

Program is under revision to meet the emerging Indiana Rules for Educator Preparation and Accountability (REPA) requirements. Please see an education advisor for more details.

This program sheet is effective for all students seeking admission to the School of Education & Teacher Education Program during spring 2013 to begin the clusters fall 2013.



## INDIANA UNIVERSITY

SCHOOL OF EDUCATION  
Office of Teacher Education  
Bloomington

### B.S. EDUCATION: EARLY CHILDHOOD EDUCATION

The Bachelor of Science in Early Childhood Education leads to a license to teach infant/toddler preschool programs and grades K-3 with an emphasis in child development, family-centered practices, and special education. Graduates are prepared to be P/K-3<sup>rd</sup> grade teachers in inclusive classrooms, to teach in preschool special education, for positions within agencies and organizations that serve young children and their families, and for working in Indiana's First Steps system in early intervention and developmental therapy. Course requirements for this program are valid at IUB as reflected in the School of Education Bulletin. A 4 year college plan of 120 credits requires completion of 15+ credits each semester. The following are required for retention, student teaching and graduation: a 2.0 GPA in each content area; a 2.5 GPA overall; and a grade of C or better in all professional education courses.

November 2012-Draft

#### GENERAL EDUCATION REQUIREMENTS

<http://gened.iub.edu/courses/genedcourses.html>

(Careful selection & completion of courses with a "C" or higher grade may allow double counting within General Education, Professional Education &/or Content Field.)

	Credits
<b>1. Foundations</b>	
• English Composition ( <b>EC</b> )	3
• Mathematical Modeling ( <b>MM</b> )	3
<b>2. Breadth of Inquiry</b>	
• Arts & Humanities ( <b>A&amp;H</b> )	6
• Social & Historical Studies ( <b>S&amp;H</b> )	6
• Natural & Mathematical Sciences ( <b>N&amp;M</b> )	5-6
• Option I: Two courses with one a Natural Science ( <b>NS</b> ) OR	
• Option II: One 5 hr Science with a lab ( <b>LAB</b> )	
<b>3. World Languages &amp; Cultures</b>	6
• Option I: Language Study ( <b>WL</b> ) OR	
• Option II: World Culture ( <b>WC</b> ) OR	
• Option III: International Experience ( <b>IE</b> )	
<b>4. Shared Goals for the School of Education</b>	
• Intensive Writing ( <b>IW</b> ) (EDUC-H 205 or H 340)	3
• Information Fluency ( <b>IF</b> ) (EDUC-W 200)	3
• Diversity in the United States ( <b>D</b> ) (Professional Education)	3
• Enriching Educational Experiences ( <b>EEE</b> ) (EDUC-M 424)	15

#### ADMISSION REQUIREMENTS

(Competitive enrollment. Meeting the minimum requirements does not guarantee admission.)

- Students may satisfy the Academic Skills Assessment requirement for admission to the TEP by using any of the following options:
  - Qualifying scores on PRAXIS I
    - Reading 176, Writing 172, Math 175
  - PRAXIS I combined score of at least 527
    - Sum of Reading + Writing + Math scores = 527
  - SAT combined score of at least 1100
    - Sum of MA + VE = 1100
  - ACT composite score of at least 24
    - Sum of EN + MA + RE + SR scores divided by 4 = 24
- 2.5 GPA overall.
- Applicants must have completed or be enrolled in 27-28 credits of coursework:

Courses	Credits
• Oral Expression (EDUC-G203, CMCL-C121 or C122)	3
• Written Expression (ENG-W131, W170 or CMLT-C110)	3
• Math 1 or 3 (EDUC-N101 or MATH-T101 or EDUC-N103 or MATH-T103)	3
• Math 2 (MATH-M/S/V118 or D116 & D117)	3-4
• Scientific Inquiry (EDUC-Q 200)	3
• Science (See list for options)	3
• Social Studies: U.S. History or World Civilization (See list for options)	3
• Elem School Child (EDUC-P248)	3
• Technology (EDUC-W200)	3
4. Apply by March 1 for Fall Semester.	
5. Submit TEP Application Online: <a href="https://info.educ.indiana.edu/teachered/">https://info.educ.indiana.edu/teachered/</a>	

#### I. CONTENT REQUIREMENTS

42-46 credits

##### Language Arts (2.0 GPA) 6-9 credits

<b>Oral Expression (Select one) (Grade of C or higher required)</b>	
CMCL-C 121 <i>Public Speaking (A&amp;H)</i>	3
CMCL-C 122 <i>Interpersonal Communication (S&amp;H)</i>	3
EDUC-G 203 <i>Communication in the Classroom (S&amp;H)</i>	3

##### English Composition (EC) (Select one) (Grade of C or higher required)

CMLT-C 110 <i>Writing the World</i>	3
ENG-W 131 <i>Elementary Composition OR</i>	3
ENG-W 131EX <i>Elementary Composition-Exempt</i>	0
ENG-W 170 <i>Projects in Reading and Writing</i>	3

##### American/World Literature (Select one)

AAAD-A 379 <i>Early Black American Writing</i>	3
CMLT-C 340 <i>Women in World Literature</i>	3
ENG-L 111 <i>Discovering Literature (A&amp;H)</i>	3
ENG-L 203 <i>Introduction to Drama (A&amp;H)</i>	3
ENG-L 204 <i>Introduction to Fiction (A&amp;H)</i>	3
ENG-L 205 <i>Introduction to Poetry (A&amp;H)</i>	3
ENG-L 206 <i>Introduction to Prose (Excluding Fiction) (A&amp;H)</i>	3
ENG-L 210 <i>Studies in Popular Lit &amp; Mass Media (A&amp;H)</i>	3
ENG-L 213 <i>Literary Masterpieces I (A&amp;H)</i>	3
ENG-L 214 <i>Literary Masterpieces II (A&amp;H)</i>	3
ENG-L 240 <i>Literature &amp; Public Life (A&amp;H)</i>	3
ENG-L 357 <i>Twentieth Century Am. Poetry</i>	3
ENG-L 358 <i>American Literature 1914-1960</i>	3
ENG-L 364 <i>Native American Literature</i>	3
ENG-L 369 <i>Studies in British &amp; American Authors</i>	3

##### Fine Arts (2.0 GPA) 6 credits

<b>Music</b>	
MUS-E 241 <i>Intro to Music Fundamentals</i>	3
<b>Art</b>	
EDUC-M 135 <i>Self-Instruction in Art</i>	3
EDUC-M 200 <i>Artifacts &amp; Museums in Everyday Life (A&amp;H)</i>	3
FINA-N 110 <i>Intro to Studio Art for Non-Majors (A&amp;H)</i>	3

##### Mathematics (2.0 GPA) 9-10 credits

EDUC-N 101 <i>Teach &amp; Learn Elem School Math OR</i>	3
MATH-T 101 <i>Mathematics for Elem. Teachers I</i>	3
MATH-M 118 <i>Finite Mathematics (MM) OR</i>	3
MATH-S 118 <i>Honors Finite Math (MM) OR</i>	3
MATH-V 118 <i>Finite Math with Applications (MM) OR</i>	3
MATH-D 116 <i>Intro. to Finite Math I AND</i>	4
MATH-D 117 <i>Intro to Finite Math II (MM)</i>	
EDUC-N 103 <i>Teach &amp; Learn Elem School Math II</i>	3
(P: EDUC-N 101 or MATH-T 101 with a grade of C or higher) OR	
MATH-T 103 <i>Mathematics for Elem. Teachers III (P: EDUC-N 101 or MATH-T 101 with a grade of C or higher)</i>	3



Science (2.0 GPA)		12 credits
BIOL-Q 201	Biological Science for Elem. Teachers (P: EDUC-Q 200)	3
EDUC-Q 200	Intro to Scientific Inquiry	3
GEOL-G/S 103	Earth Sci: Mat. & Processes (N&M) (NS) OR	3
GEOL-G/S 104	Evolution of the Earth (N&M) (NS) OR	3
GEOL-G 105	Earth, Our Habitable Planet (N&M) (NS)	3
PHYS-P 199	Physical Science through Inquiry (N&M) (NS)	3

Social Studies (2.0 GPA)	9 credits
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**U.S. History (Select one)**

HIST-H 105	American History I (S&H)	3
HIST-H 106	American History II (S&H)	3

**World Civilization (Select one)**

ANTH-E 205	Peoples of the World (WC)	3
FOLK-F 111	World Music & Culture (A&H) (WC)	3
GEOG-G 110	Introduction to Human Geography (S&H)	3
GEOG-G 120	World Regional Geography (S&H)	3
HIST-B 200	Issues in Western European History (S&H) (WC)	3
HIST-H 101	World in 20th Century I (S&H) (WC)	3
HIST-H 102	World in 20th Century II (S&H) (WC)	3
HIST-H 103	Europe: Renaissance to Napoleon (S&H) (WC)	3
HIST-H 104	Europe: Napoleon to Present (S&H) (WC)	3
HIST-H 205	Ancient Civilization (S&H) (WC)	3
HIST-H 206	Medieval Civilization (S&H) (WC)	3
HIST-H 240	History of World Populations (S&H) (WC)	3
INTL-I 203	Global Integration & Development (S&H) (WC)	3
INTL-I 206	Nations, States & Boundaries (S&H) (WC)	3

**Social Studies Elective**

Select an S&H course from the following departments only: Economics, Geography, History, Political Science, Psychology or Sociology.  
(Recommended: Take a course that meets both the S&H and WC requirements.)

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**II. PROFESSIONAL EDUCATION**

75 credits/2.5 GPA

(Grade of C or higher is required in each EDUC course listed below prior to student teaching.)

Non-Authorized Pre-Requisite Courses (Must be completed or enrolled in before admission to TEP)	6 credits
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EDUC-P 248	Elem School Child: Physical, Emotional & Social Development (S&H)	3
EDUC-W 200	Using Computers in Education (IF)	3

Non-Authorized Courses (Must be completed before student teaching)	9 credits
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EDUC-A 308	Legal & Ethical Issues in Education (P: Soph. Standing)	3
EDUC-H 205	Introduction to Educational Thought (R: English Comp) (S&H) (IW) OR	3
EDUC-H 340	Education & American Culture (English Comp & Soph. Standing) (IW)	3
EDUC-X 460	Books for Reading Instruction (P: Soph. standing)	3

Authorized Courses (D)	60 credits
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Courses must be taken in prescribed clusters. Successful completion (C or higher grade) of all courses in each cluster is a prerequisite for the next cluster and student teaching.

Clusters must be completed in sequence, without interruption, from one semester to the next.

Courses listed below, if transferred, must be approved by academic standards committee.

**Junior Cluster (Fall only) (Begins Fall 2013) 11 credits**

EDUC-E 348	Foundations of Early Care & Education from Birth to Age 3	3
EDUC-E 336	Play as Development	3
EDUC-E 349	Teaching & Learning for All Young Children	3
EDUC-M 301	Field Experience: Infant/Toddler	2

**Junior Cluster (Spring only) (Begins Spring 2014) 17 credits**

EDUC-E 340	Methods of Teaching Reading	3
EDUC-E 351	Foundations of Early Care & Education in 3 to 5 year olds	5
EDUC-E 352	Teaching & Learning Preschool/Kindergarten II	3
* EDUC-K 307	Methods of Teaching Students with Special Needs	3
EDUC-M 470	Practicum: Pre-School	3

**Senior Cluster (Fall only) (Begins Fall 2014) 17 credits**

EDUC-E 325	Social Studies in the Elem Schools	3
EDUC-E 328	Science in the Elem Schools	3
EDUC-E 339	Methods of Teaching Language Arts	3
EDUC-E 343	Mathematics in the Elem Schools	3
EDUC-E 353	Foundations of Early Care & Education in 5 to 8 year olds	1
EDUC-K 305	Teaching the Exceptional Learner in Elementary School	3
EDUC-M 401	Field Experience: K-Primary	1

**Student Teaching (Begins Spring 2015) 15 credits**

EDUC-E 450	Senior Seminar	3
EDUC-M 424	Student Teach: Primary (16 weeks) (EEE)	12

**III. ELECTIVES TO REACH 120 CREDITS**

\* EDUC-K 308 will replace EDUC K 307 when the course proposal for K308 has been approved.

## New Course BL EDUC-K 308

### Course Request Key Fields

1 .	Requesting Campus:	BL-Bloomington
2 .	Matching Course:	No
3 .	School:	EDUC-School of Education
4 .	Subject:	EDUC-Education
5 a.	Course Number:	K-308
b.	Has course number been reserved with, ussscrt@indiana.edu, University Student Services and Systems?	No
6 .	Credit Type:	Undergraduate
7 .	Is this a Purdue Course?	No
8 a.	Course Title	Teaching Infants/Toddlers and Young Children with Special Needs
b.	Recommended Abbreviation (30 characters including spaces):	Teach Young Child w Spec Needs

### Course Catalog Attributes

9 .	Academic Career:	Undergraduate
10 .	Effective Term (anticipated):	Fall 2013
11 .	Credit Hours:	Fixed at 3
12 .	Contact Hours:	Fixed at 3
13 .	Is S-F grading approval being requested?	No
14 .	Is variable title approval being requested?	No
15 .	Prerequisites/Corequisites (Information Only):	P 248
16 .	Course Description:	Prepares future teachers to plan and implement programs for infants/toddlers and preschoolers with special needs. Preservice teachers learn the principles of differentiated, adaptive, and individualized instruction. Preservice teachers also develop an understanding of consultation and interdisciplinary techniques, integrative programming, and interagency cooperation.

### Course Attributes for Scheduling

17 .	Equivalent Courses:	
18 a.	Repeatable for Credit?	No
b.	Total Career Credit Hours Allowed:	
c.	Total Career Completions Allowed:	
d.	Allow multiple enrollments in term?	
19 a.	Type of Instructional Experience (Select primary component):	Methods Course



b.	Additional component(s) that apply:	Discussion Field Trip Lecture Readings
20 .	Instruction Mode (select all that apply):	Face-To-Face
21 .	Instructor Name:	Melissa Keller
22 .	Estimated Enrollment:	20
23 .	Estimated Enrollment Percent Expected to be Graduate Students:	0
24 .	Frequency of Schedule:	Once Per Year
25 .	Course Typically Offered:	Spring Term
26 .	Will this course be required for majors?	Yes

### Additional Course Information

27 .	Justification for New Course:	Currently there is no undergraduate course focusing on early intervention with infants/toddlers and young children.
28 a.	Does this course overlap with existing courses?	No
b.	Please explain:	
c.	Have you contacted the appropriate department, school, etc. affected by the overlap?	
29 .	Are the necessary reading materials currently available in the appropriate library?	Yes
30 .	Do you anticipate this course will require a special fee? (Information Only)	No

### Essential Syllabus Information

ESI 1.	Course Content:	Prepares future teachers to plan and implement programs for infants/toddlers and preschoolers with special needs. Preservice teachers learn the principles of differentiated, adaptive, and individualized instruction. Preservice teachers also develop an understanding of consultation and interdisciplinary techniques, integrative programming, and interagency cooperation.
ESI 2.	Representative Bibliography or Resources:	Pretti-Frontczak, K., & Bricker, D. (2004) An activity-based approach to early Intervention. NY: Paul Brookes.  Chen, D. (2008). Early intervention in action: Working across disciplines to support infants with multiple disabilities and their families. NY: Paul Brookes.
ESI 3.	Teaching and Learning Methods:	Discussion, lecture, demonstration.
ESI 4.	Learning Outcome/Objectives:	Preservice students will be able to: Differentiate and adapt curriculum and teaching practices using Universal Design for Learning (UDL). Recognize individual learning, social, and emotional needs. Respond to individual needs with multi-tiered instruction using a response to intervention (RtI) model. Read and understand the basic sections of an Individualized Education Plan (IEP). Read and understand the basic sections of a Behavior Intervention Plan (BIP). Understand the importance of using Positive Behavior Supports (PBS). Apply different strategies to increase collaboration with other professionals and families of students with special needs. Understand the different formats for co-teaching in the inclusive classroom. Apply co-teaching strategies to the development of a lesson plan. Critically reflect on their own teaching skills.
ESI 5.	Learning Assessment:	Evaluation of lessons plans, 30%; exams, 40%; individual and group projects, 20%; participation, 10%

## Student Enrollment Services

USS 1. S	Course ID:	
USS 2. S	Remonstrance List:	