kathy Moates,

GRADUATE OF ST2T, FRENCH TEACHER, ST. CHARLES CATHOLIC SCHOOL

qualified middle and high school teachers. Successful ST2T candidates demonstrate a willingness and enthusiasm for becoming educators who will meet the challenges of tomorrow and who are, without question, dedicated to the success of all students.

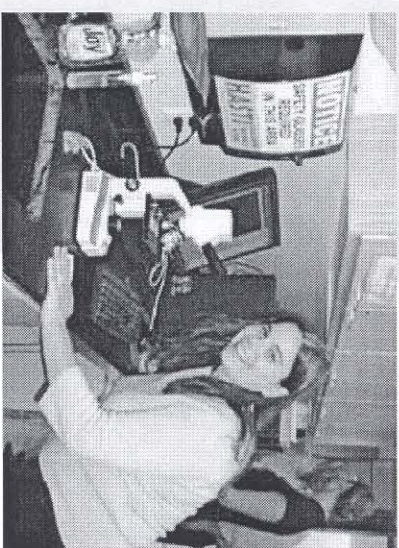
The most inspiring teachers are those who are as passionate about their calling as they are knowledgeable about their content. If this describes you, you may want to consider becoming an applicant for this innovative program.

### Master's degree options

In addition to pursuing your teaching license, you can also choose to work towards a master's degree. We encourage you to contact the Office of Graduate Studies to discuss your options and how to plan for this educational goal.

### Courses and timelines

Summer II	Fall	Spring
M500 Integrated Seminar (1 credit)	M500 Integrated Seminar and Field Experience (1 credit)	M500 Integrated Seminar (1 credit)
L517 Advanced Study of Content Reading and Literacy (2 credits)	S555 Diversity and the Communities of All Learners (3 credits)	F500 Student Teaching (10 weeks) (1-3 credits)
P510 Psychology in Teaching (3 credits)	Methods of Teaching (in identified subject area) (3 credits)	H520 Education and Social Issues (3 credits)



## Visit

[www.indiana.edu/~sect2t](http://www.indiana.edu/~sect2t)



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