

Social Studies Education

Advising Notebook

Fall 2006

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Preface

In the following pages, the advising protocols of the Social Studies Education program are outlined and several key advising resources are provided. These protocols and resources are intended to enhance the overall quality of your advising experience. The procedures are effective immediately and students are expected to meet the expectations outlined in the following pages.

More importantly though, the “notebook” and its materials should be used as a resource that assists you and your advisor plan and manage your undergraduate career and guides your academic progress. As you are expected to use the notebook materials throughout your entire ISU experience please be sure to place the materials in a protective 3-ring binder. Indeed, the protocols require that the notebook be used to maintain and archive key information (i.e., DARS & PINs) and must be brought to all future advising sessions. By archiving key information, you will be able to successfully and efficiently navigate the social studies program and the policies and procedures associated with the undergraduate experience.

The goal of the protocols is to increase information sharing and to improve the student-advisor relationship. These resources will enable you to make better choices and to receive timely and effective undergraduate advising. If you have any questions concerning these basic procedures, please contact the program coordinator. Should you have any additional questions concerning the specific structure of advising sign-up or office hours, you are encouraged to contact your advisor.

1 Advising Protocols & Procedures

The Advising Session

In order for your advising session to be productive, students need to be prepared to effectively plan and manage their undergraduate major program. These protocols and expectations are necessary and **required** to allow you—the student—to be equipped with the necessary resources to be effectively advised and register in a timely fashion.

- Students are required to bring your advising notebook to **all** advising sessions
 - *Students without their notebooks will not be advised*
- Students must prepare a tentative schedule prior to attending your advising appointment
 - *Students without a tentative schedule prepared based on the published schedule of classes will not be advised*
- Students must bring a current DARS to all scheduled advising appointments
 - *Students without a DARS will not be advised*
- Advising will normally occur by appointment prior to and during the priority registration period
 - *FALL/SUMMER: Last week of March through the end April*
 - *SPRING: Last week of October through the end of November*
- Advisors may post advising sign-up sheets on their office doors—Check often & contact your advisor of record
 - *Students should make every effort to arrange for advising to occur during sign-up times or office hours*
- Students with holds on their records/accounts are able to and **expected** to attend advising sessions during the normal priority registration period
- Advisement outside of the normal registration periods identified above will occur at the **advisor's convenience** (i.e., posted office hours)
 - *REMEMBER: Students who fail to meet during the normal advising sessions or posted office hours may not necessarily be able to register in a timely fashion*
- Phone advising does not occur
- Students requiring advisor signatures should contact advisors during posted office hours or by appointment at the **advisor's convenience**
 - *STEM Packs*
 - *ADD/DROP Forms*
 - *Substitution-Waiver Forms*

Advising Protocols & Procedures Continued...

Advising PINs

Advising PINs must be obtained prior to registration. In addition to registration, students may need access to their PINs to add and drop courses. These procedures are intended to protect your privacy and to make sure you maintain access to your PIN at a later date—should it be required.

- Students are responsible for maintaining a PIN log
 - *Don't lose your PIN*
 - *PINs are required for ADD/DROP*
- PINs must be obtained from your advisor of record
 - *Administrative/Office staff will not and are not authorized to distribute PINs*
- PINs will not be distributed over the phone

Advisors

Advisors and advising are an important component of all undergraduate majors. Given the complexity of the SSE program and the total students enrolled in the major, you are encouraged to communicate with your advisor regularly throughout the academic year—*not just for the purposes of registration*. Should you have questions about the program, general education, or the professional education sequence, please feel free to contact your advisor, or the program coordinator, via e-mail or visit them during their posted office hours. Below are some important procedures that will facilitate advising and assist you in identifying your “advisor of record”:

- The name of your advisor is clearly indicated at the top of your DARS
 - *Make sure you are going to the correct advisor—advisors may change*
- Become familiar with the posted office hours of your advisor and visit him/her regularly
 - *Remember office hours may change every semester*
- Students are required to use their MYISU email accounts when contacting their advisor
 - *Advising information cannot be exchanged via non-ISU email*

Contact Information

Social Science Education Center

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3 Social Studies Advising Sheet & Course Shares

Social Science Education Advising Basics*

The Social Science Education program is an inter-disciplinary program and a component of the "Becoming A Complete Professional" (BCP) teacher education program at Indiana State University. The content and content methods courses define the SSE major. The BCP teacher education program is housed in the College of Education.

Professional Education Sequence

The professional education sequence is administered by the College of Education's (CoE) Department of Curriculum, Instruction, and Media Technology (CIMT). The courses and their chronological sequence are presented below. As soon as possible, students are **strongly** advised to successfully complete both the Praxis I/PPST and Praxis II exams. Praxis I/PPST and ESPY202 must be completed prior to enrolling in CIMT courses. Additionally, students must apply for and meet all standards for admission and continued enrollment in the CoE's BCP. These requirements include: (1) earning a "C" or better in all prerequisite courses, (2) completing the Praxis I/PPST and Praxis II exams, (3) obtaining a minimum GPA of 2.5, (4) submitting a criminal background check, and (2) requesting a recommendation from your advisor. Students must meet these requirements to proceed through the BCP's phases, please refer to Education Student Services (ESS) or CIMT for more specific information including required test scores, prerequisites, and course 'blocking'. Please note students are **solely** responsible for meeting CoE deadlines and guidelines associated with the BCP.

EPSY 202 Psychology of Childhood & Adolescence - 3 hrs
SPED 226 Exceptional Learning in the Classroom - 3 hrs
CIMT 301 Teaching I - 3 hrs
CIMT 302 Teaching II - 3 hrs
CIMT 400 Teaching III - 3 hrs
CIMT 400L Teaching III Laboratory - 1 hr
CIMT 401 Student Teaching - 11 hrs
CIMT 402 Teaching an Integrated Unit (or equivalent) - 1 hr

Multicultural Education Course

EPSY 341 or equivalent multicultural education course
(see CIMT for list of other acceptable courses) - 3 hours

Suggested IT-Literacy Course

CIMT 272 – 3 Hours

Social Science Education Methods Courses

All SSE majors must complete both 305 and 306. These courses are taught during the spring semester only.

SSE 305 Teaching Social Studies in Secondary Schools - 3 hours
SSE 306 Interdisciplinary Perspectives in Teaching Social Studies – 3 hours

Content Area Curriculum

All students must complete 3 content areas and specific coursework across all social science categories outside of their 3 areas of specialization. All content area specializations require 15 hours of coursework (except for history). History specializations require 24 credit hours. In some cases, a maximum of 1 specified shared course may be counted towards 2 content specializations (please see coordinator for a list of these courses). A maximum of 1 shared course is allowable per content area and no shared course can be counted in more than 2-areas. Students must earn a "C" or better in **all** content courses and have a 2.5 GPA or better in the major and overall.

Content Area Specialization Sequences

Social Science Education majors must complete the course sequences outlined below for at-least 3 content areas.

Economics (ECON)

200 – 3 hrs
201 – 3 hrs
362 – 3 hrs
2 Restricted Electives – 6 hrs
Select from 321, 331, 341, 344, 351 or shared course

Geography (GEOG)

110 – 3 hrs
111 – 3 hrs
115 – 3 hrs
213 – 3 hrs
Elective in GEOG or shared course– 3 hrs

Government (PSCI)

201 – 3 hrs
 305 – 3 hrs
 280 or 370 – 3 hrs
 400-level Directed Elective – 3 hrs
 Open Elective or Shared Course – 3 hrs

History (HIST)

101 – 3 hrs
 102 – 3 hrs
 201 – 3 hrs
 202 – 3 hrs
 400-level directed elective US – 3 hrs
 400-level directed elective World – 3 hrs
 400-level directed elective Europe – 3 hrs
 Open Elective or Shared Course – 3 hrs

Psychology (PSY)

101 – 3 hrs
 201 – 3 hrs
 344 – 3 hrs
 362 – 3 hrs
 Open Elective or Shared Course – 3 hrs

Sociology (SOC)

280 – 4 hrs
 220 – 3 hrs
 390 – 3 hrs
 499 Senior Seminar – 2 hrs
 Open Elective or Shared Course – 3 hrs

Required Courses Non-Specializing Areas

In areas outside of your defined content specialization, students must complete the required courses listed below. For example, economics, geography, and history specialists would then be required to complete the requirements for psychology, sociology, and government.

Economics ECON100 or ECON200 (effective 2005)
 Geography GEOG110 or GEOG213 or GEOG130 (effective 2005)
 Government PSCI201
 Psychology PSY101
 Sociology SOC100 or SOC110 or SOC220 or SOC240
 History HIST102 **AND** HIST202

For more information, please contact the Social Science Education Center, the SSE program coordinator, or a content area specialist.

Contact Information

Social Science Education Center
 College of Arts & Sciences
 129A Stalker Hall
 812.237.8279

**Department of Curriculum,
 Instruction & Media Technology**
 College of Education
 1010 College of Education
 812.237.2960

Education Student Services
 College of Education
 210 College of Education
 812.237.3131

**This document does not replace, substitute, or supercede the official ISU catalog copy.*

Shared SSE Elective Courses

Effective FA02

<u>Economic</u>	<u>Geography</u>	<u>Government</u>	<u>History</u>	<u>Psychology</u>	<u>Sociology</u>
GEOG 213	ECON 344	SOC440	ECON 362	SOC 240	PSY 270
HIST 417	HIST 484	SOC 441	PSCI 462		PSCI 416
PS 431		ECON 331			PSCI 410
GEOG 417		ECON 341			WS 200
		GEOG 421			

Model Social Science Education Schedule

Based on an Enrollment of 15-18 Credits Per Semester

Freshman FA

General Education (9)
Content Area (6-9)*

Freshman SP

General Education (9)
Content Area (6-9)*

COMPLETE PRAXIS I PRIOR TO SOPHOMORE YEAR

Sophomore FA

ESPY 202 or SPED 226
Content Area (6-9)*
General Education (6-9)

Sophomore SP

ESPY 202 or SPED 226
Content Area (6-9)*
General Education (6-9)

Junior FA

CIMT301
CIMT302
Content Area (3-9)
General Education (3-9)

Junior SP

SS 305
SS 306
Content Area (3-9)
General education (3-9)

COMPLETE PRAXIS II DURING SENIOR YEAR

Senior FA

CIMT 400
CIMT 400L
General Education (3-6)
Content Area (3-9)

Senior SP

CIMT 401
CIMT 402

*When scheduling be mindful that content area courses can also count toward your General Education requirements. For example, GEOG111/111L counts as both a Geography content course and GenEd SMS:F course.

NOTE: SS305/306 IS OFFERED IN THE SPRING ONLY—PLAN ACCORDINGLY

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Required Professional Education Courses in the College of Arts and Sciences (3 hours): Science Education 396L—2 hrs.; 398L—2 hrs.; 402—1 hr. This applies to all science curricula listings above.

Required Professional Education Courses in the College of Education (30 hours): See the Department of Curriculum, Instruction, and Media Technology Education section of the *Catalog*.

COURSES (SCED)

The Center for Science Education is responsible for the science methods course for the Elementary Education major and the methods courses required for the secondary/junior high/middle school Science Teaching major and a teaching minor in all of the science disciplines. The Center is responsible for all advisement of secondary/junior high/middle school majors and minors.

393 Science in the Elementary School—4 hours. The professional methods course in the teaching of science. Designed to develop integrative understandings of conservation and the physical, biological, and earth sciences. Laboratory required. Prerequisite: 3-7 hours of science or consent of instructor.

393L Science in the Elementary School Laboratory—1 hour. Laboratory exercises supporting the concepts presented in 393. Corequisite: concurrent enrollment in 393.

396L The Teaching of Science in the Junior High/Middle School—2 hours. Designed to present those techniques of science instruction and instructional materials most applicable to the teaching of science in junior high/middle school. The student takes this course in conjunction with Curriculum, Instruction, and Media Technology 301 and 302 before student teaching.

398L The Teaching of Science in High School—2 hours. Designed to present those techniques of science instruction and instructional materials most applicable to the teaching of science in senior high school. The

students takes this course in collaboration with Curriculum, Instruction, and Media Technology 400 and 400L before student teaching.

402 Teaching an Integrated Unit in Science—1 hour. Guidance for and experience in teaching an integrated unit of science content and writing a professional report based on that instruction. Must be taken with and can only be taken with Curriculum, Instruction, and Media Technology 401 (student teaching).

423 Fundamentals of Light and Its Application to Photography—3 hours. A lecture course emphasizing fundamental optical principles of physics such as reflection, absorption, refraction, polarization, color, interference, and photochemical effects. (Also listed as Physics 423.) General Education Credits [GE89: A3; GE2000: *Scientific and Mathematical Studies-Elective*]

***424 Special Problems in the Preparation and Utilization of Film and Tape Media**—1-3 hours. Media experiences designed using the background, needs, and interests of the students as points of departure. Opportunities to experience sophisticated techniques will be provided. Prerequisite: 423/Physics 423 or consent of instructor.

***472 The Teaching of Environmental Sciences Phenomena**—3 hours. An interdisciplinary science methods course which utilizes materials to present techniques of teaching environmental science phenomena. Prerequisite: consent of instructor.

***473 Topics in Science Education**—1-6 hours. A science education course which includes topics that are not usually presented in traditional science education courses. Topic titles, prerequisites, credit, course outlines, and content will be arranged by the faculty member(s) involved.

480 Special Problems in Science Education—1-3 hours. Research, reading, and/or study in science and science teaching designed to meet the needs of the students. Available on an arranged basis with approval of the chairperson of the department and the faculty member who is to serve as instructor.

***495 Environmental Sciences**—1-6 hours. Experiences from ecology and the associated sciences which are used to develop the content, background, and activities that teachers could use to present these concepts in a natural laboratory setting.

*Open to graduate students. Graduate students are required to do additional work of a research nature.

SOCIAL SCIENCE EDUCATION

Interim Coordinator: Dr. Jay D. Gatrell
Office: Stalker Hall, room 130
Web site: <http://web.indstate.edu/ssed>

Social Science Education coordinates programs of teacher education in social studies, supervises locally assigned social studies student teachers, engages in research and in-service consultative programs, develops classroom materials for use in secondary social science courses, advises social studies teaching majors and minors, and offers undergraduate and graduate courses in social science education. The center is responsible for administering admission, retention, and graduation policies for secondary social studies teaching majors and minors in conjunction with the College of Education and the College of Arts and Sciences.

ACADEMIC PROGRAM

Degree Offered

Social science education majors and minors earn either the bachelor of arts or the bachelor of science degree. Candidates for either degree must complete the University requirement of a minimum of 124 semester hours of credit, including General Education course work and the requirements for the major. Candidates for a bachelor of arts degree must complete two years, or the equivalent, of a foreign language.

Social Studies Teacher Licensure

Students seeking standard licensure as secondary social studies teachers (grades five-12) should contact the Social Sci-

ence Education Center early in their careers at Indiana State University. Standard licensure allows students to teach in Indiana for five years. Licensure in Indiana is by teaching area. For students who declared the social science education major before fall 2002, these areas are: anthropology, economics, geography, government, psychology, sociology, United States history, and world civilization. For students who declare the social science education major beginning in fall 2002, these areas are: economics, geography, government, history, psychology, and sociology.

Program Opportunities

Social studies education majors have access to a variety of educational resources and research opportunities across the College of Arts and Sciences and the social science departments. Within the college, the Social Science Education Center maintains a small collection of materials on teaching methods and the Indiana standards for licensure. In addition, the Social Science Education Center web site serves as a clearinghouse for a variety of student resources in the areas of advising, licensure, and standards. Within the Department of Economics, the Center for Economic Education provides up-to-date pedagogical information and extensive library of kindergarten-12 curricula. The center also offers workshops for pre- and in-service teachers. The Department of Geography, Geology, and Anthropology houses the Geo-Education Center and numerous geo-technical resources. These resources include the Remote Sensing-GIS-Cartography Laboratory, a Map Library, the Climate Laboratory, and an Anthropology Laboratory. The Department of Sociology operates the Sociology Research Lab and is an excellent resource for students interested in participating in survey research. Likewise, the Department of Political Science’s Center for Governmental Services serves as a resource for students interested in government and public policy. In addition to these resources, the Department of History’s reading room houses a wide range of materials and resources that are available to all students.

MAJOR REQUIREMENTS

Social Studies Education Major (48-63 semester hours minimum)

Students should be thoroughly familiar with the requirements of the teaching curriculum and admission to the Teacher Education Program. Refer to the College of Education and the Department of Curriculum, Instruction, and Media Technology sections of this *Catalog*.

Students may choose to concentrate in any three of the following teaching areas: economics, geography, government, history, psychology, and sociology. Required courses for each teaching area are listed below. To ensure broad competence in the social sciences, students are also required to complete **one** course in each area other than those selected as teaching areas, for a total of 9 credit hours. These courses are also listed below. There is one exception to this pattern: students who do not choose history as one of their teaching areas must complete **two** history courses and **one** course in each other teaching area not chosen, for a total of 12 credit hours.

Some courses that count for one teaching area may also count for another teaching area because they contain substantial con-

tent from both disciplines. For example, Geography 213 could be taken as an elective in the economics teaching area even though it is a geography course. Such courses are called shared courses, and students may choose to take **one** shared course per teaching area for a maximum of 9 hours. A list of shared courses is maintained on the Social Science Education Web site.

A grade point average of 2.50 or higher must be earned in each teaching area and in the major as a whole. No grade lower than C will be counted towards completion of the areas in the social studies education major.

Required Professional Education: Social Science Education 305 and 306—3 hrs. Six hours are required in the Senior High-Junior High/Middle School Professional Education sequence described in the Department of Curriculum, Instruction, and Media Technology.

Courses required for teaching areas: (Students should choose three teaching areas and consult the Social Science Education Web site for a list of elective options.)

	Major
Economics (15 hours minimum)	
200 Macroeconomics	3
201 Microeconomics	3
362 United States Economic History	3
Elective Option	3
Choose one of the following:	
321 Money and Banking	
331 Public Finance	
341 International Economics	
344 The Chinese Economy	
351 Labor Economics	3
Geography (15 hours minimum)	
110 Introduction to Human Geography	3
111 The Physical Environment	3
115 Earth from Space	3
213 Introduction to Economic Geography	3
Elective Option	3
Government (15 hours minimum)	
(Courses offered in the Department of Political Science)	
201 American Government	3
305 State and Local Government	3
280 Introduction to Comparative Politics <i>or</i>	
370 International Politics	3
400-level Directed Elective	3
Elective Option	3
History (24 hours minimum)	
101 World Civilization to 1500	3
102 World Civilization since 1500	3
201 United States to 1865	3
202 United States since 1865	3
400-level Directed Elective in United States history	3
400-level Directed Elective in European history	3
400-level Directed Elective in Wider World history	3
Elective Option	3

Psychology (15 hours minimum)

101 General Psychology	3
201 Introduction to Research Methods	3
344 Cognitive Psychology	3
362 Psychology of Personality	3
Elective Option	3

Sociology (15 hours minimum)

280 Principles of Sociology	4
220 Social Problems	3
390 Stratification and Inequality	3
499 Senior Seminar	2
Elective Option	3

Courses required for disciplines not chosen as teaching areas**Economics**

100 Basic Economics (special section for social studies education majors)

Geography

110 Introduction to Human Geography *or*
213 Introduction to Economic Geography

Government

(Course offered in the Department of Political Science)

201 American Government

Psychology

101 General Psychology

Sociology

100 Foundations of Social Life *or*
110 United States Diversity *or*
220 Contemporary Social Problems *or*
240 Introduction to Social Psychology

History

102 World Civilizations since 1500 *and*
202 United States since 1865

SOCIAL SCIENCE EDUCATION COURSES

305 Teaching Social Studies in Secondary Schools—3 hours. Curriculum issues, methods, techniques, and goals of secondary social studies; unit organization; instructional technologies; classroom management; and testing and evaluation.

306 Interdisciplinary Perspectives in Teaching Secondary Social Studies—3 hours. Theories and practices in using interdisciplinary approaches to teaching secondary social science.

402 Teaching an Integrated Unit—1 hour. Guidance for and experience in teaching an integrated unit of content and writing a professional report based on that instruction. Must be taken with and can only be taken with Curriculum, Instruction, and Media Technology 401.

***410 Multicultural Studies for Teachers**—3 hours. Interdisciplinary approaches to studying cultural diversity in the United States and the world. Offered as a required course for elementary education majors pursuing middle school/junior high endorsement in social studies.

*Open to graduate students. Graduate students are required to do additional work of a research nature.

SOCIAL WORK

Interim Chairperson: Robyn Lugar
Department Office: Erickson Hall, room 534
Web site: <http://www.indstate.edu/socwork>
E-mail: socwork@indstate.edu

The Department of Social Work strives for distinction in its mission to educate committed and competent generalist professionals who have integrated the knowledge, values, and skill base of the social work profession, are able to provide direct services to diverse populations, and are prepared to work with client systems of various sizes and types. Students are educated to recognize social work as a discipline with a broad mandate and to accept that they have a dual responsibility to work with designated clients as well as to work toward a society that reflects economic and social justice.

Students graduating with a degree in social work are prepared to pursue the masters in social work degree, as well as to enter the workforce as a generalist practitioner. Entry-level social workers find positions that provide services relating to case management, children and youth, aging, mental health, family services, corrections and criminal justice, physical and mental disabilities,

alcohol and substance abuse, medical health care, community and neighborhood services, occupational social work, schools, and income maintenance.

ACADEMIC PROGRAM***Degree Offered***

The Department of Social Work offers an undergraduate major leading to a bachelor of social work degree, which prepares students for entry-level generalist social work practice. To complete the bachelor of social work degree, students must successfully complete the University requirement of a minimum of 124 semester hours of credit, including General Education course work. Students must maintain a minimum of a 2.2 cumulative GPA in all required social work and cognate courses. Additionally, students must earn at least a C in all social work courses, or must retake the course prior to taking the next course in the sequence. It is the responsibility of students to consult with their advisor about the appropriate sequencing of courses.

The curriculum includes courses in the liberal arts and in the social work profession, and integrates theory and practice through a variety of classroom experiences and agency settings. The pro-

**5 Professional Education Sequence (CIMT)
Undergraduate Catalog**

CURRICULUM, INSTRUCTION, AND MEDIA TECHNOLOGY

Chairperson: Dr. David Hofmeister
 Department Office: College of Education, room 1010
 Web site: <http://soe.indstate.edu/cimt/>

The Department of Curriculum, Instruction, and Media Technology offers professional courses needed in the preparation of all grade, junior high/middle school, and senior high teachers. In addition, it offers a major and minor in library media services. The prospective all grade or senior high-junior high/middle school teacher is advised by an instructor in his or her major teaching field. At the time the student is admitted to the Teacher Education Program, he or she is considered a joint registrant in the College of Education and the college of the major department; however, all administrative actions in regard to the baccalaureate degree program will rest with the college in which the teaching major is located. (See College of Education Procedures and Regulations for Students.)

The Teacher Education Program at Indiana State University has been approved by the Indiana Professional Standards Board (IPSB) and the National Council for Accreditation of Teacher Education (NCATE). Graduates of Indiana State University who successfully complete the teacher licensing programs and the appropriate state-required tests are qualified for Initial Practitioner teaching licenses in Indiana and in other states that recognize the completion of an NCATE approved program as a basis for licensure and in those states that have signed an interstate compact agreement with the State of Indiana. The Library Media Services Major prepares students to be eligible for a kindergarten through grade 12 license to work in school library media centers in Indiana.

TEACHING CURRICULA

Senior High-Junior High/Middle School Education

The student who desires to teach in a junior high, middle, or senior high school must complete the pattern outlined below which leads toward a baccalaureate degree and an Indiana Professional Educator License for grades five through 12. This qualifies the holder to teach in any public school at the grade level and in the subject field for which the license is endorsed.

General Education (47 semester hours)

See description of General Education. Note that students on a teaching curriculum must complete Educational Psychology 202, which may apply to General Education.

Multicultural Education

All students on teaching curricula must complete an approved multicultural education course. Approved courses are listed be-

low (General Education category is noted where applicable). Students should consult with their academic advisor or Educational Student Services for other courses which may be approved.

College of Education

Educational Psychology 341 Education in a Multicultural Society—3 hours. [GE89:E3; GE2000: Multicultural Studies-U.S. Diversity]

Professional Education (30-32 semester hours)

A grade of C or better is required in each course as well as a minimum grade point average of 2.5 in all course work applicable to this area.

Required courses: Educational Psychology 202—3 hrs.; Curriculum, Instruction, and Media Technology 301—3 hrs.; 302—3 hrs.; 400—3 hrs.; 400L—1 hr.; 401—11 hrs.; one of 402—1 hr., Business Education, Information, and Technology 402—1 hr. (for business education majors only), English 402—1 hr. (for English majors only), Family and Consumer Sciences 402—1 hr. (for family and consumer sciences majors only), Languages, Literatures, and Linguistics 402—1 hr. (for foreign language majors only), Social Studies 402—1 hr. (for social studies majors only), or Curriculum, Instruction, and Media Technology 402—1 hr. (for all other majors); major methods 2-4 hrs.; Special Education 226—3 hrs.

The following courses are to be completed in four successive phases as follows: Phase I—Educational Psychology 202; Phase II—301 blocked with 302; Phase III—400 blocked with 400L; Phase IV—401 and 402 or approved equivalent. Students must complete the courses in each phase before enrolling in courses in the next phase. Admission to the Teacher Education Program (TEP) I is needed prior to enrollment in Phase II; admission to TEP II is needed prior to Phase III; admission to TEP III is needed prior to Phase IV. Major methods courses may be taken in either Phase II or Phase III as required or recommended by the major department, but must be completed prior to Phase IV. Special Education 226 may be completed during Phase I, II, or III.

Senior High-Junior High/Middle School Education Teaching Areas

The student must select one of the majors from the following table. Minors and endorsements are encouraged but are not required. A minimum grade point average of 2.5 is required for all course work applicable to each major, minor, or endorsement, as well as to any specialization within the area(s).

The senior high-junior high/middle school education areas of study available in the various departments of the University are indicated in the chart which follows. Detailed descriptions of each are in the departmental sections of this *Catalog*. Minors and endorsements listed below may also be selected, if appropriate, by students on the All Grade curriculum. Coverage is for teaching in senior high, junior high, or middle schools in Indiana, unless extended coverage is indicated.

Licensure Areas Available at Indiana State University

There are five school settings for licensure:

1. Preschool
2. Elementary: Primary
3. Elementary: Intermediate
4. Middle School/Junior High
5. High School

	School Settings				
	1	2	3	4	5
Instructional Licenses:					
Business Education (General)				X	X
Career/ Technical Education:					
Family and Consumer Science				X	X
Vocational-Trade-Industrial-Technical				X	X
Computer Education				X	X
Driver/Traffic Safety					X
English as a New Language	X	X	X	X	X
Foreign Language				X	X
Health				X	X
Language Arts				X	X
Mathematics				X	X
Science:					
Life Sciences				X	X
Physical Sciences				X	X
Earth/Space Sciences				X	X
Chemistry				X	X
Physics				X	X
Social Studies				X	X
Technology Education				X	X
Interdisciplinary Cooperative Education				X	X

All Grade Education

The student who desires to earn an all grade major must complete the pattern outlined below which leads toward a baccalaureate degree and an Indiana Professional Educator License. This qualifies the holder to teach at all grade levels in the subject matter field for which the license is endorsed in any public school in Indiana.

General Education (47 semester hours)

See description of General Education. Note that students on a teaching curriculum must complete Educational Psychology 202, which may apply to General Education.

Multicultural Education

All students on teaching curricula must complete an approved multicultural education course. The courses which have been approved are listed below (General Education Liberal Studies category is noted where applicable). Students should consult with their academic advisor or Education Student Services for other courses which may be approved.

College of Education

Educational Psychology 341 Education in a Multicultural Society—3 hours. [GE89: E3; GE2000: Multicultural Studies-U.S. Diversity]

Professional Education (32-33 semester hours)

A grade of C or better is required in each course as well as a minimum grade point average of 2.5 in all course work applicable to this area.

Required courses: Educational Psychology 202—3 hrs.; Elementary Education 225—3 hrs.; Curriculum, Instruction, and Media Technology 301—3 hrs.; 302—3 hrs.; 350—3 hrs.; 401—11 hrs.; one of Business Education, Information, and Technology 402—1 hr., Music 496—1 hr. (for music majors only); major methods 2-3 hrs.; one of Special Education 226—3 hrs., Music 418—2 hrs. (for music majors only), Physical Education 497—3 hrs. (for physical education majors only).

The following courses are to be completed in three successive phases as follows: Phase I—Educational Psychology 202 and Elementary Education 225; Phase II—Curriculum, Instruction, and Media Technology 301 blocked with 302; Phase III—Curriculum, Instruction, and Media Technology 401 and 402 or approved equivalent. Students must complete the courses in each phase before enrolling in the courses in the next phase. Admission to TEP I is needed prior to enrollment in Phase II; admission to TEP II is needed prior to Phase III. Major methods courses may be taken in either Phase I or II as required or recommended by the major department, but must be completed prior to Phase III. Curriculum, Instruction, and Media Technology 350 and Special Education 226, Music 418, or Physical Education 497 may be completed during Phase I or II as required or recommended by the major department.

Teaching Area

The student must select at least one of the following programs. Detailed descriptions of each program will be found in the departmental section of this *Catalog*. A minimum grade point average of 2.5 is required for all course work applicable to each major, minor, or endorsement.

- Library/Media (Department of Curriculum, Instruction, and Media Technology)
- Music Education (College of Arts and Sciences)
- Physical Education (College of Health and Human Performance)
- Visual Arts (College of Arts and Sciences)

Minors or endorsements are optional and may be chosen from the list of minors and endorsements available to senior high-junior high/middle school education students. For more information, students should consult their advisor or Education Student Services.

Licensure Areas Available at Indiana State University

School Settings

There are five school settings for licensure:

1. Preschool
2. Elementary: Primary
3. Elementary: Intermediate
4. Middle School/Junior High
5. High School

	1	2	3	4	5
Instructional Licenses:					
Fine Arts:					
Visual Arts		X	X	X	X
Vocal and General Music		X	X	X	X
Instrumental and General Music		X	X	X	X
Theater Arts		X	X	X	X
Library / Media		X	X	X	X
Physical Education		X	X	X	X

Suggested Parallel Structure for Progression for 5-12 and K-12 Programs in Curriculum, Instruction, and Media Technology

Phase I—Admission to the Teacher Education Program

5-12 Programs

- Application to program
- PRAXIS I at cutoff score
- Limited criminal history check complete
- GPA = 2.5
- “C” or better in core courses
- “C” or better in Educational Psychology 202

K-12 Programs

- Application to program
- PRAXIS I at cutoff score
- Limited criminal history check complete
- GPA = 2.5
- “C” or better in core courses
- “C” or better in Educational Psychology 202

Phase II—Admission to Teacher Education Program I

5-12 Programs

- “C” or better in Curriculum, Instruction, and Media Technology 301/302
- Satisfactory recommendation from clinical faculty
- Satisfactory recommendation from course instructor(s)
- Satisfactory recommendation from content methods instructor(s)

K-12 Programs

- “C” or better in Elementary and Early Childhood Education 225
- Satisfactory recommendation from clinical faculty
- Satisfactory recommendation from course instructor(s)
- Satisfactory recommendation from content methods instructor(s)

Phase III—Admission to Teacher Education Program II

5-12 Programs

- “C” or better in Curriculum, Instruction, and Media Technology 400/400L
- “C” or better in Special Education 226 and Educational Psychology 341 or approved equivalent (these may be taken prior to this phase)
- Satisfactory recommendation from clinical faculty, course instructor(s), and content methods instructors
- Completed application for student teaching
- PRAXIS II score no lower than one standard error of measurement below state-mandated cutoff
- GPA equal to 2.5 or better
- Any special requirements for student teaching originating in the content major satisfied
- Recommendation of content department

K-12 Programs

- “C” or better in Curriculum, Instruction, and Media Technology 301/302, 350
- “C” or better in Special Education 226 or approved equivalent and Educational Psychology 341 or approved equivalent (these may be taken prior to this phase)
- Satisfactory recommendation from clinical faculty, course instructor(s), and content methods instructors
- Completed application for student teaching
- PRAXIS II score no lower than one standard error of measurement below state-mandated cutoff
- GPA equal to 2.5 or better
- Any special requirements for student teaching originating in the content major satisfied
- Recommendation of content department

Phase IV – Admission to Teacher Education Program III Candidacy (Prior to graduation and licensure)

5-12 Programs

- “S” in student teaching
- “B” or better in Curriculum, Instruction, and Media Technology 402 or content major equivalent
- Application for graduation
- Application for licensure (retake PRAXIS II if not at state cutoff)

K-12 Programs

- “S” in student teaching
- “B” or better in Curriculum, Instruction, and Media Technology 402 or content major equivalent
- Application for graduation
- Application for licensure (retake PRAXIS II if not at state cutoff)

Procedures and Requirements for Supervised Student Teaching

1. Each teaching candidate completes a professional semester of 16 weeks of student teaching in accredited schools under the supervision of a teacher who meets the qualifications for student teacher supervision that fits the needs of the student teacher. No other course work is permitted during the supervised student teaching.

The following requirements must be met prior to enrollment in supervised teaching:

- a. Admission to the Teacher Education Program (TEP) II.
 - b. Completion of a minimum of 20 semester hours of work in residence at Indiana State University.
 - c. An overall minimum grade point average of 2.5.
 - d. A grade point average of 2.5 or above in each teaching field—the overall major, the primary area, supporting area(s), the minor, and endorsement(s).
 - e. Satisfactory completion of Phases I and II of the Professional Education sequence with a grade point average of 2.5 for these classes and a grade of C or better in each class. Professional classes may be repeated only once. (See Teaching Curricula section for Senior High-Junior High/Middle School, or All Grade.)
 - f. Senior or graduate status.
 - g. Submission of an application for student teaching, including a recommendation by the major academic department chairperson and interviews with a supervisor in the Department of Curriculum, Instruction, and Media Technology, beginning in the fall of the academic year preceding the student teaching experience.
2. Students will make a commitment to assume student teaching as a full-time role. While assigned to supervised teaching, students will not enroll in additional course work including correspondence courses, nor plan for any employment or assume any other obligations which would interfere with all-day supervised teaching.
 3. The student should assume no obligation that interferes with his or her leaving the campus to live in the community that provides the most appropriate supervised teaching assignment.
 4. Students who have not completed at least 40 hours of work at Indiana State University prior to the semester in which they will do supervised teaching are required to pay \$20 per hour of supervised teaching in addition to their registration fees.

Library/Media Services Major (33 semester hours)

The major may be the sole content area on the Indiana Professional Educator License or may be added to an existing license.

The coverage of the major is based on the school settings on the individual's license and can be K-12 if the individual completes the All-Grade Education sequence in earning the license. That sequence is described earlier in the Department of Curriculum, Instruction, and Media Technology section of this *Catalog*. Curriculum, Instruction, and Media Technology 456 serves as the major methods course in that sequence. The major also certifies the individual at the Public Library IV level.

Required courses: Curriculum, Instruction, and Media Technology 306—3 hrs.; 368—3 hrs.; 409—3 hrs.; 412—3 hrs.; 413—3 hrs.; 422—3 hrs.; 431—3 hrs.; 443—3 hrs.; 444—3 hrs.; 456—3 hrs.

Approved electives: 3 hours from Curriculum, Instruction, and Media Technology 447—3 hrs.; 472—3 hrs.

Library/Media Services Minor (27 semester hours)

This minor may be added to the Indiana Professional Educator License. Its coverage is limited to the school settings covered by the major in education. This minor certifies the participant for both school libraries and public library IV. To be qualified for the school library, a major in education must be declared. The public library IV participants do not need an education major

Required courses: Curriculum, Instruction, and Media Technology 306—3 hrs.; 409—3 hrs.; 412—3 hrs.; 422—3 hrs.; 431—3 hrs.; 443—3 hrs.; 456—3 hrs.; 459—3 hrs.

Approved electives: 3 hours from Curriculum, Instruction, and Media Technology 413—3 hrs.; 447—3 hrs.

Public Librarian IV Minor (17 semester hours)

Required Library Science: 306—2 hrs.; 411—3 hrs.; 412 or 413—3 hrs.; 421—3 hrs.; 431—3 hrs.; 455—4 hrs.

Endorsement in Computer Literacy (12 semester hours)

This endorsement is currently under revision in order to meet current licensing standards. Students should check with their advisor for the most up-to-date requirements.

Required courses for endorsement: One of Computer Science 101—3 hrs., 151—3 hrs., Management Information Systems 276—3 hrs., Curriculum, Instruction, and Media Technology 447/547—3 hrs.; one of Computer Science 256—3 hrs., Management Information Systems 310—3 hrs., Curriculum, Instruction, and Media Technology 472/572—3 hrs., 672—3 hrs., Elementary Education 495C/595C—3 hrs.; one of Elementary Education 272—2-3 hrs., Computer Science 491/591—3 hrs., Curriculum, Instruction, and Media Technology 625—3 hrs. or Elementary Education 671—3 hrs.; one of Computer Science 252—3 hrs., 253—3 hrs., 254—3 hrs., 256—3 hrs., 354—3 hrs., 361—3 hrs., Business Education, Information, and Technology 317—3 hrs., 320—3 hrs., 679—3 hrs., Curriculum, Instruction, and Media Technology 641—3 hrs., 644—3 hrs., 647—3 hrs., 657—3 hrs., Elementary Education 471/571—3 hrs., 473/573—3 hrs., 495C/595C—3 hrs.

6 Advising Pin Log

	Fall & Summer	Spring
2005		
2006		
2007		
2008		
2009		
2010		
2011		

7 Useful Advising Websites

Social Science Education Center

<http://www.indstate.edu/ssed/>

College of Arts & Sciences-Student Resources

<http://www.indstate.edu/cas/studres.htm>

General Education Office

<http://web.indstate.edu/gened/>

CIMT Department

<http://soe.indstate.edu/cimt/>

Education Student Services

<http://soe.indstate.edu/ess/>

Praxis Information

<http://www.ets.org/praxis/>

8 ISU Statement on Advising

Available on-line at <http://www.indstate.edu/saa/advisingpolicies.htm>

9 Sycamore Standard

Available on-line at <http://web.indstate.edu/isucceed/sycamore%20standard.htm>

10 Add/Drop Form

Hardcopies are available at the Social Science Education Center or the College of Arts & Sciences.

11 Substitutions-Waiver Form

Available on-line at <http://www.indstate.edu/saa/forms.htm>

College of Arts and Sciences
Petition for Exception to Degree Requirement

A Petition for Exception to Degree Requirement must be submitted by any student requesting a modification of her or his requirements for degree completion. Degree requirements are established by the faculty of the College of Arts and Sciences and the University; petitions for exceptions to requirements will be reviewed and evaluated carefully to preserve the academic integrity of the degree and granted only when clearly warranted.

Name _____	ID# <u>991</u> _____
Major _____	Academic Advisor _____
Email _____	@mymail.indstate.edu Graduation Term _____

Describe the specific exception you seek and provide an argument to support your request: <input type="checkbox"/> waiver <input type="checkbox"/> substitution	

Signature _____	Date _____

Review by Academic Advisor/Department	
<input type="checkbox"/> I support this Petition for Exception to a Degree Requirement	
<input type="checkbox"/> I do not support this Petition for Exception to a Degree Requirement	
Advisor's Signature _____	Date _____
Chairperson's Signature _____	

Review by Teacher Education (if appropriate)	
<input type="checkbox"/> Acceptable for Licensure	Comments: _____
<input type="checkbox"/> Not Acceptable for Licensure	
Signature _____	Date _____

At this point, submit Petition to the Colleges of Arts and Sciences

Review by General Education (if appropriate)	
<input type="checkbox"/> Recommended	Comments: _____
<input type="checkbox"/> Not Recommended	
Signature _____	Date _____

Decision	
<i>Note: Students will be notified of decision by email.</i>	
<input type="checkbox"/> Approved	Comments: _____
<input type="checkbox"/> Denied	
Darlene M. Hantzis, Associate Dean _____	Date _____

CAS Use Only: student notified _____ exception entered _____

12 Notes

13 DARS Archive

Students are expected to create a running file of all DARS forms created throughout your advising experience. Be sure to have a current—most recent—version of the DARS prior to attending your advising session.