

<b>Explanation of Revisions for IUPUI Secondary Teacher Education Programs</b>	<b>January 2011</b>
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- **Advising Sheets were revised for clarity and consistency among programs.**
- **All programs were revised to . . .**
  - Meet new state Rules for Educator Preparation and Accountability (REPA) requirements.
  - Prepare students for successful completion of the new PRAXIS II and for teaching new content-area standards in secondary schools. (ongoing revision will be necessary as Indiana adjusts standards aligned with the Common Core).
  - Meet campus guidelines of 124 credits for 4-year programs.
  - Introduce students to teacher education early in their program of studies to help them examine their commitments to teaching and reduce the likelihood of program changes later.
- **Admissions requirements were revised to ...**
  - Allow alternative demonstrations of basic skills as identified by the state. *(effective for spring 2011 applicants)*
  - Require students to complete more (approx. 70%) of their general core *and* content courses prior to beginning teacher education. The goal is for students to have no more than 9 classes in the general/major areas when entering the blocks. *(effective fall 2012)*
  - Require students to demonstrate content area proficiency with passing scores on PRAXIS II prior to student teaching in Block IV. *(effective for Block IV in fall 2012; Block I students in spring 2011 will be the first group to pass PRAXIS II prior to student teaching)*

<b>Foreign (World) Language Education – State Accredited</b>
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- Beginning fall 2010, German and French education applicants will not be accepted into undergraduate teacher education programs, though they may complete a bachelor's degree and move into T2T or post-baccalaureate programs for licensure. These programs have not been eliminated, but we are placing them on moratorium for now. Students in the program as of spring 2011 will be allowed to finish.
- Spanish will continue as an undergraduate program.

**Revisions to Spanish Program:**

	<b>Previous Program</b>	<b>Proposed Program</b>
<b>General Education Core:</b>	<b>53-55</b>	<b>44 credits</b>
<b>Spanish Core:</b>	<b>36-38</b>	<b>41 credits (39 for native speakers)</b>
<b>Teacher Education:</b>	<b>38</b>	<b>38 credits</b>
<b>Total Credits:</b>	<b>127</b>	<b>123</b>

- **Changes in the General Education Core:**
  - Reduced numbers of credits in analytical reasoning (6 to 3), natural sciences (9 to 6), arts & humanities (6 to 3), and social sciences (12-9).
  - Kept the World History courses, but realigned them so students would be required to take one western civilization and one world perspectives course.
- **Changes in the Spanish Core:** We increased the number of Spanish Core credits to align with the Spanish major that was approved in 2009 by the department with the following exceptions:

- We included Spanish Grammar (S311) and Spanish Conversation & Diction (S317) among the options under Spanish Foundations because these are critical areas for teachers. The Spanish majors have 5 required courses. We are requiring 2 of these (SPAN S363 & 326) which are prerequisites for other courses. Teacher education interns might find the grammar and conversation classes more beneficial to their teaching of the standards required in secondary schools than the introductory translation class (S323).
  - We also require SPAN S360 (also required for majors) since it is a prerequisite for many of the 400-level literature courses.
  - We included the capstone class as an elective option rather than as a requirement because this class creates difficult time constraints for Spanish education majors who are already teaching for 16 weeks during their final semester. The Capstone course, though added as a requirement to majors in 2009, has never been considered a requirement for teacher education majors. Those who wish to take it may count it as one of the two elective 400-level courses.
- **Changes in Teacher Education:** The teacher education program courses are aligned with REPA. Admissions changes (explained above) will be implemented for Spanish.
    - General Core and Spanish Core = 85 credits
    - Approximately 70% of the major and general core (60 credits) will be completed prior to beginning TEP (only 25 credits still needed)
    - PRAXIS II required prior to student teaching (Block IV) beginning with the cohort in Block I in spring 2011 (effective with Block IV in fall 2012).

### English Language Arts Education – Nationally Accredited, NCATE

Currently, the concentration areas offered to English majors do not align closely with the Indiana standards for English educators or the PRAXIS II content. There isn't a concentration area developed specifically for English education majors. In May of 2010, however, I worked with Steve Fox to develop a sequence of English courses that would support English education majors. This sequence can be recommended for English majors through the concentration area of English Studies. Because this concentration area in English does not include speech, the English education majors will need additional credit hours to prepare them to teach to Indiana's standards.

<u>Revisions to English Ed Program:</u>	Previous Program	Proposed Program
General Education Core:	44	38 credits
English/Speech Core:	45	48 credits
Teacher Education:	38	38 credits
Total Credits:	127	124 credits

- **Changes in General Education Core:**
  - Reduced numbers of credits in natural sciences (6 to 3) and redistributed a few General Education Core to English Core under new category – *Reading for Adolescents*.
- **Changes in English/Speech Core:**



credits of primarily 300 level courses in historical perspectives and two other concentration levels (27 credits). The proposed program includes 24 credits in historical perspectives and 24 credits in one additional area. Courses were selected to prepare candidates for PRAXIS II exams in their two selected areas.

- **Changes in Teacher Education:** The teacher education program courses are aligned with REPA. Admissions changes (explained above) will be implemented for Social Studies.
  - General Core and Social Studies Major= 86 credits
  - Approximately 70% of the major and general core ( approx. 60 credits) will be completed prior to beginning TEP (only 26 credits still needed)
  - PRAXIS II required prior to student teaching (Block IV) beginning with the cohort currently in Block I in spring 2011. (effective fall 2012)

### Secondary Teacher Education Program (38 credits) --- Taken from Advising Sheets

*Students must apply for and be admitted to the TEP. Critical information regarding admissions is on the following page.*

#### **Block I: Diversity and Learning (10 credits)**

EDUC	M322	Diversity and Learning	6	_____
EDUC	M469	Content Area Literacy	3	_____
EDUC	M403	Field Experience	1	_____
Benchmark I				

#### **Block II: Middle School (6 credits)**

EDUC	S420	Teaching/Learning in Middle School	3	_____
EDUC	K306	Teaching Students with Special Needs in Sec. Classrooms	3	_____
EDUC	M404	Field Experience	0	_____
Benchmark II Assessment				

#### **English Methods (3 credits) (Adjusted to the Course Number for the Content Area)**

Offered spring only. May be taken concurrently with MS or HS Block.

EDUC	M452	Methods of Teaching English	3	_____
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#### **Block III: High School (3 credits)**

EDUC	S430	Teaching/Learning in High School	3	_____
EDUC	M405	Field Experience	0	_____
Benchmark III Assessment				
PRAXIS II				

*Students must demonstrate content area skills by achieving passing scores on the PRAXIS II test in the content area(s) of licensure prior to student teaching in Block IV.*

#### **Block IV: Student Teaching (16 credits)**

EDUC	M451	Middle Schools-8 weeks	8	_____
EDUC	M480	High School-8 weeks	8	_____
Benchmark IV				

### About This Program

The IU School of Education at IUPUI is a leader in the preparation of urban teachers. The Secondary Teacher Education Program prepares content area teachers to teach at the middle and high school levels. The program consists of a core selection of general education courses designed to give students a broad based academic foundation, a strong content area major and a four-semester sequence of

professional education courses. During students' first two years of college they do 60 credits of general education and major courses. This gives them some content area expertise when they begin learning the art of teaching during their last two years of college when they enter the Secondary Teacher Education Program. This program consists of blocked and field-based courses, ending in a full semester of student teaching. Students should plan to enter this professional level program at the beginning of their junior year.

Courses taken in the first two semesters of the Secondary Teacher Education Program are blocked to facilitate team teaching, field experiences, and the integration of content from multiple disciplines. Courses in the program are also sequenced and must be taken in order. Students are authorized for all courses and take only one block a semester. All blocks require students to spend time in schools and interact with cohort members in the field, online, and in class. Courses are offered during the day and only in the Fall and Spring semesters. Student teaching is done at both the middle school and the high school levels during Block IV. Student teaching requires 5 days a week for 16 weeks. Because of our strong commitment to urban education, all field and student teaching experiences are done in urban settings.

### Overall Program Requirements

- A C or higher grade is required in all courses in this program. Courses with a C- or lower will not count toward the requirement.
- A GPA of 2.5 in the Secondary Teacher Education Program, overall and in the major is required.
- A minimum of 123-124 college credits must be completed.

### Secondary Teacher Education - Admission Requirements

**Admission to Teacher Education Program is competitive because of the high number of applicants. Students must meet the minimum requirements to be considered for admission, but meeting these requirements does not guarantee admission. To be eligible for admission to the program, a student must:**

- Have a minimum overall GPA of 2.50 at the time of application
- Have a minimum GPA of 2.50 in your major at the time of application
- Attain a C (2.0) or higher in all courses.
- Successfully complete: COMM R110 or C180, EDUC H341, EDUC W200, EDUC F200, ENG W131, and EDUC E201 or ENG W132.
- Complete a minimum of 60 credits in the General Education and Content Major prior to beginning the TEP.
- TEP applicants should have no more than 6 to 9 classes outside of the blocks left to take when they enter the TEP.
- Complete all parts of the application & meet deadlines of September 7 for spring admission & February 7 for fall. Application is available online at <http://education.iupui.edu/soe/forms/applications.aspx>
- Demonstrate basic skills with **one of the following:**
  - ACT with a score of at least 24 based on math, reading, grammar, and science

- SAT with a score of at least 1100 based on critical reading and math
- GRE with a score of at least 1100 based on verbal and quantitative
- Praxis I composite score of 527 based on reading, writing, and math. **OR**
- Pass Praxis I reading, math and writing tests
- Anyone with a Master's Degree from a regionally accredited institution is exempt.

<b>Area</b>	<b>Total Credits</b>	<b>Gen Ed Credits</b>	<b>Major Credits</b>	<b>60% of Major</b>	<b>Pre TEP General Ed</b>	<b># of Credits Prior to TEP</b>
<b>Spanish</b>	<b>123</b>	<b>44</b>	<b>41</b>	<b>24</b>	<b>36</b>	<b>60</b>
<b>English</b>	<b>124</b>	<b>38</b>	<b>48</b>	<b>27</b>	<b>33</b>	<b>60</b>
<b>SS</b>	<b>124</b>	<b>38</b>	<b>48</b>	<b>27</b>	<b>33</b>	<b>60</b>