

Excerpts from the Committee on Teacher Education September 15, 2021 Meeting

M420 credit hour change for Elementary and TAL Programs – change from 2 credits to 1 credit.

Jill explained that candidates do exactly the same work as for 1-credit hour so it is reasonable to set it as 1 credit instead of 2. **Denise** asked if we could consider doing to TAL program as well. Jill has not talked to Tina O'Neal about the credit change, but she thought we could do that. Alex asked:

- Are there any implications financially/ on student fees? Jill said that it would not, because there was a flat rate candidates in Bloomington pay up to 18 credit hours.
- Are there any financial aid implications when we reduce the number of credit hours? **Jill** said no because it is still within the full time limit.

Denise made the motion to approve the change. *The Committee voted to approve the M420 credit hour change from 2 credit to 1 credit for both the Elementary and TAL programs (10 votes).*

Classroom Management requirement

Jill said that candidates had provided feedback for some time on the need to have more preparation in classroom management. **Jeff** shared the Classroom Management syllabus which reflected a three credit hour course. He suggested offering the first credit hour as required and offer the second two additional credits are electives. **Jill** said that education candidates often graduate with more than 120 credit hours so adding one more credit hour would not affect the overall credit gain. **Patti** pointed out that last year it was free over the 18-hour charge. **Sharon** wondered if there is a financial charge whether the demand drops. **Alex** asked how pressing it is for the Committee to vote on this issue to submit to the Policy Council. **Alex** was still not sure about the phases. **Jeff** thought the current syllabus is too much work for an one-credit hour. **Denise** wondered if it was possible to combine phase 1 and 2 as 1 credit hour and phase three as 1 credit. What we could do is to offer the course (phase 1, 2) for winter and offer phase 3 – at the intersection of spring. **Catherine** asked if this course number existed? It is a matter of logistical concern. **Jill** explained that the course number is used for seminar courses. **Sharon** asked if we could vote on the passing of the proposal. **Denise** said we could vote on offering a formal one-credit hour course. **Alex** suggested tabling the motion. **Jill** concluded that in tabling the discussion, we agreed that we would bring a revised syllabus for the discussion next time.

The Committee has agreed to table the motion with an understanding that Jeff's team will provide a revised syllabus at the next meeting and the Committee shall continue deliberation.

Excerpts from the Committee on Teacher Education November 9, 2021 Meeting

Classroom Management course

Jeff provided the overview of the Classroom Management (CM) course. What is provided in the syllabus is a response to the October meeting to revise the initial 3-credit course into one credit. **Jill** added that we had experience offering this CM course over the winter session

last year with 30 candidates in the asynchronous one-credit course over three weeks.

Sharon asked if Jeff had any sense of how the content was received by candidates and what was the feedback. **Jeff** said that the response was good. One of the reasons that we went from one credit to three credits is that there was a lot of information for an one-credit course. **Jeff** wished to offer a demo of the course which includes field trips to actual classrooms. **Denise** asked if there was any talk about having this become part of S303 that secondary and all grades candidates. **Jeff** noted some concern about a lack of consistency in how S303 is taught across the programs. **Jeff** felt that a next step would be to reach to program coordinators to consider integration of this course into S303. **Alex** thought teacher candidates talked about a lack of efficacy. He wondered if the classroom management syllabus provides enough preparation to address the issues that candidates have raised over the years? **Jill** thought that it would not ever be enough to prepare candidates for classroom management, but it offers a good foundation. **Alex** also asked classroom partners if they saw the course helpful in addressing classroom management issues they saw in practice. **Glen** believed that the course laid a good foundation. He could see issues such as how to address equity and inclusion in classrooms included as a model in the syllabus. This is a progression and something from which teachers can pull and draw ideas. He also liked the partnership with the third grade teacher, and it is important to have practical aspects in the syllabus. **Brian** wondered we could work to shift some method curricula into a more hands-on practice. **Alex** liked that the syllabus is top-level which offers things such as holding a classroom discussion based on the content that you talked about. He supported the work that Jeff did. **Sharon** asked where Jeff saw this fits into candidates' programs? **Jeff** thought that we never found a right spot. For instance, if we put it in the beginning, we might run the risk of information being forgotten and distinct from actual practice. He really thought about how we integrate across the programs, time, blocks and courses. **Jeff** said that they are planning to offer it as asynchronous modularized 8-week sections in Spring 2022. **Jill** said that Early Childhood will be required to take the course in the revised program to start in Fall 2022. **Sharon** asked Denise if she saw any concern when adding the course to the Bulletin for the elementary and early childhood programs for Fall 2022. **Denise** thought that there should be no problem adding the course to the Bulletin, but we do need to think about whether we want to see it as floating or placed in any block.

The Committee voted unanimously to approve the inclusion of –F203 as 1 credit Classroom Management course into the Elementary and Early Childhood programs.

This program sheet is effective for all students starting at IUB beginning summer 2021.



INDIANA UNIVERSITY

SCHOOL OF EDUCATION
Office of Teacher Education
Bloomington

B.S. EDUCATION: ELEMENTARY EDUCATION: THEORY INTO PRACTICE

The Bachelor of Science in Elementary Education leads to a generalist license to teach in grades K-6. Course requirements for this program are valid at IUB as reflected in the School of Education Bulletin. A four-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 in the Professional Education, Area of Concentration and overall; and a grade of C or higher in each Professional Education and each Area of Concentration course.

May 2021

GENERAL EDUCATION REQUIREMENTS

<https://gened.indiana.edu/approved-courses/index.html>

Careful selection & completion of courses with a grade of "C" or higher may allow double counting within General Education, Content, Professional Education &/or Area of Concentration/ License Addition/Academic Minor. If you earn a grade lower than a C, please consult with an academic advisor.

	Credits
1. Foundations	
• English Composition (EC)	0-3
• Mathematical Modeling (MM)	3-4
2. Breadth of Inquiry	
• Arts & Humanities (A&H)	6
• Social & Historical Studies (S&H)	6
• Natural & Mathematical Sciences (N&M)	5-6
• Option I: Two courses with one a Natural Science (NS) OR	
• Option II: One 5 hr Science with a lab (LAB)	
3. World Languages & Cultures	6
• Option I: Language Study (WL) OR	
• Option II: World Culture (WC) OR	
• Option III: International Experience (IE)	
4. Shared Goals for the School of Education	
• Intensive Writing (IW) (EDUC-H 205 or H 340)	3
• Information Fluency (IF) (EDUC-W 200)	3
• Diversity in the United States (D) (EDUC-E 300)	3
• Enriching Educational Experiences (EEE/Student Teaching) (EDUC-M 425)	13

PREREQUISITES FOR ADMISSION TO THE TEP

Competitive enrollment. Meeting minimum requirements does not guarantee enrollment in authorized courses.

1. 2.5 GPA overall.	
2. Applicants must have completed or be enrolled in 26+ credits of coursework including the following:	
Courses	Credits
• Communication for Youth Serving Professionals (EDUC-G 203) (S&H)	3
• Elementary School Child (EDUC-P 248) (S&H)	3
• Educational Psychology for Elem Teachers & Lab/Field Experience (EDUC-P 251 & M 101)	4
To enroll in P251 and M101 you must register for EDUC-BE 251	
• Technology (EDUC-W 200) (IF)	3
• Math 1 (EDUC-N 101)	3
• Math 2 or Math 3	3-4
• Math 2 (Mathematical Modeling) (MM)	
• Math 3 (EDUC-N 103)	
• Scientific Inquiry (EDUC-Q 200) (N&M) (NS)	3
• Science (EDUC-Q 205, BIOL-Q 201, EAS-E 105 (N&M) (NS), PHYS-P 199 (N&M) (NS))	3
3. Apply to TEP by October 1 to enroll in Block I Spring term or March 1 to enroll in Block I Fall term.	
Access TEP Application at: https://education.indiana.edu/	

I. CONTENT REQUIREMENTS

39-43 credits

Language Arts (2.0 GPA)

3-6 credits

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

CMLT-C 110	Writing the World	3
ENG-W 131	Reading, Writing & Inquiry OR	3
ENG-W 131EX	Elementary Composition-Exempt	0
ENG-W 170	Intro to Argumentative Writing-Projects in Reading & Writing	3

American/World Literature (Select one)

AAAD-A 379	Early Black American Writing	3
CMLT-C 340	Women in World Literature	3
ENG-L 111	Discovering Literature (A&H)	3
ENG-L 203	Introduction to Drama (A&H)	3
ENG-L 204	Introduction to Fiction (A&H)	3
ENG-L 205	Introduction to Poetry (A&H)	3
ENG-L 206	Introduction to Prose (Excluding Fiction) (A&H)	3
ENG-L 210	Studies in Popular Lit & Mass Media (A&H)	3
ENG-L 213	Literary Masterpieces I	3
ENG-L 214	Literary Masterpieces II (A&H)	3
ENG-L 224	Introduction to World Lit in English (A&H) (WC)	3
ENG-L 240	Literature & Public Life (A&H)	3
ENG-L 357	Twentieth-Century American Poetry	3
ENG-L 358	American Literature 1914-1960	3
ENG-L 364	Native American Literature	3
ENG-L 369	Studies in British & American Authors	3

Fine Arts (2.0 GPA)

6 credits

Music

MUS-E 241	Introduction to Music Fundamentals	3
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Art (Select one)

EDUC-M 135	Individualized Instruction in Art	3
EDUC-M 200	Artifacts & Museums in Everyday Life (A&H)	3

Mathematics (2.0 GPA)

9-10 credits

You must complete all three Math courses before beginning Block II: Math & Science.

EDUC-N 101	Teach & Learn Elem School Math	3
	Mathematical Modeling (MM)	3-4
EDUC-N 103	Teach & Learn Elem School Math II (P: EDUC-N101 with a grade of C or higher)	3

Science (2.0 GPA)

12 credits

It is strongly recommended that you complete all science courses before beginning the blocks.

BIOL-Q 201	Biological Science for Elementary Teachers (P: EDUC-Q 200)	3
EDUC-Q 200	Introduction to Scientific Inquiry (N&M) (NS)	3
EAS-E 105	Earth: Our Habitable Planet (N&M) (NS)	3
EDUC-Q 205	STEM for Educators OR	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)

FOLK-F 111	World Music & Culture (A&H) (WC)	3
GEOG-G 120	Regions of the World (S&H)	3
HIST-B 200	Issues in Western European History (S&H) (WC)	3
HIST-H 101	The World in 20th Century I (S&H) (WC)	3
HIST-H 102	The 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
INTL-I 203	Global Development (S&H) (WC)	3
INTL-I 206	Peace & Conflict (S&H) (WC)	3
LATS-L 200	American Borderlands (A&H)	3
LTAM-L 230	Maya Cultures Mexico Guatemala (A&H) (WC)	3
REL-R 152	Jews, Christians, Muslims (A&H) (WC)	3
REL-R 153	Religions of Asia (A&H) (WC)	3

Social Studies Elective (Select one not already taken)

HIST-B 200	Issues in Western European History (S&H) (WC)	3
HIST-C 210	Making of the Modern Middle East (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
INTL-I 100	Intro to International Studies (S&H) (WC)	3
INTL-I 203	Global Development (S&H) (WC)	3
INTL-I 204	Human Rights & International Law (S&H) (WC)	3
INTL-I 206	Peace & Conflict (S&H) (WC)	3
LTAM-L 210	The Latin American Experience (S&H) (WC)	3
NELC-N 204	Topics in Middle Eastern Culture & Society (S&H) (WC)	3

II. PROFESSIONAL EDUCATION**71 credits/2.5 GPA**

A grade of C or higher is required in each EDUC course.
The following courses must be successfully completed before student teaching.

29 credits

EDUC-G 203	Communication for Youth Serving Professionals (S&H)	3
EDUC-P 248	Elem School Child: Physical, Emotional & Social Development (S&H)	3
EDUC-P 251	Ed Psy for Elem Teachers AND	3
EDUC-M 101	Lab/Field Experience	1
To enroll in P251 and M101 you must register for EDUC-BE 251		
EDUC-W 200	Using Computers in Education (IF)	3
EDUC-A 308	Legal & Ethical Issues for Teach. (P: Soph. status)	3
EDUC-E 300	Elementary Education for a Pluralistic Society (P: English Comp.) (D)	3
EDUC-H 205	Introduction to Educational Thought (P: English Comp.) (S&H) (IW) OR	3
EDUC-H 340	Education & American Culture (P: Soph. status) (IW)	3
EDUC-M 323	Teaching of Music in the Elem Sch. (P: MUS-E241)	2
EDUC-M 333	Art Experiences for the Elem Teacher (P: EDUC-M 135, EDUC-M 200, or an approved substitution) OR	2
EDUC-M 334	Drama in Elementary Education	2
EDUC-F203	Classroom Management	1
SPH-K 290	Movement Exp. For Pre & Elem School Children	2

Admission to the Teacher Education Program (TEP) is required in order to enroll in the following Blocks:	42 credits
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Courses must be taken in prescribed blocks. Successful completion (C or higher grade) of all courses in each block is a prerequisite for the next block and student teaching. Blocks must be completed in sequence from one semester to the next. Students may add an additional semester(s) between the completion of the Social Studies Block and Student Teaching.

Block I: Language Arts & Reading I	8 credits
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EDUC-E 340	Methods of Teaching Reading I	3
EDUC-X 460	Books for Reading Instruction	3
EDUC-M 201	Lab/Field Experience	2

Block II: Math & Science	11 credits
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P: Q200 and at least one of the three required science courses: BIOL-Q 201, EAS-E 105, or EDUC-Q 205/PHYS-P 199

P: Math 1 (EDUC-N 101)**P: Math 2 (Mathematical Modeling)****P: Math 3 (EDUC-N 103)**

EDUC-E 328	Science in Elem Schools	3
EDUC-E 343	Mathematics in Elementary Schools	3
EDUC-K 305	Teaching the Exceptional Learner in the Elementary School	3
EDUC-M 301	Lab/Field Experience	2

Block III: Social Studies	9 credits
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EDUC-E 325	Social Studies in Elementary Schools	3
EDUC-E 339	Methods of Teach Lang. Arts in Elem.	3
EDUC-M 401	Lab/Field Experience	3

Student Teaching	14 credits
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Students may not enroll in other classes while completing student teaching. **Except: EDUC-M 202 Job Search Strategies for Educators**

EDUC-M 420	Student Teaching Seminar	1
EDUC-M 425	Student Teaching Elem (15 weeks) (EEE)	13

III. AREA OF CONCENTRATION, LICENSE ADDITION OR ACADEMIC MINOR

See page 3 for a list of options.

IV. ELECTIVES TO REACH 120 CREDITS

III. AREA OF CONCENTRATION, LICENSE ADDITION OR ACADEMIC MINOR

Choose **ONE** subject area to study in depth as an Area of Concentration, Academic Minor or License Addition. Courses completed in the Content Area or Professional Education **can double count** in the Area of Concentration, Academic Minor or License Addition. A grade of "C" or higher is required in each Area of Concentration or License Addition course. You must maintain a 2.5 GPA in the area you select (Exception: Academic Minors require a 2.0 GPA)

Check the College of Arts & Sciences Bulletin for prerequisite courses. (<https://bulletin.college.indiana.edu/index.html>)

NOTE: The Area of Concentration and Academic Minor do not lead to a teaching license.

Areas of Concentration

Some of the Areas of Concentration listed below incorporate 3-9 credit hours of course work that double counts in the content area and the Area of Concentration which will allow the student to complete the program in 120 hrs.

Child Mental Health (2.5 GPA) 12 credits

(NOTE: This Area of Concentration will require the student to take more than 120 hrs. to complete the program.)

EDUC-P 225	<i>Introduction to Mental Health for Children & Youth</i>	3
EDUC-P 248	<i>Elementary School Child: Physical, Emotional & Social Development</i>	3
EDUC-P 403	<i>Psychological Trauma in Children & Adolescents</i>	3

Complete one of the following:

EDUC-G 208	<i>Prevention of Adolescent Risk Behavior</i>	3
EDUC-G 375	<i>Multicultural Skills</i>	3
EDUC-K 343	<i>Introduction to Behavior & Classroom Management</i>	3
EDUC-P 404	<i>Behavior Management in Youth</i>	

Computer Science (2.5 GPA) 12 credits

(NOTE: This Area of Concentration will require the student to take more than 120 hrs. to complete the program.)

EDUC-W 200	<i>Using Computers in Education</i>	3
EDUC-W 210	<i>Introduction to K-12 Computing, Computer Science, & Technology Integration</i>	3
EDUC-W 220	<i>Computer Science & Programming in K-12 Classrooms</i>	3
EDUC-W 310	<i>Computing & Computer Science Teaching Methods</i>	3

Literacy (2.5 GPA) 15 credits

EDUC-E 341	<i>Methods of Teaching Reading II (P: EDUC-E 340) (Online)</i>	3
EDUC-L 418	<i>Reading Foundations for Literacy Leaders (R: EDUC-E 339 or EDUC-E 340) (Online)</i>	3
EDUC-X 470	<i>Psycholinguistics for Teachers of Reading (P: Soph. status) (Online)</i>	3

Complete one of the following: (If exempt from taking ENG-W 131 due to ACT/SAT scores, complete CMLT-C 110 or ENG-W 170)

CMLT-C 110	<i>Writing the World (EC)</i>	3
ENG-W 131	<i>Elementary Composition (EC)</i>	3
ENG-W 170	<i>Projects in Reading & Writing (EC)</i>	3

Complete one of the following:

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&H)</i>	3
ENG-L 203	<i>Introduction to Drama (A&H)</i>	3
ENG-L 204	<i>Introduction to Fiction (A&H)</i>	3
ENG-L 205	<i>Introduction to Poetry (A&H)</i>	3
ENG-L 206	<i>Introduction to Prose (Excluding Fiction) (A&H)</i>	3
ENG-L 210	<i>Studies in Popular Lit & Mass Media (A&H)</i>	3

ENG-L 213	<i>Literary Masterpieces I</i>	3
ENG-L 214	<i>Literary Masterpieces II (A&H)</i>	3
ENG-L 224	<i>Introduction to World Lit in English (A&H) (WC)</i>	
ENG-L 240	<i>Literature & Public Life (A&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 & American Authors</i>	3

Mathematics (2.5 GPA) 15-16 credits

EDUC-N 101	<i>Teach & Learn Elem School Math</i>	3
_____	<i>Mathematical Modeling (MM) (Excluding MATH-M/V 119, MATH-M/S 211 or MATH-J 113)</i>	3-4
EDUC-N 103	<i>Teach & Learn Elem School Math II (P: EDUC-N 101 with a grade of C or higher)</i>	3
MATH-M 119	<i>Brief Survey of Calculus I (N&M) OR</i>	3
MATH-M/S 211	<i>Calculus I (N&M)</i>	4
EDUC-N 443	<i>Teaching Elementary Math Problem Solving (P/C: EDUC-E 343) (Spring)</i>	3

Science (2.5 GPA) 15-17 credits

AST-A 100	<i>The Solar System (N&M) (NS) OR</i>	3
CHEM-C 100	<i>The World as Chemistry (N&M) (NS)</i>	3
BIOL-Q 201	<i>Biological Science for Elementary Teachers (P: EDUC-Q 200)</i>	3
EAS-E 105	<i>Earth: Our Habitable Planet (N&M) (NS)</i>	3
PHYS-P 199	<i>Physical Science through Inquiry (N&M) (NS) OR</i>	3
EDUC-Q 205	<i>STEM for Educators</i>	
EDUC-Q 405	<i>Integrated Sciences for Science Education (P or C: EDUC-E 328) (Fall)</i>	3

Social Studies (2.5 GPA)	15 credits
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Required (Complete both)

GEOG-G 110	<i>Human Geography in a Changing World (S&H)</i>	3
POLS-Y 103	<i>Introduction to American Politics (S&H)</i>	3

U.S. History (Select one)

HIST-H 105	<i>American History I (S&H)</i>	3
HIST-H 106	<i>American History II (S&H)</i>	3

World Civilization (Select one)

FOLK-F 111	<i>World Music & Culture (A&H) (WC)</i>	3
GEOG-G 120	<i>Regions of the World (S&H)</i>	3
HIST-B 200	<i>Issues in Western European History (S&H) (WC)</i>	3
HIST-H 101	<i>World in 20th Century I (S&H) (WC)</i>	3
HIST-H 102	<i>World in 20th Century II (S&H) (WC)</i>	3
HIST-H 103	<i>Europe: Renaissance to Napoleon (S&H) (WC)</i>	3
HIST-H 104	<i>Europe: Napoleon to Present (S&H) (WC)</i>	3
HIST-H 205	<i>Ancient Civilization (S&H) (WC)</i>	3
HIST-H 206	<i>Medieval Civilization (S&H) (WC)</i>	3
INTL-I 203	<i>Global Development (S&H) (WC)</i>	3
INTL-I 206	<i>Peace & Conflict (S&H) (WC)</i>	3
LATS-L 200	<i>American Borderlands (A&H)</i>	3
LTAM-L 230	<i>Maya Cultures Mexico Guatemala (A&H) (WC)</i>	3
REL-R 152	<i>Jews, Christians, Muslims (A&H) (WC)</i>	3
REL-R 153	<i>Religions of Asia (A&H) (WC)</i>	3

Social Studies Elective (Select one not already taken)

HIST-B 200	<i>Issues in Western European History (S&H) (WC)</i>	3
HIST-C 210	<i>Making of the Modern Middle East (S&H) (WC)</i>	3
HIST-H 101	<i>World in 20th Century I (S&H) (WC)</i>	3

HIST-H 102	<i>World in 20th Century II (S&H) (WC)</i>	3
HIST-H 103	<i>Europe: Renaissance to Napoleon (S&H) (WC)</i>	3
HIST-H 104	<i>Europe: Napoleon to Present (S&H) (WC)</i>	3
HIST-H 205	<i>Ancient Civilization (S&H) (WC)</i>	3
HIST-H 206	<i>Medieval Civilization (S&H) (WC)</i>	3
HIST-H 211	<i>Latin American Culture & Civilization I (S&H) (WC)</i>	3
INTL-I 100	<i>Intro to International Studies (S&H) (WC)</i>	3
INTL-I 203	<i>Global Development (S&H) (WC)</i>	3
INTL-I 204	<i>Human Rights & International Law (S&H) (WC)</i>	3
INTL-I 206	<i>Peace & Conflict (S&H) (WC)</i>	3
LTAM-L 210	<i>The Latin American Experience (S&H) (WC)</i>	3
NELC-N 204	<i>Topics in Middle Eastern Culture & Society (S&H) (WC)</i>	3

The Arts (2.5 GPA)	15 credits
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EDUC-M 323	<i>Teaching of Music in the Elementary School</i>	2
EDUC-M 333	<i>Art Experiences for the Elementary Teacher</i>	2
EDUC-M 334	<i>Drama in Education</i>	2
MUS-E 241	<i>Introduction to Music Fundamentals</i>	3
Complete 2 of the following courses for a total of 6 credits:		
EDUC-M 130	<i>Child Art: Understanding Children's Artistic Worlds*</i>	3
EDUC-M 135	<i>Individualized Instruction in Art</i>	3
EDUC-M 200	<i>Artifacts, Museums, and Everyday Life</i>	3
EDUC-Z 401	<i>Touring Theatre</i>	3

*Pending Approval

License Additions

A student may choose to complete one of the License Additions listed below. License Additions are between 16 and 32 hrs. of coursework. A License Addition will require the completion of more than 120 hrs. for the program.

Course requirements for each License Addition listed below are located on the School of Education Program Sheet webpage:

<https://education.indiana.edu/students/undergraduates/academic-advising/program-sheets/index.html>

- Computer Science
- English as a New Language
- Mathematics for Middle School
- Reading

Academic Minors

A student may choose to complete one of the Academic Minors listed below. Minors are between 15 and 21 hrs. of coursework. The minor will require the completion of more than 120 hrs. for the program.

Course requirements for each minor listed below are located in the College of Arts and Sciences Bulletin (<https://bulletin.college.indiana.edu/index.html>)

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| <ul style="list-style-type: none"> • African Am & African Diaspora Studies* • Asian American Studies* • Astronomy • Biology • Chemistry • Earth and Atmospheric Science • East Asian Languages & Culture* • East Asian Studies* • Economics • English • French Language • Geography • German Language | <ul style="list-style-type: none"> • History • Latin American & Caribbean Studies* • Latino Studies* • Mathematics • Native American & Indigenous Studies* • Physics • Political Science • Psychology • Sociology • Spanish Language • Studio Art |
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*Pending Approval