

This program sheet is effective for all students starting at IUB beginning summer 2019.



**INDIANA UNIVERSITY**

SCHOOL OF EDUCATION  
Office of Teacher Education  
Bloomington

## B.S. EDUCATION: EXCEPTIONAL NEEDS-EARLY & LATE ADOLESCENCE (LANGUAGE ARTS/ENGLISH)

This Bachelor of Science in Education degree enables you to teach exceptional needs students, mild intervention in the Middle School/Junior High or High School setting (Grades 5-12). Course requirements for this program are valid at IUB as reflected in the School of Education Bulletin. A four-year college plan requires completion of 15 credits each semester through the Community of Teachers Program (CoT). A 2.5 GPA overall is required for retention and graduation. A total of 120 credits is required for graduation.

May 2019

### ADMISSION TO CoT PROGRAM

1. Admission to Indiana University
2. Sign up for an interview with CoT: <http://go.iu.edu/1YLf>
3. Interview and be invited to join

### PREREQUISITES FOR ADMISSION TO THE TEP

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

1. Complete the basic skills testing requirement by using any of the following options:
  - Qualifying scores on CASA  
Reading 220, Math 220, Writing 220
  - SAT combined MA+VE score of at least 1100 if test taken prior to March 1, 2016
  - SAT combined MA+VE score of at least 1170 if test taken on or after March 1, 2016
  - ACT composite score of at least 24  
Sum of EN + MA + RE + SR scores divided by 4 = 24
2. 2.5 GPA overall.
3. 21 credits and a 2.5 GPA in the content field with at least 15 credits completed and 6 credits in progress. Grade of C minus (C-) or higher is required in each content field course.
4. Completion of or enrollment in prerequisites.  
(**Note:** Students must be admitted to the CoT program to enroll in the following classes with the exception of EDUC-G 203 and EDUC-K 205.)

<u>Courses</u>	<u>Credits</u>
EDUC-G 203 <i>Communication for Youth Serving Professionals (S&amp;H)</i>	3
EDUC-K 205 <i>Introduction to Exceptional Children (S&amp;H)</i>	3
EDUC-K 343 <i>Education of Socially &amp; Emotionally Disturbed I (Spring)</i>	3
EDUC-K 361 <i>Assistive Technology (Fall)</i>	3
EDUC-K 362 <i>Team Approaches to the Education of Students with Disabilities (Fall)</i>	3
EDUC-K 405 <i>Building Inclusive Middle &amp; Secondary Schools (Fall)</i>	1
EDUC-S 400 <i>Field Based Seminar in Teacher Education</i>	4

5. 5 of 16 portfolio expectations completed and documented.
6. Apply to TEP by October 1 to enroll in Spring term EDUC-M 412 and EDUC-M 428.
7. Access TEP Application at: <https://education.indiana.edu/>

### I. IUB & SCHOOL OF EDUCATION 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, Professional Education &/or Content Field. If you earn a grade lower than a C, please consult with an academic advisor.

#### English Composition (EC) (Select one) 0-3 credits A grade of C or higher required

CMLT-C 110	<i>Writing the World</i>	3
ENG-W 131	<i>Reading, Writing &amp; Inquiry I OR</i>	3
ENG-W 131EX	<i>Elementary Composition-Exempt</i>	0
ENG-W 170	<i>Intro to Argumentative Writing-Projects in Reading &amp; Writing</i>	3

#### Intensive Writing Course (IW) (Select one) 3 credits

EDUC-H 205	<i>Intro to Educational Thought (P: English Comp.) (S&amp;H)</i>	3
EDUC-H 340	<i>Education &amp; American Culture (P: Soph. status)</i>	3
College of Arts & Sciences designated Intensive Writing course		3
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#### Mathematical Modeling (MM) 3-4 credits

Complete at least 1 course for at least 3 credits.

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#### Arts & Humanities (A&H) 6 credits

Complete at least 2 courses for a total of at least 6 credits.

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- \_\_\_\_\_

#### Social & Historical Studies (S&H) 6 credits

Complete at least 2 courses for a total of at least 6 credits.

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- \_\_\_\_\_

#### Natural & Mathematical Sciences (N&M) 5+ credits Complete ONE of the following options.

**Option I:** Complete at least 2 courses for a total of at least 5 credits. At least 1 of these courses must be a Natural Science ( \* ) course.

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- \_\_\_\_\_

**Option II:** Complete a 5 credit science course.

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(The class taken to fulfill the Mathematical Modeling requirement cannot be counted towards the 5+ credits needed to fulfill the N&M requirement.)

<b>World Languages (WL)/World Cultures (WC)</b> Complete <u>ONE</u> of the following options.	<b>6 credits</b>
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**Option I: Language Study (WL):** Complete the study of an approved single language through the second semester of the second-year level of college-level coursework.

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**Option II: World Culture (WC):** Complete at least 2 courses for a total of at least 6 credits.

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**Option III: International Experience (IE):** Complete an approved study abroad program or internship of at least 6 credits & at least 6 weeks abroad in duration.

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<b>Information Fluency (IF)</b>	<b>0 credits</b>
Fulfilled by completion of Expectations	
	0

<b>Diversity in the U. S. (D)</b>	<b>0 credits</b>
Fulfilled by completion of Expectations	
	0

<b>Enriching Educational Experiences (EEE)</b>	<b>10 credits</b>
EDUC-K 488 <i>Student Teaching: Secondary</i>	10

<b>II. PROFESSIONAL EDUCATION</b> <b>63+ credits/2.5 GPA</b> A grade of C or higher is required in each EDUC course. The following courses must be successfully completed before student teaching.
<b>26+ credits</b>

EDUC-G 203	Communication for Youth Serving Professionals (S&H)	3
EDUC-K 205	Introduction to Exceptional Children (S&H) (Recommended Fall semester Soph. year)	3

<b>These courses must be taken after admission to the CoT Program.</b>
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EDUC-K 343	Ed Soc & Emotionally Disturbed I (P: Department consent) (Spring)	3
EDUC-K 361	Assistive Technology for Elementary (Fall) (P: Department consent)	3
EDUC-K 362	Team Approach to the Ed. of Students with Disabilities (Fall) (P: Department consent)	3
EDUC-K 405	Building Inclusive Md./Sec. Schools (Fall) (P: Department consent)	1 + 1
EDUC-S 400	Field Based Seminar in Teacher Education Must be taken at least one (1) semester for 4 credits before admission to TEP. Students must register for 4 or 5 credits of EDUC-S 400 each semester. In addition, students must complete at least one (1) semester of 5 credits before student teaching.	9+

<b>Admission to the Teacher Education Program (TEP) is required before enrolling in any of the courses listed below. These courses must be taken before student teaching.</b>	<b>37 credits</b>
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EDUC-K 344	Education of the Socially and Emotionally Disturbed II (Spring) (P: Department consent)	3
EDUC-K 352	Education of Students with Learning Disorders (Fall) (P: Department consent)	3
EDUC-K 371	Assessment & Individualized Instruction in Reading & Math (Spring) (P: Department consent)	3
EDUC-K 441	Transition Across the Life Span (Spring) (P: Department consent)	3

<b>Content Methods</b>
<ul style="list-style-type: none"> <li>• Must be admitted to the TEP before enrolling in these courses.</li> <li>• 5 of 16 portfolio expectations completed and documented before enrolling in Teacher Education Program Authorized course(s).</li> <li>• Field Experience is incorporated in the EDUC-S 400: Field Based Seminars and Apprenticeship.</li> <li>• Students may add no more than 2 semesters between the completion of Content Methods and Student Teaching.</li> </ul>

EDUC-M 464	Methods of Teaching Reading (Fall)	3
EDUC-M 412	Teaching of Writing in Middle and Secondary Schools (Spring) <b>AND</b>	3
EDUC-M 428	Inquiry into Middle School English (Spring) (P/C: EDUC-M 412 and Department consent) <b>OR</b>	3
EDUC-M 416	Inquiry into HS English (Fall) (P: EDUC-M 412 and Department consent) 3	

<b>Student Teaching</b>
<ul style="list-style-type: none"> <li>• Students must register for 4 credits of EDUC-S400 each semester. Students must complete at least 1 semester of 5 credits before student teaching.</li> <li>• All professional ed courses must be completed before student teaching.</li> <li>• 10 portfolio expectations must be completed and documented before student teaching.</li> <li>• <b>Students may not enroll in other classes while completing student teaching. Exception: EDUC-M 202 Job Search Strategies for Educators</b></li> </ul>

EDUC-K 488	Student Teaching in Special Education (10 weeks) (EEE)	10
EDUC-M 470	Practicum in Content Field Area (6 weeks)	6

- Students are eligible for a teaching license upon completion and documentation of all 16 portfolio expectations.

**III. LANGUAGE ARTS/ENGLISH CONTENT****28 credits/2.5 GPA**

A C minus (C-) or higher is required in each course listed below.  
 Check with the department regarding when courses will be offered.

<b>Introductory &amp; Advanced Study of Literature, Genre &amp; Writing</b>	<b>12 credits</b>
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ENG-L 203	Introduction to Drama (A&H) (IW) OR	3
ENG-L 204	Introduction to Fiction (A&H) (IW) OR	3
ENG-L 205	Introduction to Poetry (A&H) (IW) OR	3
ENG-L 206	Introduction to Prose (A&H) (IW)	3
ENG-L 260	Introduction to the Advanced Study of Literature (P: English comp) (A&H) (Dept. consent required)	3
ENG-L 371	Critical Practices (P: ENG-L 260)	3
ENG-W 350	Advanced Expository Writing (P: English Comp.)	3

<b>Language</b>	<b>4 credits</b>
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**Group I:**

EDUC-L 407	Language Education Issues for English Teachers	3
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**Group II: (Select one)**

EDUC-M 454	Grammar for Teachers (8 weeks) (Spring only)	1
ENG-W 202	English Grammar Review (8 weeks)	1

<b>Literature</b>	<b>12 credits</b>
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**Literary History 1 (Select one)**

ENG-L 305	Chaucer	3
ENG-L 306	Middle English Literature	3
ENG-L 307	Medieval and Tutor Drama	3
ENG-L 308	Elizabethan and 17 <sup>th</sup> Century Drama	3
ENG-L 309	Elizabethan Poetry	3
ENG-L 310	Literary History 1: Beginnings through 17 <sup>th</sup> Century	3
ENG-L 313	Early Plays of Shakespeare	3
ENG-L 314	Late Plays of Shakespeare	3
ENG-L 317	English Poetry of Early 17 <sup>th</sup> Century	3
ENG-L 318	Milton	3
ENG-L 350	Early American Writing and Culture to 1800	3
ENG-L 367	Literature of the Bible	3

**Literary History 2 (Select one)**

ENG-L 312	Literary History 2: 18 <sup>th</sup> and 19 <sup>th</sup> Centuries	3
ENG-L 320	Restoration and Early 18 <sup>th</sup> Century Literature	3
ENG-L 327	Later 18 <sup>th</sup> Literature	3
ENG-L 328	Restoration and 18 <sup>th</sup> Drama	3
ENG-L 332	Romantic Literature	3
ENG-L 335	Victorian Literature	3
ENG-L 347	British Fiction to 1800	3
ENG-L 348	19 <sup>th</sup> British Fiction	3
ENG-L 351	American Literature 1800–1865	3
ENG-L 352	American Literature 1865–1914	3
ENG-L 355	American Fiction to 1900	3
ENG-L 356	American Poetry to 1900	3

**Literary History 3 (Select one)**

ENG-L 316	Literary History 3: 20 <sup>th</sup> and 21 <sup>st</sup> Centuries	3
ENG-L 345	20 <sup>th</sup> Century British Poetry	3
ENG-L 346	20 <sup>th</sup> Century British Fiction	3
ENG-L 354	American Literature since 1914	3
ENG-L 357	20 <sup>th</sup> Century American Poetry	3
ENG-L 358	American Literature, 1914–1960	3
ENG-L 359	American Literature, 1960–Present	3
ENG-L 360	American Prose (Excluding Fiction)	3
ENG-L 365	Modern Drama: Continental	3
ENG-L 366	Modern Drama: English, Irish, American, and Post-Colonial	3
ENG-L 374	Ethnic American Literature	3
ENG-L 375	Studies in Jewish Literature	3
ENG-L 380	Literary Modernism	3
ENG-L 381	Recent Writing	3

**Young Adult**

EDUC-L 408	Teaching Young Adult Literature in a Diverse Society (P: Soph. status) (Fall only)	3
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<b>IV. ELECTIVES (To total 120 credits)</b>
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