TO: Jane Grant, Chair, Senate Executive Committee
FROM: Carol Lawton, Chair, Curriculum Review Subcommittee
DATE: November 27, 2002
SUBJECT: Proposal for Revised Degree Education Programs

We find that the proposed Revised Degree Education Programs requires no Senate review, and are reporting this finding to the Senate for information only.

The School of Education has agreed to incorporate the following changes suggested by the Curriculum Review Subcommittee. (The proposal will not be rewritten at this time to reflect these changes because the proposal is currently undergoing review elsewhere.)

1. SOE will continue to seek external funding for the Data Manager and Education Specialist positions.
2. Change will be made on the course list for the Mathematics Early Adolescence minor from MA 163 (5 credits) to MA 165 (4 credits).
3. Both CHM 104 and CHM 111 will be listed as meeting the chemistry requirement for the Science Early Adolescence minor, giving students the option of taking either course.
4. PSY 120 will be added to the list of general education core courses in Area III Culture and Society for the Early Childhood and Middle Childhood programs. It will be listed alongside of SOC S161, giving the students the option of taking PSY 120 or SOC S161. PSY 369 and PSY 532 will also be added to the list of recommended elective courses.

Approving	Not Approving	Absent
M. Codispoti		T. Guthrie
R. Duchovic		J. Moore
G. Hickey		B. Resch
C. Lawton, Chair		B. Salmon
D. Mansour-Cole		
R. Narang		
D. Oberstar		
S. Sarratore (ex officio)		

School of Education
Indiana University–Purdue University Fort Wayne

TO: VCAA Susan Hannah
FROM: Roberta Wiener, Dean, School of Education
DATE: April 15, 2002
RE: New Degree Programs in Education

The Indiana Professional Standards Board now offers teacher certification in four developmental areas, Early Childhood, Middle Childhood, Early Adolescence, and Adolescence/Young Adulthood, instead of two grade levels, one in Elementary Education and one in Secondary Education. IPFW's SOE faculty have revised our programs so that we can offer all four of the newly defined areas of teacher certification. The attached documentation spells out the revisions we have made to meet the new certification guidelines. The newly revised programs were officially approved by the SOE faculty at a regularly scheduled faculty meeting on April 20, 2001.

TO: Whom It May Concern
FROM: Kathleen Murphey, Associate Professor of Education and Chair of Educational Studies,
         Indiana University–Purdue University Fort Wayne
DATE: April 10, 2002
RE: Revised Education Degree Programs

The following pages of "REVISED EDUCATION DEGREE PROGRAMS" follow the format of "Guidelines for Preparing Pre-Proposals for New Undergraduate Degree Programs" as a means of presenting changes in the IPFW B.S. in Education Programs. They include the following:

1. Name of proposed programs

2. Title of degree to be conferred

3. Field of study, department, and school involved

4. Objectives of the proposed program

5. Proposed date of initiation of the new program

6. A statement describing the relationship of the proposed program to the mission and scope of the campus

7. A statement describing the relationship of the proposed program to already existing programs at the campus

8. A statement describing the relationship of this program to similar programs in other regional and Indiana post-secondary educational institutions

9. A statement describing cooperative endeavors explored and/or intended with other institutions, particularly those located in the same geographic region

10. A statement indicating need for the program in terms of manpower supply and demand

11. A statement describing resources over and above present levels required to initiate the program

Following this proposal are these Appendices:
1. Proposed Teacher Education Programs in Four Developmental levels
2. "Bingo Sheets" or check sheets for the proposed programs
3. List of Ivy Tech's courses (aligned with IPFW's courses); Ivy Tech's A.S. program (aligned with IPFW's courses); and the Bingo Sheet for IPFW's A.S. degree (with Ivy Tech's equivalent courses).

REVISED EDUCATION DEGREE PROGRAMS

Revision of
Two B.S. Programs (defined by K-12 grade level)
to form
Four B.S. Programs (defined by developmental level)

1. The School of Education at IPFW currently offers a B.S. degree in Education with an Elementary Education or Secondary Education major, endorsements in Kindergarten and Junior High/Middle School Education, and an A.S. degree in Early Childhood Education. The baccalaureate programs and endorsements have been recombined and revised to form four newly named programs, based on developmental levels instead of grade levels, in order for the School of Education to be in compliance with the State of Indiana's new licensure areas. The newly named programs will be:

   Early Childhood Education (EC)
   Middle Childhood Education (MC)
   Early Adolescence Education (EA)
   Adolescence/Young Adulthood Education (AYA)

   EC: **Early Childhood Education** is a revision of the **Elementary Education program, to include courses from the A.S. in Early Childhood and the Kindergarten Endorsement**.

   MC: **Middle Childhood Education** is a revision of the **Elementary Education program**.

   EA: **Early Adolescence Education** is a revision and recombination of **Elementary Education, Secondary Education, and the Junior High/Middle School Endorsement**.

   AYA: **Adolescence/Young Adulthood Education** is a revision of the **Secondary Education Program**.

(***These are presented in chart form in Appendix 1, "Proposed Teacher Education Programs in Four Developmental Levels," page 9. The programs are also presented in Appendix 2, pages 14-22, in "Bingo Sheet" format, i.e., in program check sheets for students to use to plan their courses.***)

2. Title of the degree will be, as now, a B.S. in Education, with four possible majors:

   – Early Childhood Education
   – Middle Childhood Education
   – Early Adolescence Education
   – Adolescence/Young Adulthood Education

Students who complete two majors will receive a double major, and three majors a triple major.

3. The fields of study are areas of Teacher Education in the School of Education. Currently the Elementary Education Program is housed in the Educational Studies Department, and Secondary Education in the Professional Studies Department. Two of the newly named programs (EC and MC) will be housed in Educational Studies, and two (EA and AYA) will be

housed in Professional Studies.

4. The objective of the revisions is to meet the new licensure requirements of the Indiana Professional Standards Board (IPSB). All licensure areas are being changed from grade level based programs (Elementary and Secondary) to developmentally based programs (ages 3-8 = EC; ages 7–12 = MC; ages 11–15 = EA; ages 14–18 = AYA), as mandated by the State of Indiana.. The grade level programs will be totally phased out in 2006. The new programs will begin immediately. The IPSB also demands performance based assessment in the new developmental licensures. To meet that requirement we have integrated portfolio assessment throughout the revised programs. (***For assessment checkpoints see page 11 of Appendix 1, "Proposed Teacher Education Programs in Four Developmental Levels," and the second page of the Bingo Sheet for each program in Appendix 2.***)

5. We intend to initiate the newly revised programs in Fall of 2002, when we also initiate our new Unit Assessment System for the IPSB. The Unit Assessment System that we have submitted to the IPSB is based on the new, developmentally based licensure areas.

6. The relationship of the proposed program revisions to the mission and scope of the campus is the same as it is with the two current programs. To meet the needs of preparing teachers for Northeast Indiana we need to meet the new standards of the IPSB or lose our authority to prepare future teachers in what are now four developmental areas.

7. The proposed revised programs are displayed in chart form in the Appendix. The programs were revised in tandem to help facilitate our goal of making it possible for a student to be certified in at least two areas, contiguous on the chart. For example, formerly an Elementary Education degree included certification in grades 1 through 5. Now a certification candidate would have to complete two programs, Early Childhood, which includes ages 3-8 (or roughly grades 1 through 3), and Middle Childhood, which includes ages 8-11 (or roughly grades 3-5/6), in order to be licensed in grades 1-6. (***Page 10 in Appendix 1, "Proposed Teacher Education Programs in Four Developmental Levels," shows in chart form how a student could combine two licensure areas***.)

The changes to all the programs include:

A. General Education requirements for EC and MC will be the same as they currently are for Elementary Education. General Education requirements for EA and AYA will be the same as they currently are for Secondary Education.

B. In addition to General Education requirements, all four revised programs will require the PPST, W200 , F300 (a new, 2-credit introductory course for all programs), and K201, Schools, Society, and Exceptionality, an introductory course in Special Education. K201 represents a new division of the current 3-credit K205, Introduction to Exceptional Children (which is required for the current Elementary Education Program), into a 1-credit introduction to K201, to be taken in an electronic format, and K206, Teaching Methods for Students with Special Needs, which will focus on methods of working with special needs students. K206 will be taken after being admitted to the respective Teacher Education programs. The current Junior High/Middle School endorsement and the current Secondary Education Program have no Special Education requirement, so this is an additional 4 credits added to the EA and AYA programs.

F300, Invitation to Teaching, is a new, 2-credit, satisfactory/fail course whose goal will be to introduce the teaching profession, the new IPSB standards, and portfolio assessment to students at the beginning of their educational programs. This will add an additional 2 credits to all four revised programs.

C.   All revised programs will consists of three "blocks" before student teaching. This is a new feature for all four programs. (*See Appendix 1, page 9, for chart of all four programs*.) Block 2 in EC and MC corresponds to the current TEAM I methods block in the Elementary Education program; Block 3 in MC corresponds to the current methods block of TEAM II in the Elementary program. TEAMs I and II, will continue to have cohort groups. Block 3 in the EC program and Blocks 2 and 3 in the EA and AYA programs will consider having cohort groups in the future.

Block 1 follows admission to teacher education and includes:
    K206, Teaching Methods for Children with Special Needs
    H340, Education and American Culture
    P249 (Psych for EC and MC) or P250 (Psych for EA and AYA)

Blocks 2 and 3 follow admission to Professional Education and include:
    Block 2:
    P250 & P251 (the second and third psych course for EC and MC), or
    P252/3/4 (the second psych course for EA, AYA, or all-grade)
    E341 or X401 (a methods of Reading course for EC&MC or EA&AYA)
    E347 (methods of Language Arts for EC and MC)
    Content specific methods for AYA.
    S405 Methods for EA (under development) or AYA methods in one content area or
        Elementary Methods in two areas)
    [THIS BLOCK is currently referred to as TEAM I in the Elementary Education
    Program. In the revised programs both EA and MC students will take TEAM I.]

    Block 3:
    The EC program will include four more methods courses. Three are the Early Childhood version of the methods offered in the MC program, which is currently called TEAM II. One course will be the same, E325, Methods of Elementary Social Studies. This block of courses is the only difference between the EC and MC programs, except for the extra student teaching requirements students will need to complete for the second program. Students who complete Block 3 for EC and Block 3 for MC and student teach in both settings will be able to complete both programs and be certified in both.

    The EA and AYA programs will have content courses in this block, which students will be completing throughout their course of studies.

Following the completion of all three Blocks, students in all programs will complete student teaching and submit their exit portfolios, which will be recorded satisfactory/fail on a course designated EDUC M501.

8.   All post secondary institutions in Indiana that certify teachers are in the process of revising

their current programs in order to offer the new, developmentally based certification areas, as mandated by the State of Indiana.

9. The revision of the Elementary Education Program, which currently covers grades 1-5, will cover ages 3-8, which is roughly pre-school through grade 3. Thus, much of the EC program is the same as the MC, or former Elementary Education Program. We have worked with Ivy Tech State College, located across the street from IPFW on Coliseum Blvd., to make a joint program in EC. Students will be able to begin their studies at Ivy Tech for two years, and, then, transfer to IPFW to complete the B.S. program. IPFW students may take courses at Ivy Tech if they wish, but it will also be possible to take all courses at IPFW. We will still retain the A.S. degree in Early Childhood Education, and Ivy Tech will retain its A.S. degree in Early Childhood Education. Courses in both institutions are aligned. Ivy Tech has changed some of the requirements of its current A. S. degree to form a second A.S. degree option that aligns more closely with IPFW's B.S. program (***See Appendix 3, pages 23-26, for list of Ivy Tech's courses aligned with IPFW courses, Ivy Tech's A.S. degree program aligned with IPFW's courses, and the Bingo Sheet for our current and continuing A.S. degree in EC. The proposed B.S. program in EC also lists the Ivy Tech courses that can be substituted for IPFW's courses. See Early Childhood Bingo Sheet, pages 15-16.***)

10. There is a large demand for the EC program, both from our students and those currently at Ivy Tech. In general, our enrollments in the School of Education have been increasing. We had a 16% increase in enrollment Fall 2001, and 8% in the Spring of 2002, in spite of the fact that requirements are tightening. While we anticipate growing enrollments, our main reason for revising our programs is the requirement by the IPSB for new programs based on developmental areas. In other words, we can't continue to certify students, if we do not revise our current programs.

11. As part of the State's demands for reform, Schools and Departments of Education were given the opportunity to compete for Title II grant money to help implement the changes. The School of Education applied for a grant for $122,000, which it received. The grant is renewable for a second year. The grant was submitted together with a local school district, in our case East Allen County Schools (EACS). The grant will be used in part to fund a Data Manager to manage the new assessment system. The grant will also pay for an Education Specialist to teach and organize the field experience for the new F300 course, a course that all new students in the revised programs will be required to take. The course is also being recommended to all students in current programs before their student teaching semester. The students in the course will be paired with a model teacher in EACS, who will stay in touch with them throughout the students' program. These model, mentor teachers will also participate as speakers in the F300 course and helped at various stages of the portfolio process, but particularly with the assessment of exit portfolios completed during student teaching. The Data Manager and Education Specialist were hired in October of 2001; the EACS teachers and administrators have already been trained for and participated in portfolio assessment during SOE's Portfolio Day, November 16, 2001. These new staff have already proved invaluable in implementing the new assessment standards. Thirty nine students enrolled in, and recently completed, the Spring 2002 F300, Invitation to Teaching course.

IPFW
School of Education

1. Proposed Teacher Education Programs in Four Developmental Levels:

Early Childhood (EC) Education,

Middle Childhood (MC) Education,

Early Adolescence (EA) Education,

Adolescence/Young Adulthood (AYA) Education

and

2. Dual or more Certification Possibilities,

3. SOE Program Checkpoints,

4. Early Adolescence Content Area Minors, and

5. Suggested Elective Courses for Teacher Certification Candidates

(Approved by the SOE Faculty 4/2001)

Developed by the Exploratory Committee to Create New Programs, 2000-2002

Generalist: Early Childhood Education	Generalist: Middle Childhood Education	Generalist: Early Adolescence	Adolescence/Young Adult
GenEd: (same as Elem. now) 63	(same as Elem. now) 63	(same as Sec. now) 45	(Same as Sec. now) 45
F300 **2 #** W200/M101 1/0 AUS 115 3 PPST **K201** **1**	**F300** **2 #** W200/M101 1/0 AUS 115 3 PPST **K201** **1**	**F300** **2 #** W200/M101 1/0 PPST **K201** **1**	**F300** **2 #** W200/M101 1/0 PPST **K201** **1**
ADMISSION TO TEACHER ED	ADMISSION TO TEACHER ED	ADMISSION TO TEACHER ED	ADMISSION TO TEACHER ED

Block 1,NoCohorts
 	
 K206 (EC/MC) **3**
 H340 (all programs) 3
 P249 (EC/MC)/ 3#
  M101 0
	Block 1
	
	 K206 (EC/MC) **3**
	 H340 (all programs) 3
	 P249 (EC/MC)/ 3#
	 M101 0
		Block 1
		
		 K206 (EA/AYA) **3**
		 H340 (all programs) 3
		 P250 (EA/AYA)/ 3#
		  M201 0
			Block 1
			
			 K206 (EA/AYA) **3**
			 H340 (all programs) 3
			 P250 (EA/AYA)/ 3#
			  M201

ADMISSION TO PROFESSIONAL ED	ADMISSION TO PROFESSIONAL ED	ADMISSION TO PROFESSIONAL ED	ADMISSION TO PROFESSIONAL

Block 2 (TEAM I)
 	
 P250 3
 P251 3
 E340 Reading I 3
 E339 Lang Arts 3
 M201 0
 #
		Block 2
		
		 P252/253/254/ 3
		  M201 0
		 X401, or 3
		 E340 or E341;
		 Sec. Meths in 1 area, or ElemMeths in 2 areas, or
		 S405EAMeth/M4013/0#
			Block 2
			
			 P252/253/254/ 3
			  M201 0
			 Methods/ 3
			  M401 0#
			 X401 3

Block 3 E337 Class. En/M201 3/0 E325 Soc. St./M201 3/0 E333 MathSci /M201 3/0 E336 Play Dev. 3#	***Block 3*** (TEAM II) E328 Science 3 E325 Social Studies 3 N343 Math 3 M201 0# E341 Reading II 3	***Block 3*** Content: EA= 24 in 2 of 4 core content areas	***Block 3*** Content: 45-55 as before
Student Teaching 12 **M501 Portfolio** 0# Electives 9 (For recommended, see attached sheet.) Total credits for graduation= 124	Student Teaching 12 **M501 Portfolio** 0# Electives 9 (For recommended, see attached sheet.) Total credits for graduation = 124	Student Teaching 12 **M501Portfolio** 0# Electives (For recommended, see attached sheet.) Total credits for graduation = 124	Student Teaching 12 **M501 Portfolio** 0# Electives (For recommended, see attached sheet.) Total credits for graduation = 124 **02/04/02**
bold = new course	# = portfolio checkpoint	Field Experience = M;	Fa=M201; Sp=M301

CERTIFICATION IN TWO DEVELOPMENTAL AREAS

Generalist: Early Childhood + Generalist: Middle Childhood	Generalist: Middle Childhood + Generalist: Early Childhood	Generalist: Early Adolescence + Generalist: Middle Childhood	Adolescence/Young Adult + Generalist: Early Adolescence
EC = all courses and	MC = all courses and	EA = all courses and	AYA = all courses and
MC = TEAM II	EC = Block 3	MC = TEAM I (minus P250) & TEAM II (minus meths in EA areas)	EA = Methods, 24 cr in minor
Student Teaching 4 **Portfolio #**	Student Teaching 4 **Portfolio #**	Student Teaching 4 **Portfolio #**	Student Teaching 4 **Portfolio #**

Or   Or   Or

Generalist: Middle Childhood + Generalist: Early Adolescence	Generalist: Early Adolescence + Adolescence/Young Adult	Adolescence/Young Adult + Early Adolescence in Content Area Only
MC = all courses and	EA = all courses and	AYA = all courses
EA = 24 credits in 2 of 4 Core Content Areas and X401 EA Methods	AYA = Methods/M401 in major content area; 45-55 cr in major content area	EA = EA Methods
Student Teaching 4 **Portfolio #**	Student Teaching 4 **Portfolio #**	Student Teaching 4 **Portfolio #**

Or

Generalist: Middle childhood + Early Adolescence in Content Area Only
MC = all courses
EA = 24 credits in 1 Content Area X401 EA Methods
Student Teaching 4 **Portfolio**

02/04/02

SOE STUDENT CHECKPOINTS

1st Checkpoint in Semester 4/5: <u>Admission to Teacher Education</u> (Block 1) (Evaluated by: F300 instructor, Dean)
1. Pass PPST. Recommendation: Take PPST <u>after</u> at least ENG 131 and at least one non-remedial math course.
2. 2.50 Cum GPA including all coursework taken from previously attended institutions
3. Completion of 45 credit hours
4. C or better in: ENG W131, COM 114, EDUC W200, EDUC F300, MA 101 (EC & MC) or a Quantitative Reasoning course (EA & AYA)
5. 1st portfolio checkpoint (initial establishment of a portfolio in F300)

2nd Checkpoint in Semester 5/6: <u>Admission to Professional Education</u> (Blocks 2 and 3) (Evaluated by: Academic Advisor, portfolio assessors)
1. Student has been admitted to Teacher Education
2. Junior Status (60 credits completed, including at least half in each Gen. Ed. area. EC and MC students need half of ENG/COM courses in General Education Area I and half of MA courses in General Education Area I. EA and AYA students need 15 of 60 credits in teaching major or core content area.)
3. Minimum 2.00 GPA in each General Education area
4. 2.50 Cum. GPA
5. 2nd portfolio checkpoint (scoring assessment) in P249 for EC & MC, in P250 for EA & AYA
6. Completion of or enrolled in Block 1

3rd Checkpoint in Semester 6/7 : <u>Admission to Student Teaching</u> (Evaluated by: Academic Advisor, Director of Field Services)
1. Complete a Limited Criminal History check
2. Complete an application for student teaching
3. Make appointment with Director of Field Services
4. Complete all methods courses
5. 3rd portfolio checkpoint (scoring assessment) in Blocks 2 and 3 for EC & MC and Methods for EA & AYA

4th Checkpoint in Semester 8/9: Final Assessment (Evaluated by : Portfolio Assessors, Dean)
1. 4th portfolio check point (scoring assessment)
2. Completion of student teaching and all course requirements

5th Checkpoint: Verification for Completion of Degree/Certification
1. Apply for graduation/license

For an exception to any of the above requirements, a student should request permission for a waiver **in writing** from the Associate Dean of the School of Education. All waiver requests must be submitted at least **<u>10 days</u>** before classes begin.

EARLY ADOLESCENCE CONTENT AREA MINORS
(Effective Fall 2002)

Language Arts (24 credits)

3   ENG L101 or ENG L102 or Multicultural Literature
3   ENG L202
3   ENG G205 or LING L103 or ENG G206
3   JOUR C200 or COM 250
3   ENG L391
3   EDUC X401 or EDUC E340
3   ENG LIT elective (British) 300 level
3   ENG LIT elective (American) 300 level

(The above listed courses will also fulfill the English minor for Adolescent/Young Adult certification.)

Mathematics (24 credits)

3   MA 153 (or waiver)
3   MA 103 pr MA 560
3   MA 229 or MA 163 (5 credits)
3   CS elective
3   STAT 125 (or higher)
3   MA elective*
3   MA elective*
3   MA elective*

* Could include MA 101, MA 102, MA 154 (or waiver), or 6 credits of 300+ level courses for major.

Science (24 credits)

4   BIOL 100 w/lab
3   CHEM 111
3   GEOL 100
3   BIOL 349, GEOL G300 or GEOG G315
3   PHYS 131
3   EDUC Q400 (or Q200 for dual certification)
3   AST A100, CHM 112 or PHYS 132
2-3 Science elective

Social Studies (24 credits)

3   ECON E200 or ECON E201
3   American History
3   Sociology
3   PSY 120
3   Political Science
3   HIST H232, FWAS H201, or FWAS H202
3   SOCIAL STUDIES elective (Geography course being developed)
3   SOCIAL STUDIES elective

SUGGESTED ELECTIVE COURSES FOR TEACHER CERTIFICATION CANDIDATES
(Check for Prerequisites)

ANTH B200	Bio-Anthropology
AUS 306	Introduction to Phonetics
AUS 309	Language Development
COAS I100	Introduction to International Studies
COM 303	Intercultural Communication
COM 212	Approaches to the Study of Interpersonal Communication
COM 325	Interviewing: Principles and Practice
COM 507	Introduction to Semiotics
COM 508	Nonverbal Communication and Human Interaction
COM 512	Theories of Interpersonal Communication
CS 106	Introduction to Computers
EDUC E346	Discipline/Parenting for Young Children
EDUC K410	Trends and Issues in Special Education
EDUC K465	Service Delivery Systems and Consultation Strategies
ENG L390	Children's Literature
ENG L391	Literature for Young Adults
ENG L392	Topics in Children's Literature
ENG G206	Introduction to the Study of Grammar
GEO G110	Introduction to Human Geography (IU)
GEO G120	World Regional Geography (IU)
HPER H160	First Aid
HSRV 105	Basic Interviewing Skills
LING L103	Introduction to the Study of Language
PACS P200	Introduction to Peace and Conflict Studies/Humanities
PACS P201	Introduction to Peace and Conflict Studies/Social-Behavior Sciences
POLY Y109	Introduction to International Relations
PSY 235	Child Psychology
PSY 236	Issues in Developmental Psychology
PSY 314	Introduction to Learning
PSY 416	Cognitive Psychology
SOC S300	Race and Ethnic Relations
SOC S295	Conflict Resolution and Mediation
SOC S328	Juvenile Delinquency
SPEA J305	The Juvenile Justice System

Courses Under Development: Undergraduate Course in Geography; Course in Classroom Management

BY: Exploratory Committee to Create New Programs, SOE 2000-2002   02/04/02

APPENDIX 2

"Bingo Sheets"

or

Check Sheets

for the Proposed Programs in

EARLY CHILDHOOD
MIDDLE CHILDHOOD
EARLY ADOLESCENCE
ADOLESCENCE/YOUNG ADULTHOOD

(The two pages for each program will be printed back to back.)

BACHELOR OF SCIENCE IN EDUCATION
EARLY CHILDHOOD (EC) CHECK SHEET
IPFW Courses and Ivy Tech State College (Ivy Tech) Equivalents (Effective Fall 2002)
School Setting-Preschool, and Elementary: Primary

STUDENT_____   STUDENT I.D._____

GENERAL EDUCATION REQUIREMENTS:
63 credits

(Refer to the "Approved Courses for General Education Credit" found in the front section of the *Schedule of Classes*)

GENERAL EDUCATION

I. Linguistic and Numerical Foundations (18 Crs.)			Ivy Tech Equivalent
COM 114 -Speech Communication	3		COM 101
ENG W131 - Elementary Composition	3		ENG 111
ENG W233 -Expository Writing	3		ENG 112
MA 101 - (P: MA 109 or 113*) Math El. Tch. I	3		(MAT 111)
MA 102 - (P: MA 101) Math El. Tch. II	3		
MA 103 - (P: MA 102) Math El. Tch. III	3		

II.Physical and Natural World (12Crs.)			
Biology (BIOL 100)*	3		(BIO 101)
Chemistry or Physics	3		
Geology or Astronomy	3		
EDUC Q200 Basic Science Skills	3		

III. Culture and Society (12 Crs.)			
American History (HIST H106)*	3		(HSY 102)
Economics or Political Science (POLS Y103)*	3		(POL 101)
Sociology (SOC S161)* or PSY 120	3		(SOC 111)
Hist H232 World in the 20th Century *or* Humanities (FWAS H201 or H202)	3		

IV. Humanistic Thought (9 Crs.)			
ENG L101 or ENG L102 Western World Masterpieces	3		
ENG L390 Children's Literature (P: W233)	3		
Philosophy (PHIL 110)*	3		(PHL 101)

V. Artistic Expression (9 Crs.)			
FINA T255 Crafts and Design	3		
MUS Z241 Intro to Music Fundamentals	2		
EDUC M323 Teach of Music (P: MUS Z241)	2		
EDUC M333 Art Experiences (P: FINA T255)	2		

VI. Inquiry and Analysis (3 Crs.)			
Refer to complete list in front section of *Schedule of Classes* under "Courses Approved for General Education Credit" Area VI (SOC S316 The Family)*	3		(ECE 204)

SCHOOL OF EDUCATION REQUIREMENTS:
52 Credits   Ivy Tech
ADDITIONAL REQUIREMENTS (7 Crs.)   Equivalent

300 Invitation to Teaching **Portfolio Checkpoint**	2		
EDUC W200/M101 Microcomputers for Education and Lab/Field Exp.	1 0		
AUS 115 Intro to Communicative Disorders	3		
EDUC K201 Schools, Society, and Exceptionality	1		
PPST (Pre-Professional Skills Test)			

BLOCK 1: TEACHER EDUCATION (9 Crs.)

EDUC K206 Tching Meth. for Students w/Spec. Needs- (P: EDUC K201)	3		ECE 230
EDUC H340 Education and American Culture	3		
EDUC P249/M101 Growth and Dev. in Early Child. and Lab/Field Exp. **Portfolio Checkpoint**	3 0		ECE 120

BLOCK 2: PROFESSIONAL EDUCATION (12 Crs.)

TEAM I			
EDUC P250 General Educational Psychology	3		
EDUC P251 Educ. Psychology for Elem. Teachers	3		
EDUC E340 Methods of Teaching Reading I	3		
EDUC E339 Methods of Tching. Lang. Arts	3		
EDUC M201 - Lab/Field Exp. **Portfolio checkpoint**	0		

BLOCK 3: PROFESSIONAL EDUCATION (12 Crs.)

EDUC E337/M101 Class. Lrng.Env. and Lab/Field Exp.	3 0		ECE 216
EDUC E325/M201 Social Studies and Lab/Field Exp.	3 0		
EDUC E333/M201 Inq. MathSci and Lab/Field Exp.	3 0		ECE 243
EDUC E336 Play As Dev. **Portfolio Checkpoint**	3		ECE 103

* Only this course has Ivy Tech equivalent.

STUDENT TEACHING (12 Crs.)

EDUC M425 Student Teaching	1 2		ECE 235, 245, or 255=6 Crs. towards student teaching
EDUC M501 Portfolio **Exit Portfolio checkpoint**	0		

ELECTIVES (9 Crs.)

	3		
	3		
	3		

ELECTIVES (Continued) Suggested options include:

EDUC E335 Intro to EC Education EDUC E346 Discipline/Parenting for Young Children EDUC E338 Early Childhood Education, or EDUC E330/M101 Inf. Lrng. Env. & Lab/Field Exp. or EDUC E347 Lang. Arts for Early Childhood FNN 302 or 303 Nutrition Education or Essentials of Nutrition Other	3 3 3 3 3/ 0 3 3		ECE 102 ECE 130 ECE 210 ECE111 ECE233

Total Credits=124

SOE STUDENT CHECKPOINTS

1st Checkpoint in Semester 4/5: <u>Admission to Teacher Education</u> (Block 1) (Evaluated by: F300 instructor, Dean)
1. Pass PPST. Recommendation: Take PPST <u>after</u> at least ENG 131 and at least one non-remedial math course.
2. 2.50 Cum GPA including all coursework taken from previously attended institutions
3. Completion of 45 credit hours
4. C or better in: ENG W131, COM 114, EDUC W200, EDUA F300, MA 101 (EC & MC) or a Quantitative Reasoning course (EA & AYA)
5. 1st portfolio checkpoint (initial establishment of a portfolio in F300)

2nd Checkpoint in Semester 5/6: <u>Admission to Professional Education</u> (Blocks 2 and 3) (Evaluated by: Academic Advisor, portfolio assessors)
1. Student has been admitted to Teacher Education
2. Junior Status (60 credits completed, including at least half in each Gen. Ed. area. EC and MC students need half of ENG/COM courses in General Education Area I and half of MA courses in General Education Area I. EA and AYA students need 15 of 60 credits in teaching major or core content area.)
3. Minimum 2.00 GPA in each General Education area
4. 2.50 Cum. GPA
5. 2nd portfolio checkpoint (scoring assessment) in P249 for EC & MC, in P250 for EA & AYA
6. Completion of or enrolled in Block 1

3rd Checkpoint in Semester 6/7 : <u>Admission to Student Teaching</u> (Evaluated by: Academic Advisor, Director of Field Services)
1. Complete a Limited Criminal History check
2. Complete an application for student teaching
3. Make appointment with Director of Field Services
4. Complete all methods courses
5. 3rd portfolio checkpoint (scoring assessment) in Blocks 2 and 3 for EC & MC and Methods for EA & AYA

4th Checkpoint in Semester 8/9: Final Assessment (Evaluated by : Portfolio Assessors, Dean)
1. 4th portfolio check point (scoring assessment)
2. Completion of student teaching and all course requirements

5th Checkpoint: Verification for Completion of Degree/Certification
1. Apply for graduation/license

For an exception to any of the above requirements, a student should request permission for a waiver **in writing** from the Associate Dean of the School of Education. All waiver requests must be submitted at least **10 days** before classes begin.

BACHELOR OF SCIENCE IN EDUCATION
MIDDLE CHILDHOOD (MC)
(Effective Fall 2002)
School Setting-Elementary: Intermediate

STUDENT_____   STUDENT I.D._____

GENERAL EDUCATION REQUIREMENTS:
63 credits

> **(Refer to the "Approved Courses for General Education Credit" found in the front section of the *Schedule of Classes)***

GENERAL EDUCATION
I. Linguistic and Numerical Foundations (18 Crs.)

COM 114 -Speech Communication	3		
ENG W131 - Elementary Composition	3		
ENG W233 -Expository Writing	3		
MA 101 - (P: MA 109) Math Elem Teach I	3		
MA 102 - (P: MA 101) Math Elem Teach II	3		
MA 103 - (P: MA 102) Math Elem Teach III	3		

II. Physical and Natural World (12Crs.)

Biology	3		
Chemistry or Physics	3		
Geology or Astronomy	3		
EDUC Q200 Basic Science Skills	3		

III. Culture and Society (12 Crs.)

American History	3		
Economics or Political Science	3		
Sociology or Psychology (PSY 120)	3		
Hist H232 World in the 20th Century *or* Humanities (FWAS H201 or H202)	3		

IV. Humanistic Thought (9 Crs.)

ENG L101 or ENG L102 Western World Masterpieces	3		
ENG L390 Children's Literature (P: W233)	3		
Philosophy	3		

V. Artistic Expression (9 Crs.)

FINA T255 Crafts and Design	3		
MUS Z241 Intro to Music Fundamentals	2		
EDUC M323 Teach of Music (P: MUS Z241)	2		
EDUC M333 Art Experiences (P: FINA T255)	2		

VI. Inquiry and Analysis (3 Crs.)

Refer to complete list in front section of *Schedule of Classes* under "Courses Approved for General Education Credit" Area VI	3		

SCHOOL OF EDUCATION REQUIREMENTS:
52 Credits

ADDITIONAL REQUIREMENTS (7 Crs.)

EDUA F300 Invitation to Teaching **Portfolio Checkpoint**	2		
EDUC W200/M101 Microcomputers for Education and Lab/Field Exp.	1 0		
AUS 115 Intro to Communicative Disorders	3		
EDUC K201 Schools, Society and Exceptionality	1		
PPST (Pre-Professional Skills Test)			

BLOCK 1: TEACHER EDUCATION (9 Crs.)

EDUC K206 Tch. Meth. for Students w/Spec. Needs-(P: EDUC 201)	3		
EDUC H340 Education and American Culture	3		
EDUC P249/M101 Growth and Dev. in Early Childhood **Portfolio Checkpoint**	3 0		

BLOCK 2: PROFESSIONAL EDUCATION (12 Crs.)

TEAM I			
EDUC P250 General Educational Psychology	3		
EDUC P251 Educ. Psychology for Elem. Teachers	3		
EDUC E340 Methods of Teaching Reading I	3		
EDUC E339 Methods of Teaching Lang. Arts	3		
EDUC M201 Lab/Field Exp. **Portfolio checkpoint**	0		

BLOCK 3: PROFESSIONAL EDUCATION (12 Crs.)

TEAM II (P: TEAM I)			
EDUC E328 Science in the Elem. Schools	3		
EDUC E325 Social Studies in the Elem. Schools	3		
EDUC N343 Mathematics in the Elem. Schools	3		
EDUC M201 Lab/Field Exp. **Portfolio Checkpoint**	0		
EDUC E341 Methods of Teaching Reading II	3		

STUDENT TEACHING (12 Crs.)

EDUC M425 Student Teaching	12		
EDUC M501 Portfolio **Exit Portfolio Checkpoint**	0		

ELECTIVES (9 Crs.)

	3		
	3		
	3		

Total Credits=124

SOE STUDENT CHECKPOINTS

1st Checkpoint in Semester 4/5: <u>Admission to Teacher Education</u> (Block 1) (Evaluated by: F300 instructor, Dean)
1. Pass PPST. Recommendation: Take PPST <u>after</u> at least ENG 131 and at least one non-remedial math course.
2. 2.50 Cum GPA including all coursework taken from previously attended institutions
3. Completion of 45 credit hours
4. C or better in: ENG W131, COM 114, EDUC W200, EDUA F300, MA 101 (EC & MC) or a Quantitative Reasoning course (EA & AYA)
5. 1st portfolio checkpoint (initial establishment of a portfolio in F300)

2nd Checkpoint in Semester 5/6: <u>Admission to Professional Education</u> (Blocks 2 and 3) (Evaluated by: Academic Advisor, portfolio assessors)
1. Student has been admitted to Teacher Education
2. Junior Status (60 credits completed, including at least half in each Gen. Ed. area. EC and MC students need half of ENG/COM courses in General Education Area I and half of MA courses in General Education Area I. EA and AYA students need 15 of 60 credits in teaching major or core content area.)
3. Minimum 2.00 GPA in each General Education area
4. 2.50 Cum. GPA
5. 2nd portfolio checkpoint (scoring assessment) in P249 for EC & MC, in P250 for EA & AYA
6. Completion of or enrolled in Block 1

3rd Checkpoint in Semester 6/7 : <u>Admission to Student Teaching</u> (Evaluated by: Academic Advisor, Director of Field Services)
1. Complete a Limited Criminal History check
2. Complete an application for student teaching
3. Make appointment with Director of Field Services
4. Complete all methods courses
5. 3rd portfolio checkpoint (scoring assessment) in Blocks 2 and 3 for EC & MC and Methods for EA & AYA

4th Checkpoint in Semester 8/9: Final Assessment (Evaluated by : Portfolio Assessors, Dean)
1. 4th portfolio check point (scoring assessment)
2. Completion of student teaching and all course requirements

5th Checkpoint: Verification for Completion of Degree/Certification
1. Apply for graduation/license

For an exception to any of the above requirements, a student should request permission for a waiver **in writing** from the Associate Dean of the School of Education. All waiver requests must be submitted at least **10 days** before classes begin.

BACHELOR OF SCIENCE IN EDUCATION
EARLY ADOLESCENCE (EA)
(Effective Fall 2002)
School Setting-Middle School/Junior High

STUDENT_____ STS   STUDENT I.D._____

GENERAL EDUCATION REQUIREMENTS:
45 Credits

(Refer to the "Approved Courses for General Education Credit" Found in the front section of the *Schedule of Classes*)

GENERAL EDUCATION
I. Linguistic and Numerical Foundations (12 Crs.)

COM 114 Speech Communication	3		
ENG W131 Elementary Composition	3		
ENG W233 Expository Writing	3		
Any College Level Math including:	3		
MA 168 Math for the Liberal Arts Student			
MA 153 Algebra and Trig. I			
STAT 125 Communicating with Statistics			

II. Physical and Natural World (9 Crs.)

Biology	3		
Two of the following: ANTH B200 Bioanthropology, Astronomy, Chemistry, Geology, or Physics			
	3		
	3		

III. Culture and Society (9 Crs.)

One of the following: American History or World History or Humanities (FWAS H201 or H202)			
	3		
One of the following: Political Science or Sociology			
	3		
One of the following: Anthropology, Economics, Folklore, Journalism, Linguistics, Psychology, or Public and Environmental Affairs			
	3		

IV. Humanistic Thought (9 Crs.)

English Literature	3		
One of the following: ARET 210 Architecture and Urban Reform or Visual Arts or Music			
	3		
One of the following: Film or Philosophy or Theatre			
	3		

V. Artistic Expression (3 Crs.)

Refer to complete list in the front section of the *Schedule of Classes* under "Courses Approved for General Education Credit" Area V.	3		

VI. Inquiry and Analysis (3 Crs.) (Exclude for Admission to Teacher Education)

Refer to complete list in the front section of the *Schedule of Classes* under "Courses Approved for General Education Credit" Area VI	3		

SCHOOL OF EDUCATION REQUIREMENTS:

ADDITIONAL REQUIREMENTS (4 Crs.)

EDUC F300 Invitation to Teaching **Portfolio Checkpoint**	2		
EDUC W200 Microcomputers for Education and Lab/Field Exp.	1 0		
EDUC K201 Schools, Society, and Exceptionality	1		
PPST (Pre-Professional Skills Test)			

BLOCK 1: TEACHER EDUCATION (9 Crs.)

EDUC K206 Tch. Meth. for Students w/Spec. Needs-(P:EDUC 201)	3		
EDUC H340 Education and American Culture	3		
EDUC P250/M201 General Ed. Psych. and Lab/Field Exp.--**Portfolio Checkpoint**	3 0		

BLOCK 2: PROFESSIONAL EDUCATION (9 Crs.)

EDUC P252/254/M201 Psych. for Jr.High, Middle School, or K-12 and Lab/Field Exp.	3 0		
EDUC X401 or E340 or E341	3		
Sec. Meths in 1 area, or Elem Meths in 2 areas, or S405 EA Meths/M401 **Portfolio Checkpoint**	3 0		

BLOCK 3: CORE CONTENT AREAS (48 Crs.)
*Core areas listed on back

Content: 15 of 48 to enter Professional Education (BLOCK 2)			
EA = 24 in each of 2 of 4 core content areas			

STUDENT TEACHING (12 Cr.s.)

M480 Student Teaching	12		
M501 Portfolio–**Exit Portfolio Checkpoint**	0		

ELECTIVES

For recommended, see attached sheet			

Total Credits: at least 124 credits for graduation

*Core areas–Language Arts, Mathematics, Social Studies, Science. See School of Education for specific courses.

SOE STUDENT CHECKPOINTS

1st Checkpoint in Semester 4/5: <u>Admission to Teacher Education</u> (Block 1) (Evaluated by: F300 instructor, Dean)
1. Pass PPST. Recommendation: Take PPST <u>after</u> at least ENG 131 and at least one non-remedial math course.
2. 2.50 Cum GPA including all coursework taken from previously attended institutions
3. Completion of 45 credit hours
4. C or better in: ENG W131, COM 114, EDUC W200, EDUA F300, MA 101 (EC & MC) or a Quantitative Reasoning course (EA & AYA)
5. 1st portfolio checkpoint (initial establishment of a portfolio in F300)

2nd Checkpoint in Semester 5/6: <u>Admission to Professional Education</u> (Blocks 2 and 3) (Evaluated by: Academic Advisor, portfolio assessors)
1. Student has been admitted to Teacher Education
2. Junior Status (60 credits completed, including at least half in each Gen. Ed. area. EC and MC students need half of ENG/COM courses in General Education Area I and half of MA courses in General Education Area I. EA and AYA students need 15 of 60 credits in teaching major or core content area.)
3. Minimum 2.00 GPA in each General Education area
4. 2.50 Cum. GPA
5. 2nd portfolio checkpoint (scoring assessment) in P249 for EC & MC, in P250 for EA & AYA
6. Completion of or enrolled in Block 1

3rd Checkpoint in Semester 6/7 : <u>Admission to Student Teaching</u> (Evaluated by: Academic Advisor, Director of Field Services)
1. Complete a Limited Criminal History check
2. Complete an application for student teaching
3. Make appointment with Director of Field Services
4. Complete all methods courses
5. 3rd portfolio checkpoint (scoring assessment) in Blocks 2 and 3 for EC & MC and Methods for EA & AYA

4th Checkpoint in Semester 8/9: Final Assessment (Evaluated by : Portfolio Assessors, Dean)
1. 4th portfolio check point (scoring assessment)
2. Completion of student teaching and all course requirements

5th Checkpoint: Verification for Completion of Degree/Certification
1. Apply for graduation/license

For an exception to any of the above requirements, a student should request permission for a waiver **<u>in writing</u>** from the Associate Dean of the School of Education. All waiver requests must be submitted at least **<u>10 days</u>** before classes begin.

BACHELOR OF SCIENCE IN EDUCATION
ADOLESCENCE/YOUNG ADULTHOOD (AYA)
(Effective Fall 2002)
School Setting-High School

STUDENT_____   STUDENT I.D._____

GENERAL EDUCATION REQUIREMENTS:

45 Credits

(Refer to the "Approved Courses for General Education Credit" found in the front section of the *Schedule of Classes*)

GENERAL EDUCATION

I. Linguistic and Numerical Foundations (12 Crs.)

COM 114 Speech Communication	3		
ENG W131 Elementary Composition	3		
ENG W233 Expository Writing	3		
Any College Level Math including:	3		
MA 168 Math for the Liberal Arts Student			
MA 153 Algebra and Trig. I			
STAT 125 Communicating with Statistics			

II. Physical and Natural World (9 Crs.)

Biology	3		
*Two of the following:*ANTH B200 Bioanthropology, Astronomy, Chemistry, Geology, or Physics			
	3		
	3		

III. Culture and Society (9 Crs.)

*One of the following :*American History or World History or Humanities (FWAS H201 or H202)			
	3		
*One of the following :*Political Science or Sociology			
	3		
*One of the following :*Anthropology, Economics, Folklore, Journalism, Linguistics, Psychology, or Public and Environmental Affairs			
	3		

IV. Humanistic Thought (9 Crs.)

English Literature	3		
One of the following: ARET 210 Architecture and Urban Reform or Visual Arts or Music			
	3		
One of the following: Film, Philosophy or Theatre			
	3		

V. Artistic Expression (3 Crs.)

Refer to complete list in the front section of the *Schedule of Classes* under "Courses Approved for General Education Credit" Area V.	3		

VI. Inquiry and Analysis (3Crs.) (Exclude for Admission to Teacher Education)

Refer to complete list in the front section of the *Schedule of Classes* under "Courses Approved for General Education Credit" Area VI	3		

SCHOOL OF EDUCATION REQUIREMENTS:

ADDITIONAL REQUIREMENTS (4 Crs.)

EDUC F300 Invitation to Teaching **Portfolio Checkpoint**	2		
EDUC W200/M101 Microcomputers for Education and Lab/Field Exp.	1 0		
EDUC K201 Schools, Society and Exceptionality	1		
PPST (Pre-Professional Skills Test)			

BLOCK 1: TEACHER EDUCATION (9 Crs.)

EDUC K206 Tch. Meth. for Students w/Spec. Needs-(P:EDUC 201)	3		
EDUC H340 Education and American Culture	3		
EDUC P250/M201 Gen. Ed. Psych. and Lab/Field Exp.--**Portfolio Checkpoint**	3 0		

BLOCK 2: PROFESSIONAL EDUCATION (9 Crs.)

EDUC P253/254/M201 Psych. for Sec. Teachers, or K-12 and Lab/Field Exp.	3 0		
Methods/EDUC M401 **Portfolio Checkpoint**	3 0		
EDUC X401 Critical Reading in the Content Area	3		

BLOCK 3: TEACHING MAJOR (variable Crs.)
*Majors listed on back

Content: 15 of total to enter professional education (BLOCK 2)			
See the School of Education for list of courses in major			

STUDENT TEACHING (12 Crs.)

EDUC M480 Student Teaching	12		
EDUC M501 Portfolio **Exit Portfolio Checkpoint**	0		

ELECTIVES

For recommended, see attached sheet			

Total Credits=at least 124 credits for graduation

*Teaching Majors:
Earth Space Science, English, French, German, Life Science, Mathematics, Physical Science, Social Studies, Spanish, Theatre.
Teaching minors are also available in the above subjects.

SOE STUDENT CHECKPOINTS

1st Checkpoint in Semester 4/5: <u>Admission to Teacher Education</u> (Block 1) (Evaluated by: F300 instructor, Dean)
1. Pass PPST. Recommendation: Take PPST <u>after</u> at least ENG 131 and at least one non-remedial math course.
2. 2.50 Cum GPA including all coursework taken from previously attended institutions
3. Completion of 45 credit hours
4. C or better in: ENG W131, COM 114, EDUC W200, EDUA F300, MA 101 (EC & MC) or a Quantitative Reasoning course (EA & AYA)
5. 1st portfolio checkpoint (initial establishment of a portfolio in F300)

2nd Checkpoint in Semester 5/6: <u>Admission to Professional Education</u> (Blocks 2 and 3) (Evaluated by: Academic Advisor, portfolio assessors)
1. Student has been admitted to Teacher Education
2. Junior Status (60 credits completed, including at least half in each Gen. Ed. area. EC and MC students need half of ENG/COM courses in General Education Area I and half of MA courses in General Education Area I. EA and AYA students need 15 of 60 credits in teaching major or core content area.)
3. Minimum 2.00 GPA in each General Education area
4. 2.50 Cum. GPA
5. 2nd portfolio checkpoint (scoring assessment) in P249 for EC & MC, in P250 for EA & AYA
6. Completion of or enrolled in Block 1

3rd Checkpoint in Semester 6/7 : <u>Admission to Student Teaching</u> (Evaluated by: Academic Advisor, Director of Field Services)
1. Complete a Limited Criminal History check
2. Complete an application for student teaching
3. Make appointment with Director of Field Services
4. Complete all methods courses
5. 3rd portfolio checkpoint (scoring assessment) in Blocks 2 and 3 for EC & MC and Methods for EA & AYA

4th Checkpoint in Semester 8/9: Final Assessment (Evaluated by : Portfolio Assessors, Dean)
1. 4th portfolio check point (scoring assessment)
2. Completion of student teaching and all course requirements

5th Checkpoint: Verification for Completion of Degree/Certification
1. Apply for graduation/license

For an exception to any of the above requirements, a student should request permission for a waiver **<u>in writing</u>** from the Associate Dean of the School of Education. All waiver requests must be submitted at least **<u>10 days</u>** before classes begin.

Joint Program in Early Childhood

with

Ivy Tech State College

1. List of Ivy Tech Courses (aligned with IPFW's courses)

2. Ivy Tech's A.S. program (aligned with IPFW's courses)

3. "Bingo Sheet" or Check Sheet for IPFW's A.S. in Early

Aligned Early Childhood Education Courses of Ivy Tech State College with IPFW Early Childhood Education Courses for the A.S. Degree

Ivy Tech	IPFW
ECE 101 Beginnings in Child Development	FNN 302 or 303 Nutrition
ECE 102 Reflections on Practice	EDUC E335 Introduction to Early Childhood Ed.
ECE 103 Curriculum in the ECH Classroom	EDUC E336 Play as Development
ECE 105 CDA Process	
ECE 110 Infant & Toddler Growth & Dev.	
ECE 111 Env. for Infants & Toddlers	EDUC E330 Infant Toddler Learning Env.
ECE 120 Child Growth and Development	EDUC P249/M101 Child Growth and Development
ECE 130 DAP Guid. in a Cultural Cntxt.	EDUC E346 Disc/Parenting of Young Children
ECE 200 Family Teacher Partnership	
ECE 201 Skills for Partnership	
ECE 204 Families in Transition	SOC S316 The Family
ECE 210 Early Childhood Administration	EDUC E338 Early Childhood Educator
ECE 213 Infant and Toddler Programming	
ECE 216 Curr. for the Early Child. Admin.	EDUC E337 Classroom Learning Environments
ECE 218 Leadership/Mentoring in EC Adm.	
ECE 220 Adolescent Development	
ECE 223 School Age Programming	
ECE 230 Exceptional Child	EDUC K201 Schools, Society and Exceptionality
	EDUC K206 Tch, Meth. For Stdnts. w/Spec. Needs
ECE 233 Emerging Literacy	EDUC E347 Language Arts for Young Children
ECE 240 In Home Care	
ECE 243 Cognitive Curriculum	EDUC E333 Math & Science in ECE
ECE 225 Infant and Toddler Practicum	
ECE 235 Preschool Practicum*	
ECE 245 School Age Practicum*	
ECE 255 Generalist Practicum*	EDUC E317 Practicum ECE**
ECE 260 Early Childhood Capstone Course	

(All courses above=three credits).

*All students transferring from Ivy Tech to complete the B.S. degree at IPFW need to take two 3-credit courses from ECE 255, ECE 235, and/or ECE 245 to total 6 credits of practicum in pre-K/K. They will then need 6 credits from M425 at IPFW to complete the 12 credits for student teaching.

**All IPFW A.S. students who seek a 4 year B.S. degree at IPFW would need to take 8 credits of M425 (student teaching) to augment EDUC 317 (4 credits).

ITSC	Course Title	IPFW	Course Title	Credits

General Education Core – 27 Credits

ENG 111	Eng. Comp.	ENG W131 Elementary Composition	3	
ENG 112	Exposition and Persuasion	ENG W233 Expository Writing	3	
COM 101	Fund. Of Public Spkg.	COM114 Speech Communication	3	
MAT 111/112	Intermed. Algebra or Funct. Math	MA 113	3	
POL 101	Intro to Am Govt. and Politics	POLS Yl03 Intro to American Politics	3	
BIO 101	Intro to Bio.	BIOL 100	3	
SOC 111	Intro to Soc.	SOC S161 Principles of Sociology		3
PHL 101	Intro. To Philosophy	PHIL110 Introduction to Philosophy	3	
HSY 102	Survey of American History II	HIST H106 American History II	3	

Broad Technical Core – 24 Credits

ECE 102	Reflections on Pract. In EC	EDUC E335 Introduction to ECE	3
ECE 103	Curriculum in EC Classroom	EDUC E336 Play as Development	3
ECE 120	Child Growth and Development	EDUC P249 Growth and Dev. in EC	3
ECE 130	DAP Guidance in Cultural Context	EDUC E346 Disc./Parenting for Yg. Ch.	3
ECE 204	Families in Transition	*(SOC S3l6 The Family)	3
ECE 243	Cognitive Curriculum	EDUC E333 Inquiry in Science and Math	3
ECE 230	Exceptional Child	EDUC K201 Schools, Society, and Excep.	1
		EDUC K206 Tch. Meth. for Students w/ Special Needs	2
ECE 260	Early Childhood Professional – Capstone		3

Specialty Core – l5 Credits

ECE 233	Emerging Literacy.	EDUC E347 Language Arts in ECE	3
ECE 216	Curriculum for the EC Ad	EDUC E337 Classroom Learning Env.	3
ECE 111	Environments for In/Tod	EDUC E330 Infant Learning Env.	3

Must take two of the following:

ECE 235	Preschool Practicum	EDUC M425 Student Teaching	6
ECE 245	School Age Practicum		
ECE 255	Generalist Practicum		

	Credit Hours	**66**

*This course counts in the Broad Technical Core for Ivy Tech students. It counts as a General Education Course in the Area VI for IPFW students.

ASSOCIATE OF SCIENCE IN EDUCATION
EARLY CHILDHOOD (EC) CHECK SHEET
IPFW Courses and Ivy Tech State College (Ivy Tech) Equivalents (Effective Fall 2002)

STUDENT_____   STUDENT I.D._____

GENERAL EDUCATION REQUIREMENTS:
30 credits

			Ivy Tech Equivalent
COM 114 -Speech Communication	3		COM 101
ENG W131 - Elementary Composition I	3		ENG 111
MA 101 - (P: MA 109 or 113*) Math Elem Teach I	3		(MAT 111)
FNN 302 or 303 Nutrition	3		ECE 101
EDUC Q200 Basic Science Skills	3		
H340 Education and American Culture	3		
SOC S161 Principles of Sociology	3		SOC 111
PSY 120 Elementary Psychology	3		PSY 101
ENG L101 or ENG L102 Western World Masterpieces	3		
MUS Z241 Intro to Music Fundamentals	2		
W200/M101 Microcomputers for Education and Lab/Field Exp.	1		

PROFESSIONAL COURSES
34 Credits

			Ivy Tech Equivalent
K201 Schools, Society and Exceptionality K206 Teaching Methods for Students w/Special Needs	1 2		ECE 230
E338 The Early Childhood Educator	3		ECE 210
E335 Introduction to Early Childhood Education	3		ECE 102
P249/M101 Growth & Dev. in Early Childhood and Lab/Field Exp.	3		ECE 120
E346 Discipline/Parenting for Young Children	3		ECE 130
E347 Language Arts for Early Childhood	3		ECE 233
E330/M101 Infant Learning Environments & Lab/Field Exp.	3		ECE 111
E337/M101 Classroom Learning Environments & Lab/Field Exp.	3		ECE 216
E333 Inquiry in Math and Science	3		ECE 243
E336 Play as Development	3		ECE 103
E317 Practicum in Early Childhood Education	4		ECE 225, ECE 235, ECE 245, or ECE 255

Total Credits=64

*Only this course has Ivy Tech equivalent