

College of Education

College of Education

Mission Statement

The College of Education provides leadership through exemplary teaching, research and engagement while embracing collaboration, creativity, respect and diversity. The college's mission is to advance scientific discovery in both applied and scholarly learning; prepare students to become exceptional teachers and education professionals; and maximize educational outcomes through inspired teaching, research and public service.

To further its mission, the College of Education creates knowledge through innovative inquiry and superior scholarship; delivers a contemporary and innovative professional curriculum; empowers faculty, staff and students to effect professional, social and technological change in a global, multi-cultural and diverse society; engages in cross-disciplinary collaboration to seek solutions to critical educational challenges both locally and globally; informs educational programs and policy; and attracts and retains talented and diverse faculty, staff and students.

Organization and Purpose

The College of Education consists of the Department of Curriculum and Instruction and the Department of Educational Studies.

The Department of Curriculum and Instruction offers undergraduate instruction in elementary education and social studies education as well as courses in teaching methods for all programs leading to initial teacher licensure offered at Purdue. At the graduate level, the department offers degree programs in curriculum studies, education for work and community, educational technology, literacy and language education, mathematics education, science education and social studies education. At the graduate degree level, the department prepares master teachers, curriculum specialists, teacher educators, educational researchers, instructional designers, educational technology specialists and university faculty members.

The Department of Educational Studies offers undergraduate-level and graduate-level instruction in counseling and development, cultural foundations, educational leadership, educational psychology, gifted education, measurement and research methods and special education. At the graduate degree level, the department prepares educational researchers; educational policy analysts; school principals and superintendents; counseling psychologists; teacher educators; and specialists in gifted education, measurement and the social and philosophical foundations of education. There is a counseling psychology doctoral program accredited by the American Psychological Association.

Admissions

Admissions Information

Admission to Teacher Education

Teacher Education Requirements

Welcome to the Office of Advising and Recruiting

The Office of Advising and Recruiting welcomes you to take advantage of our services so we can assist you with your academic career. We assist current and prospective College of Education students by providing quality advising about College of Education programs and referrals to additional academic, personal, and career counseling, as needed. Our primary purpose is to assist students in accomplishing their academic and lifelong learning goals.

A team of professional academic advisors work with students, faculty, staff, departments, and administration to maintain and improve the quality of education in the College of Education and Purdue University, as a whole. As advisors, we are committed to supporting each student in developing and implementing an individualized plan for academic success and career development.

Contact Us:

Office of Advising and Recruiting

Beering Hall, Room 3229
Purdue University
100 N. University Street
West Lafayette, IN 47907-2098
Voice: (765) 494-2345
Fax: (765) 494-0587
Email: education-advising@purdue.edu

College of Education

100 N. University Street
West Lafayette, IN 47907
Phone: (765) 494-2341
Fax: (765) 494-5832

For information about undergraduate programs in the College of Education contact:

Email: education-advising@purdue.edu
Phone: (765) 494-2345

College of Education Graduate Studies Office

For information about graduate study in the Purdue University College of Education, or to check on the status of your application:

The Office of Graduate Studies
Purdue University College of Education
Beering Hall of Liberal Arts and Education, Room 3229
100 N. University St.
West Lafayette, Indiana, 47907 USA
Voice: (765) 494-2345
Fax: (765) 494-5832
E-mail: education-gradoffice@purdue.edu

Contact Program Area, Faculty or Staff

Graduate Program Areas
Undergraduate Studies

Name	Title	E-Mail	Phone
Janet M. Alsup	Department Head	alsupj@purdue.edu	(765) 494-2367
Gina Haines	Administrative Assistant	hainesg@purdue.edu	(765) 494-2368
Kim Deardorff	Departmental Secretary	deardoka@purdue.edu	(765) 494-7935

Our office staff is here to assist you. Drop by BRNG 4108 if you have questions or concerns.

Department of Curriculum and Instruction

Overview

Welcome to the Department of Curriculum & Instruction (C&I)

We offer high quality learning programs to prepare education professionals for positions in schools, higher education, and the workplace. Undergraduates in C&I may enroll in programs leading to teacher licensure in elementary education or social studies education. In addition, C&I offers courses in teaching methods for all programs leading to initial teacher licensure at Purdue. At the graduate level, students may pursue advanced degrees in education disciplines including curriculum studies, education for work and community, educational technology, literacy and language education, mathematics education, science education, and social studies education.

Our faculty conducts research that links theory to practice leading to new discoveries in many aspects of the teaching and learning process across a wide variety of educational contexts. C&I serves the needs of society through engagement with our local, state, national, and international communities. We value collaboration, community, diversity, global perspectives, inquiry, and reflection, and we aspire to provide educational leadership in an increasingly diverse, interconnected, and technology-rich world.

Sincerely,
 Janet M. Alsup
 Head of the Department of Curriculum & Instruction

Mission Statement

We aspire to collaborate on issues associated with the teaching and learning process by linking theory and practice in a wide variety of educational contexts. We value community, collaboration, diversity, inquiry, and reflection.

We fulfill our mission by:

- Preparing education professionals for school, community, business, and government
- Providing educational experiences, built upon a common core of research and foundational knowledge, through innovative, coherent programs that include: diverse and field-based experiences, the infusion of technology, the integration of content and pedagogy, and ongoing assessment
- Fostering university-wide collaboration
- Reflecting diverse and international perspectives
- Engaging in teaching, inquiry, scholarship, service, and outreach activities

Departmental Website

Faculty

Contact Information

Contact the Department

Department of Curriculum and Instruction

Purdue University College of Education
Beering Hall of Liberal Arts and Education, Room 4108
100 N. University St.
West Lafayette, Indiana 47907-2098 USA
Voice: (765) 494-9172
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Contact the College of Education Graduate Studies Office

For information about graduate study in the Purdue University College of Education, or to check on the status of your application:

The Office of Graduate Studies
Purdue University College of Education
Beering Hall of Liberal Arts and Education, Room 3229
100 N. University St.
West Lafayette, Indiana, 47907 USA
Voice: (765) 494-2345
Fax: (765) 494-5832
E-mail: education-gradoffice@purdue.edu

Contact Program Area, Faculty or Staff

[Find Graduate Program Areas Information](#)
[Find Undergraduate Studies Information](#)

Name	Title	E-Mail	Phone
Janet M. Alsup	Department Head	alsupj@purdue.edu	(765) 494-2367
Gina Haines	Administrative Assistant	hainesg@purdue.edu	(765) 494-2368
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Graduate Information

For Graduate Information please see Curriculum and Instruction Graduate Program Information.

Baccalaureate

Elementary Education, BA

About the Program

Elementary Education reflects what is known about the best, evidence-based practices in teacher education and is aligned with state and national standards for elementary school teacher preparation. The program prepares professionals who embody the vision of education for a sustainable, socially-just world. Through professional courses and seminars that are paired with community experiences and extensive experiences in partner schools, the program prepares teachers who (a) are "inspired to care about our physical and social worlds and have the knowledge and skills [and dispositions] to enact that caring" (UNESCO, 2005), (b) revitalize classrooms and communities by providing equitable, socially just opportunities for learning and flourishing, (c) address racism at systemic and individual levels and recognize the impact of racism on learning and opportunities, and (d) promote interdependence between people, communities, and the natural world by what and how they teach (content and pedagogical practice).

The Elementary Education program prepares professionals who are attentive to the needs of diverse students and supports specialization in one or more learner pathways (i.e., students who are learning English as a new language, students with gifts and talents, students with special needs). The Elementary Education plan of study outlines the required courses to complete the degree for licensure.

This program meets state and national licensure standards and is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the State of Indiana, State Board of Education. Admission to and successful completion of the Teacher Education Program (TEP) are required.

For more information about the degree program, visit the COE Office of Advising and Recruiting. For teacher licensure information, visit the Office of Teacher Education and Licensure.

Elementary Education Major Change (CODO) Requirements

Degree Requirements

128 Credits Required

Departmental/Program Major Requirements (84-94 credits)

All courses below (Major Courses, Additional Methods Courses, Required Reading Concentration, and Required Learner Pathway) are included in the calculation of the Professional Education GPA requirement: 3.0 ("B" average with no grade lower than a "C").

Major Courses (51-58 credits)

- EDCI 20500 - Exploring Teaching As A Career ♦ (satisfies WC for core; 2 credits required)
- EDCI 21510 - Language & Literacy Foundations For Teachers
- EDCI 27000 - Introduction To Educational Technology And Computing (1 credit required)
- EDCI 28500 - Multiculturalism And Education ♦ (satisfies BSS for core; 2 credits required)
- EDCI 30101 - Inquiry Into Teaching And Learning In K-2
- EDCI 30102 - Inquiry Into Teaching And Learning In 3-6
- EDCI 35000 - Community Issues & Applications For Educators (1 credit required)
- EDCI 36101 - Teaching Social Studies In K-2

- EDCI 36102 - Teaching Social Studies In 3-6
- EDCI 36401 - Teaching Mathematics In K-2
- EDCI 36402 - Teaching Mathematics In Grades 3-6
- EDCI 36501 - Teaching Science Through Design In Grades K-2
- EDCI 36502 - Teaching Science Through Design In Grades 3-6
- EDCI 49600 - Student Teaching In The Elementary School (12 credits required; satisfies OC for core)
- EDCI 49601 - Elementary Education Student Teaching Residency
- EDPS 21100 - Special Education Law, Policy, And Ethical Guidelines
- EDPS 23500 - Learning And Motivation ♦ (2 credits required)
- EDPS 24000 - Children With Gifts, Creativity, And Talents
- EDPS 24800 - Differentiating Curriculum And Instruction
- EDPS 26501 - The Inclusive Classroom
- EDPS 32700 - Classroom Assessment (1 credit required)
- EDPS 36201 - Positive Behavioral Supports (2 credits required)
- EDPS 43000 - Creating And Managing Learning Environments (2 credits required)
- EDST 20010 - Educational Policies And Laws (1 credit required)
- EDCI 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches or
- EDPS 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches
- EDCI 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents or
- EDPS 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents

Additional Methods Courses (11 credits)

- AD 20100 - Art For Elementary School Teachers ♦
- HK 32200 - Physical Education In The Elementary School ♦
- MUS 32400 - Teaching Music In The Elementary School ♦
- PUBH 30500 - Health Education In Elementary Schools ♦

Required Reading Concentration (13 credits)

- EDCI 31101 - Integrating Media In The K-2 Classroom
- EDCI 31102 - Integrating Media In The 3-6 Classroom
- EDCI 32501 - Teaching Literacy In K-2
- EDCI 32602 - Teaching Literacy In 3-6
- EDCI 36303 - Literacy Teaching And Assessment In K-6
- EDCI 37001 - Teaching And Learning English As A New Language (2 credits required)
- EDCI 33500 - Reading Instruction For Tier 1 And Tier 2 or
- EDPS 33500 - Reading Instruction For Tier 1 And Tier 2

Required Learner Pathway Concentration (9-12 credits)

Elementary Education majors must choose one additional concentration. *A number of courses within these concentrations are satisfied by major required courses.*

- English Language Learners Concentration
- Special Education Concentration
- High Ability Concentration
- Applied Behavior Analysis Concentration

Other Departmental/Program Course Requirements (34-35 credits)

*Courses indicated by (**) are included in the Professional Education GPA ("B" average with no grade lower than a "C").*

- BIOL 20500 - Biology For Elementary School Teachers (*satisfies SCI for core*)
- BIOL 20600 - Biology For Elementary School Teachers (*satisfies SCI for core*)
- EAPS 31201 - Earth Systems Science For Elementary Teachers
- HIST 15100 - American History To 1877 ♦ (*satisfies HUM for core*)
- HIST 15200 - United States Since 1877 ♦
- MA 13700 - Mathematics For Elementary Teachers I (*minimum grade C-*)
- MA 13800 - Mathematics For Elementary Teachers II (*satisfies QR for core*)
- MA 13900 - Mathematics For Elementary Teachers III
- PHYS 23000 - Physical Science For Elementary Education
- AGECE 21700 - Economics or
- ECON 21000 - Principles Of Economics or
- ECON 21900 - Economics For Future Elementary Teachers
- ENGL 10600 - First-Year Composition (*satisfies IL for core*) or
- ENGL 10800 - Accelerated First-Year Composition (*satisfies IL for core*) or
- HONR 19903 - Interdisciplinary Approaches In Writing (*satisfies IL for core*) or
- SCLA 10100 - Transformative Texts, Critical Thinking And Communication I: Antiquity To Modernity (*satisfies IL for core*)
- EPCS 10100 - First Year Participation In EPICS (*satisfies STS for core*) or
- EPCS 11100 - First Year Participation In EPICS I (*satisfies STS for core*)

Electives (0-10 credits)

Courses listed below are suggested courses for students to take as electives; they are NOT required.

- EDCI 49000 - Individual Research And Teaching Experience
- EDCI 53900 - Introduction To K-12 Integrated Science, Technology, Engineering And Mathematics (STEM) Education
- EDPS 10101 - Learning In Context-An Introduction To The Learning Sciences
- EDPS 21200 - Collaboration And Family Engagement To Support Students With Disabilities
- EDPS 53300 - Introduction To Educational Research I: Methodology
- EDPS 53400 - Introduction To Educational Research II: Measurement Consideration
- HDFS 21000 - Introduction To Human Development

University Requirements

University Core Requirements

For a complete listing of University Core Course Selectives, visit the [Provost's Website](#).

- Human Cultures: Behavioral/Social Science (BSS)
- Human Cultures: Humanities (HUM)
- Information Literacy (IL)
- Oral Communication (OC)
- Quantitative Reasoning (QR)
- Science #1 (SCI)
- Science #2 (SCI)
- Science, Technology, and Society (STS)
- Written Communication (WC)

Civics Literacy Proficiency Requirement:

The Civics Literacy Proficiency activities are designed to develop civic knowledge of Purdue students in an effort to graduate a more informed citizenry.

Students will complete the Proficiency by passing a test of civic knowledge, and completing one of three paths:

- Attending six approved civics-related events and completing an assessment for each; or
- Completing 12 podcasts created by the Purdue Center for C-SPAN Scholarship and Engagement that use C-SPAN material and completing an assessment for each; or
- Earning a passing grade for one of **these approved courses** (or transferring in approved AP or departmental credit in lieu of taking a course)

For more information visit the Civics Literacy Proficiency **website**.

Prerequisite Information:

For current pre-requisites for courses, click [here](#).

Program Requirements

Fall 1st Year

- BIOL 20500 - Biology For Elementary School Teachers
- EDCI 28500 - Multiculturalism And Education ♦
- EDCI 35000 - Community Issues & Applications For Educators ♦
- EDPS 21100 - Special Education Law, Policy, And Ethical Guidelines
- EDST 20010 - Educational Policies And Laws
- HIST 15100 - American History To 1877
- MUS 32400 - Teaching Music In The Elementary School
- ENGL 10600 - First-Year Composition or
- ENGL 10800 - Accelerated First-Year Composition

18 Credits

Spring 1st Year

- BIOL 20600 - Biology For Elementary School Teachers

- EDCI 20500 - Exploring Teaching As A Career ♦
- EDCI 21510 - Language & Literacy Foundations For Teachers
- HIST 15200 - United States Since 1877
- MA 13700 - Mathematics For Elementary Teachers I
- PUBH 30500 - Health Education In Elementary Schools
- EPCS 10100 - First Year Participation In EPICS or
- EPCS 11100 - First Year Participation In EPICS I

17 Credits

Fall 2nd Year

- AD 20100 - Art For Elementary School Teachers
- EDPS 23500 - Learning And Motivation
- EDPS 24800 - Differentiating Curriculum And Instruction
- EDPS 26501 - The Inclusive Classroom
- MA 13800 - Mathematics For Elementary Teachers II
- PHYS 23000 - Physical Science For Elementary Education
- EDCI 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches or
- EDPS 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches
- EDCI 33500 - Reading Instruction For Tier 1 And Tier 2 or
- EDPS 33500 - Reading Instruction For Tier 1 And Tier 2

17 Credits

Spring 2nd Year

- EAPS 31201 - Earth Systems Science For Elementary Teachers
- EDCI 37001 - Teaching And Learning English As A New Language
- EDPS 24000 - Children With Gifts, Creativity, And Talents
- EDPS 36201 - Positive Behavioral Supports
- MA 13900 - Mathematics For Elementary Teachers III
- AGECE 21700 - Economics or
- ECON 21000 - Principles Of Economics or
- ECON 21900 - Economics For Future Elementary Teachers
- EDCI 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents or
- EDPS 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents

15 Credits

Fall 3rd Year

- EDCI 27000 - Introduction To Educational Technology And Computing
- EDCI 30101 - Inquiry Into Teaching And Learning In K-2
- EDCI 31101 - Integrating Media In The K-2 Classroom
- EDCI 32501 - Teaching Literacy In K-2
- EDCI 36101 - Teaching Social Studies In K-2
- EDCI 36401 - Teaching Mathematics In K-2
- EDCI 36501 - Teaching Science Through Design In Grades K-2
- Required Concentration (Learner Pathway) Course - Credit Hours: 3.00

15 Credits

Spring 3rd Year

- EDCI 30102 - Inquiry Into Teaching And Learning In 3-6
- EDCI 31102 - Integrating Media In The 3-6 Classroom
- EDCI 32602 - Teaching Literacy In 3-6
- EDCI 36102 - Teaching Social Studies In 3-6
- EDCI 36303 - Literacy Teaching And Assessment In K-6
- EDCI 36402 - Teaching Mathematics In Grades 3-6
- EDCI 36502 - Teaching Science Through Design In Grades 3-6
- Required Concentration (Learner Pathway) Course - Credit Hours: 3.00

15 Credits

Fall 4th Year

- EDCI 49601 - Elementary Education Student Teaching Residency
- EDPS 32700 - Classroom Assessment
- EDPS 43000 - Creating And Managing Learning Environments
- HK 32200 - Physical Education In The Elementary School
- Required Concentration (Learner Pathway) Course - Credit Hours: 3.00
- *Students should note this is a field-heavy semester and plan on not being available for other courses during the regular school day.*

12 Credits

Spring 4th Year

- EDCI 49600 - Student Teaching In The Elementary School

12 Credits

Notes

- EDST 20010, EDCI 20500, and EDCI 28500 are required for admission to teacher education.

- 2.8 Graduation GPA is required for Bachelor of Arts degree
- 32 credit hours of Purdue coursework at the 30000 level or higher are required for graduation and to attain the Bachelor of Arts degree.
- 2.8 Overall GPA is required for the Teacher Education Program and Indiana Licensure.
- 3.0 Professional Education GPA is required for the Teacher Education Program and Indiana Licensure.
- Indiana Licensure Information

College of Education Pass/No Pass Option Policy

Education majors (which includes the total credit hour requirement to fulfill General Education: Educational Studies and General Education: Curriculum & Instruction) are not eligible to receive P/NP for required courses on your plan of study. Only electives and courses at the 500+ level can have a grade mode change.

Spring 2020 was the only exception approved for the entire campus.

World Language Courses

World Language proficiency requirements vary by program. The following list is inclusive of all world languages PWL offers for credit; for acceptable languages and proficiency levels, see your advisor.

ASL-American Sign Language	ARAB-Arabic	CHNS-Chinese	FR-French
GER-German	GREK-Greek (Ancient)	HEBR-Hebrew (Biblical)	HEBR-Hebrew (modern)
ITAL-Italian	JPNS-Japanese	KOR-Korean	LATN-Latin
PTGS-Portuguese	RUSS-Russian	SPAN-Spanish	

Critical Course

The ♦ course is considered critical.

In alignment with the Degree Map Guidance for Indiana's Public Colleges and Universities, published by the Commission for Higher Education (pursuant to HEA 1348-2013), a Critical Course is identified as "one that a student must be able to pass to persist and succeed in a particular major. Students who want to be nurses, for example, should know that they are expected to be proficient in courses like biology in order to be successful. These would be identified by the institutions for each degree program".

Disclaimer

The student is ultimately responsible for knowing and completing all degree requirements.

The myPurduePlan powered by DegreeWorks is the knowledge source for specific requirements and completion.

General Education: Curriculum and Instruction, BA (non-licensure)

About the Program

The curriculum and instruction major is for those interested in a career in the field of education but not necessarily classroom teaching. This major is non-teaching license program. It provides an educational leadership focus in an increasingly diverse, interconnected, and technology-rich world and values collaboration, community, diversity, global perspectives, inquiry, and reflection. Research on various aspects of educational practices is conducted and disseminated. A focus on theory-into-practice leads to new discoveries in the teaching and learning process across a wide variety of educational contexts. Sample signature areas of discovery include:

- Challenges of acquiring academic language for English language learners (ELLs).
- The Science Learning through Engineering Design (SLED) project.
- Study abroad and internationalization efforts by colleges and universities.
- Impact of technology on citizenship and citizenship education.
- Postsecondary learner's development of mathematics content knowledge.

The General Education: Curriculum & Instruction Plan of Study outlines the required courses to complete the degree. For more information about the degree program, visit the COE Office of Advising and Recruiting.

General Education Major Change (CODO) Requirements

Degree Requirements

120 Credits Required

Departmental/Program Major Courses (26 credits)

All Education courses (EDCI, EDPS, and EDST prefix) must earn a minimum grade of "C-."

Required Courses (15 credits)

- EDCI 20500 - Exploring Teaching As A Career (2 credits required; satisfies WC for core)
- EDCI 27000 - Introduction To Educational Technology And Computing (1 credit required; satisfies IL for core)
- EDCI 28500 - Multiculturalism And Education (2 credits required; satisfies BSS for core)
- EDCI 35000 - Community Issues & Applications For Educators (1 credit required)
- EDPS 23500 - Learning And Motivation (3 credits required)
- EDPS 26501 - The Inclusive Classroom
- EDST 20010 - Educational Policies And Laws (3 credits required)
- EDCI 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches or
- EDPS 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches

Foundations of Curriculum

Choose one.

- EDCI 49000 - Individual Research And Teaching Experience

- EDCI 53900 - Introduction To K-12 Integrated Science, Technology, Engineering And Mathematics (STEM) Education
- EDCI 58000 - Foundations Of Curriculum
- EDPS 10101 - Learning In Context-An Introduction To The Learning Sciences
- EDPS 43000 - Creating And Managing Learning Environments
- EDPS 43010 - Secondary Creating And Managing Learning Environments

Foundations of Learning and Design Technology

Choose one.

- ANTH 21000 - Technology And Culture
- COM 25100 - Communication, Information, And Society
- CS 10100 - Digital Literacy
- EDCI 52800 - Human Performance Technology
- EDCI 53100 - Learning Theories And Instructional Design
- EDCI 56000 - Educational Technology For Teaching And Learning
- EDCI 56400 - Integration And Management Of Technology For Learning
- EDCI 56900 - Introduction To E-Learning
- SYS 30000 - It's A Complex World - Addressing Global Challenges

Foundations of Literacy

Choose one.

- EDCI 30900 - Reading In Middle And Secondary Schools: Methods And Problems
- EDCI 32500 - Literacy In The Early Childhood Classroom
- EDCI 50000 - Foundations Of Literacy
- ENGL 39100 - Composition For English Teachers
- ENGL 39200 - Young Adult Literature
- ENGL 49200 - Literature In The Secondary Schools

Teaching Learners of English as a New Language

Choose one option.

- EDCI 38100 - Teaching For Social Justice: Culturally And Linguistically Diverse Learners
- EDCI 37001 - Teaching And Learning English As A New Language and
- EDCI 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents

Other Departmental/Program Course Requirements (45-46 credits)

- ENGL 10600 - First-Year Composition or
- ENGL 10800 - Accelerated First-Year Composition or
- HONR 19903 - Interdisciplinary Approaches In Writing or
- SCLA 10100 - Transformative Texts, Critical Thinking And Communication I: Antiquity To Modernity

- HIST 10400 - Introduction To The Modern World (*satisfies Human Cultures Humanities for core*) or
- HIST 10500 - Survey Of Global History (*satisfies Human Cultures Humanities for core*)
- HIST 15100 - American History To 1877 (*satisfies Human Cultures Humanities for core*) or
- HIST 15200 - United States Since 1877
- Oral Communication - Credit Hours: 3.00
- Science, Technology & Society - Credit Hours: 3.00
- Science (any class ASTR, BIOL, BTNY, CHM, EAPS, ENTM, HORT, NRES, PHYS) - Credit Hours: 3.00
- Science - Credit Hours: 3.00
- Science - Credit Hours: 3.00 (laboratory science)
- World Language 20100 - Credit Hours: 3.00

Quantitative Reasoning (6 credits)

Choose one sequence below.

Sequence #1

- MA 13700 - Mathematics For Elementary Teachers I
- MA 13800 - Mathematics For Elementary Teachers II

Sequence #2

- STAT 11300 - Statistics And Society
- Quantitative Reasoning course - Credit Hours: 3.00

Sequence #3

- Quantitative Reasoning courses - Credit Hours: 6.00

Aesthetic Awareness (3 credits)

Choose one.

- AD 20100 - Art For Elementary School Teachers
- AD 22600 - History Of Art To 1400
- AD 22700 - History Of Art Since 1400
- AD 25500 - Art Appreciation
- DANC 10100 - Modern Dance Technique I
- DANC 10200 - Ballet I
- DANC 10300 - Jazz Dance I
- MUS 25000 - Music Appreciation
- MUS 32400 - Teaching Music In The Elementary School
- MUS 37800 - Jazz History
- THTR 13300 - Survey Of Acting
- THTR 20100 - Theatre Appreciation

English Literature (3 credits)

Choose one.

Note: Movie and film courses are not accepted for the English literature requirement.

- CHNS 24100 - Introduction To The Study Of Chinese Literature

- ENGL 23000 - Great Narrative Works
- ENGL 23100 - Introduction To Literature
- ENGL 23200 - Thematic Studies In Literature
- ENGL 23400 - Literature And The Environment
- ENGL 23500 - Introduction To Drama
- ENGL 23700 - Introduction To Poetry
- ENGL 23800 - Introduction To Fiction
- ENGL 24000 - British Literature Before 1789
- ENGL 24100 - British Literature After 1789
- ENGL 25000 - Great American Books
- ENGL 25700 - Literature Of Black America
- ENGL 25800 - Nobel Prize Winners In Literature
- ENGL 26200 - Greek And Roman Classics In Translation
- ENGL 26400 - The Bible As Literature
- ENGL 26600 - World Literature: From The Beginnings To 1700 A.D.
- ENGL 26700 - World Literature: From 1700 A.D. To The Present
- ENGL 33100 - Medieval English Literature
- ENGL 33300 - Renaissance English Literature
- ENGL 33700 - Nineteenth-Century English Literature
- ENGL 33900 - Twentieth-Century British Literature
- ENGL 35000 - American Literature Before 1865
- ENGL 35100 - American Literature After 1865
- ENGL 35200 - Native American Literature
- ENGL 35400 - Asian American Literature
- ENGL 35800 - Black Drama
- ENGL 35900 - Black Women Writers
- ENGL 36000 - Gender And Literature
- ENGL 36500 - Literature And Imperialism
- ENGL 36600 - Postcolonial Literatures
- ENGL 37000 - Nineteenth-Century American Literature
- ENGL 37100 - Twentieth-Century American Literature
- ENGL 37300 - Science Fiction And Fantasy
- ENGL 39200 - Young Adult Literature
- FR 24100 - Introduction To The Study Of French Literature
- GER 24100 - Introduction To The Study Of German Literature
- JPNS 24100 - Introduction To The Study Of Japanese Literature
- SPAN 24100 - Introduction To The Study Of Hispanic Literature

Race, Ethnic & Cultural Diversity (6 credits)

Choose two.

- AAS 37000 - Black Women Rising
- AAS 37300 - Issues In African American Studies
- AAS 37500 - The Black Family
- ANTH 33600 - Human Variation
- ANTH 37000 - Ethnicity And Culture
- ANTH 37900 - Native American Cultures

- ASAM 34000 - Contemporary Issues In Asian American Studies
- ENGL 25700 - Literature Of Black America
- ENGL 35200 - Native American Literature
- ENGL 35400 - Asian American Literature
- ENGL 35800 - Black Drama
- HIST 36600 - Hispanic Heritage Of The United States
- HIST 37700 - History And Culture Of Native America
- HIST 39600 - African American History To 1877
- HIST 39800 - African American History Since 1877
- SOC 31000 - Race And Ethnicity
- SOC 35600 - Hate And Violence
- WGSS 28000 - Women's, Gender, And Sexuality Studies: An Introduction
- WGSS 28200 - Introduction To LGBTQ Studies
- WGSS 38000 - Comparative Studies In Gender And Culture

Electives (48-49 credits)

University Requirements

University Core Requirements

For a complete listing of University Core Course Selectives, visit the [Provost's Website](#).

- Human Cultures: Behavioral/Social Science (BSS)
- Human Cultures: Humanities (HUM)
- Information Literacy (IL)
- Oral Communication (OC)
- Quantitative Reasoning (QR)
- Science #1 (SCI)
- Science #2 (SCI)
- Science, Technology, and Society (STS)
- Written Communication (WC)

Civics Literacy Proficiency Requirement:

The Civics Literacy Proficiency activities are designed to develop civic knowledge of Purdue students in an effort to graduate a more informed citizenry.

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- Attending six approved civics-related events and completing an assessment for each; or
- Completing 12 podcasts created by the Purdue Center for C-SPAN Scholarship and Engagement that use C-SPAN material and completing an assessment for each; or
- Earning a passing grade for one of **these approved courses** (or transferring in approved AP or departmental credit in lieu of taking a course)

For more information visit the Civics Literacy Proficiency [website](#).

Prerequisite Information:

For current pre-requisites for courses, click [here](#).

Program Requirements

Fall 1st Year

- EDCI 27000 - Introduction To Educational Technology And Computing
- ENGL 10600 - First-Year Composition or
- ENGL 10800 - Accelerated First-Year Composition or
- HONR 19903 - Interdisciplinary Approaches In Writing or
- SCLA 10100 - Transformative Texts, Critical Thinking And Communication I: Antiquity To Modernity
- HIST 15100 - American History To 1877 or
- HIST 15200 - United States Since 1877
- World Language 20100 - Credit Hours: 3.00
- Quantitative Reasoning selective - Credit Hours: 3.00
- Elective - Credit Hours: 2.00

15-16 Credits

Spring 1st Year

- EDCI 20500 - Exploring Teaching As A Career
- EDCI 28500 - Multiculturalism And Education
- Quantitative Reasoning Selective - Credit Hours: 3.00
- Elective - Credit Hours: 3.00
- Elective - Credit Hours: 3.00

15 Credits

Fall 2nd Year

- EDPS 23500 - Learning And Motivation
- EDPS 26501 - The Inclusive Classroom
- EDCI 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches or
- EDPS 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches
- Oral Communication selective- Credit Hours: 3.00
- Laboratory Science selective - Credit Hours: 3.00
- Elective - Credit Hours: 4.00

15 Credits

Spring 2nd Year

- EDST 20010 - Educational Policies And Laws - Credit Hours: 3.00 for Non-Licensure Majors
- Aesthetic Awareness selective - Credit Hours: 3.00
- Science, Technology & Society selective - Credit Hours: 3.00
- Elective - Credit Hours: 3.00
- Elective - Credit Hours: 3.00

15 Credits

Fall 3rd Year

- English Literature selective - Credit Hours: 3.00
- Science selective - Credit Hours: 3.00
- Foundations of Curriculum - Credit Hours: 3.00
- Elective - Credit Hours: 3.00
- Elective - Credit Hours: 3.00

15 Credits

Spring 3rd Year

- HIST 10400 - Introduction To The Modern World or
- HIST 10500 - Survey Of Global History
- Race, Ethnic & Cultural Diversity selective - Credit Hours: 3.00
- Foundations of Learning and Design Technology - Credit Hours: 3.00
- Elective - Credit Hours: 3.00
- Elective - Credit Hours: 3.00

15 Credits

Fall 4th Year

- Foundations of Literacy - Credit Hours: 3.00
- Science selective - Credit Hours: 3.00
- Elective - Credit Hours: 3.00
- Elective - Credit Hours: 3.00
- Elective - Credit Hours: 3.00

15 Credits

Spring 4th Year

- EDCI 35000 - Community Issues & Applications For Educators
- Teaching Learners of English as a New Language- Credit Hours: 3.00

- Race, Ethnic & Cultural Diversity selective - Credit Hours: 3.00
- Elective - Credit Hours: 3.00
- Elective - Credit Hours: 3.00
- Elective - Credit Hours: 3.00

15-16 Credits

Notes

- Education Courses (EDCI, EDPS and EDST) must earn a minimum grade of "C-."
- A 2.8 *Graduation GPA* with a "C-" or better in education courses (*EDCI, EDPS, and EDST*) required.
- 32 credit hours at the 30000 level or above required.
- *The General Education: Curriculum & Instruction major is not a licensure program.*

World Language Courses

World Language proficiency requirements vary by program. The following list is inclusive of all world languages PWL offers for credit; for acceptable languages and proficiency levels, see your advisor.

ASL-American Sign Language	ARAB-Arabic	CHNS-Chinese	FR-French
GER-German	GREK-Greek (Ancient)	HEBR-Hebrew (Biblical)	HEBR-Hebrew (modern)
ITAL-Italian	JPNS-Japanese	KOR-Korean	LATN-Latin
PTGS-Portuguese	RUSS-Russian	SPAN-Spanish	

Critical Course

The ♦ course is considered critical.

In alignment with the Degree Map Guidance for Indiana's Public Colleges and Universities, published by the Commission for Higher Education (pursuant to HEA 1348-2013), a Critical Course is identified as "one that a student must be able to pass to persist and succeed in a particular major. Students who want to be nurses, for example, should know that they are expected to be proficient in courses like biology in order to be successful. These would be identified by the institutions for each degree program".

Disclaimer

The student is ultimately responsible for knowing and completing all degree requirements.

The myPurduePlan powered by DegreeWorks is the knowledge source for specific requirements and completion.

Social Studies Education, BA

About the Program

Social Studies Education (SSED) is a comprehensive teacher preparation program aligned with state and national standards to prepare individuals to teach a variety of social studies subjects at the secondary (grades 5-12) level.

Faculty have designed SSED to prepare graduates who are able to develop informed and active participants in a diverse and democratic society. To achieve this goal, SSED reflects both best practices in teacher education and an emphasis on essential content knowledge.

Students complete extensive coursework in three areas: Historical Perspectives, Economics, and Government/Citizenship, and introductory coursework in the remaining social studies content areas. Students may also choose to complete additional concentrations in Psychology and/or Sociology. Professional education courses are taken throughout the program with field experiences built in each semester of the program.

This program meets state and national licensure standards and is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the State of Indiana, State Board of Education. Admission to and successful completion of the Teacher Education Program (TEP) are required.

The Social Studies Education Plan of Study outlines the required courses to complete the degree for licensure. For more information about the degree program, visit the COE Office of Advising and Recruiting. For teacher licensure information, visit the Office of Teacher Education and Licensure.

Social Studies Education Major Change (CODO) Requirements

Degree Requirements

129 Credits Required

Departmental/Program Major Courses (122-126 credits)

Major: Required Education Courses (44 credits)

***Course included in Professional Education GPA ("B" average with no grade lower than a "C").*

- EDCI 20500 - Exploring Teaching As A Career ♦ (2 credits required; satisfies WC for core)
- EDCI 21610 - Teaching History: Standards And Strategies
- EDCI 21710 - Teaching Geography: Standards And Strategies
- EDCI 21810 - Teaching Civics And Government: Standards And Strategies
- EDCI 21910 - Teaching For Economic Literacy: Developing An Economic Way Of Thinking
- EDCI 27000 - Introduction To Educational Technology And Computing (1 credit required; satisfies IL for core)
- EDCI 28500 - Multiculturalism And Education ♦ (2 credits required; satisfies BSS for core)
- EDCI 30900 - Reading In Middle And Secondary Schools: Methods And Problems (1 credit required)
- EDCI 35000 - Community Issues & Applications For Educators (1 credit required)
- EDCI 37001 - Teaching And Learning English As A New Language (2 credits required)
- EDCI 42300 - The Teaching Of Social Studies In Secondary Schools
- EDCI 43300 - The Teaching Of Social Studies In Junior High/Middle School
- EDCI 49800 - Supervised Teaching (12 credits required; satisfies OC for core)
- EDPS 23500 - Learning And Motivation (2 credits required)

- EDPS 24000 - Children With Gifts, Creativity, And Talents
- EDPS 24800 - Differentiating Curriculum And Instruction
- EDPS 26501 - The Inclusive Classroom
- EDPS 32700 - Classroom Assessment *(1 credit required)*
- EDPS 36201 - Positive Behavioral Supports *(2 credits required)*
- EDPS 43010 - Secondary Creating And Managing Learning Environments *(2 credits required)*
- EDST 20010 - Educational Policies And Laws *(1 credit required)*
- EDCI 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches or
- EDPS 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches
- EDCI 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents or
- EDPS 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents

Required Learner Pathway Concentration (6-9 credits)

Choose one of the following Pathway Concentrations. A number of the credits required for the concentrations are met by required major courses.

- English Language Learners Concentration
- High Ability Concentration
- Special Education Concentration
- Applied Behavior Analysis Concentration

Major: Social Studies Content (63 credits)

Major: Social Studies Content GPA Requirement: 2.50

Historical Perspectives (21 Credits)

(fulfills HUM for core)

- HIST 10400 - Introduction To The Modern World
- HIST 10500 - Survey Of Global History
- HIST 15100 - American History To 1877
- HIST 15200 - United States Since 1877

Historical Perspectives Selectives (9 credits)

- Any HIST course, 30000-level or above - Credit Hours: 3.00
- Any HIST course, 30000-level or above - Credit Hours: 3.00
- Any HIST course, 30000-level or above - Credit Hours: 3.00

Civics and Government (15 credits)

- POL 10100 - American Government And Politics *(meets Civics Literacy requirement)*

- POL 37200 - Indiana Government And Politics

Civics and Government Selectives (9 credits)

- Any POL course, 30000-level or above - Credit Hours: 3.00
- Any POL course, 30000-level or above - Credit Hours: 3.00
- Any POL course, 30000-level or above - Credit Hours: 3.00

Economics (12 credits)

- ECON 25100 - Microeconomics
- ECON 25200 - Macroeconomics
- AGECE 21700 - Economics or
- ECON 21000 - Principles Of Economics

Economics Selective (3 credits)

- Any ECON course, 30000-level or above - Credit Hours: 3.00

Diversified (15 credits)

- ANTH 10000 - Being Human: Introduction To Anthropology
- EAPS 12000 - Introduction To Geography (*satisfies STS for core*)
- EAPS 10500 - The Planets (*satisfies SCI for core*) or
- EAPS 10900 - The Dynamic Earth or
- EAPS 11100 - Physical Geology (*satisfies SCI for core*) or
- EAPS 11200 - Earth Through Time (*satisfies SCI for core*) or
- EAPS 11600 - Earthquakes And Volcanoes (*satisfies SCI for core*) or
- EAPS 13800 - Thunderstorms And Tornadoes (*satisfies SCI for core*)

Psychological Sciences Selective (3 credits)

- Any PSY course, 10000-level or higher - Credit Hours: 3.00

Sociology Selective (3 credits)

- Any SOC course, 10000-level or higher - Credit Hours: 3.00

Other Departmental/Program Course Requirements (9-10 credits)

- ENGL 10600 - First-Year Composition (*satisfies WC and IL for core*) or
- ENGL 10800 - Accelerated First-Year Composition (*satisfies WC and IL for core*)
- Quantitative Reasoning, any UCC-approved course - Credit Hours: 3.00
- Science, any UCC-approved course (except EAPS courses in Diversified area above) - Credit Hours: 3.00

Optional Concentration for Social Studies Education

- Psychology Concentration for Social Studies Education
- Sociology Concentration for Social Studies Education

Electives (3-7 credits)

University Requirements

University Core Requirements

For a complete listing of University Core Course Selectives, visit the [Provost's Website](#).

- Human Cultures: Behavioral/Social Science (BSS)
- Human Cultures: Humanities (HUM)
- Information Literacy (IL)
- Oral Communication (OC)
- Quantitative Reasoning (QR)
- Science #1 (SCI)
- Science #2 (SCI)
- Science, Technology, and Society (STS)
- Written Communication (WC)

Civics Literacy Proficiency Requirement:

The Civics Literacy Proficiency activities are designed to develop civic knowledge of Purdue students in an effort to graduate a more informed citizenry.

Students will complete the Proficiency by passing a test of civic knowledge, and completing one of three paths:

- Attending six approved civics-related events and completing an assessment for each; or
- Completing 12 podcasts created by the Purdue Center for C-SPAN Scholarship and Engagement that use C-SPAN material and completing an assessment for each; or
- Earning a passing grade for one of **these approved courses** (or transferring in approved AP or departmental credit in lieu of taking a course)

For more information visit the Civics Literacy Proficiency [website](#).

Prerequisite Information:

For current pre-requisites for courses, [click here](#).

Program Requirements

Fall 1st Year

- EDCI 20500 - Exploring Teaching As A Career ♦
- EDST 20010 - Educational Policies And Laws
- HIST 15100 - American History To 1877

- POL 10100 - American Government And Politics
- ENGL 10600 - First-Year Composition or
- ENGL 10800 - Accelerated First-Year Composition
- Quantitative Reasoning - Credit Hours: 3.00

15-16 Credits

Spring 1st Year

- EDCI 21610 - Teaching History: Standards And Strategies
- EDCI 28500 - Multiculturalism And Education ♦
- EDCI 35000 - Community Issues & Applications For Educators
- HIST 10400 - Introduction To The Modern World
- HIST 15200 - United States Since 1877
- POL 37200 - Indiana Government And Politics
- AGECE 21700 - Economics or
- ECON 21000 - Principles Of Economics

16 Credits

Fall 2nd Year

- ECON 25100 - Microeconomics
- EDCI 21910 - Teaching For Economic Literacy: Developing An Economic Way Of Thinking
- EDCI 37001 - Teaching And Learning English As A New Language
- EDPS 24000 - Children With Gifts, Creativity, And Talents
- EDPS 36201 - Positive Behavioral Supports
- EDCI 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents or
- EDPS 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents
- Psychological Sciences Selective - Credit Hours: 3.00
- Historical Perspectives Selective - Credit Hours: 3.00

16 Credits

Spring 2nd Year

- EAPS 12000 - Introduction To Geography
- EDCI 21810 - Teaching Civics And Government: Standards And Strategies
- EDPS 23500 - Learning And Motivation
- EDPS 24800 - Differentiating Curriculum And Instruction
- EDPS 26501 - The Inclusive Classroom
- HIST 10500 - Survey Of Global History
- EDCI 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches or

- EDPS 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches
- Civics and Government Selective - Credit Hours: 3.00

16 Credits

Fall 3rd Year

- ECON 25200 - Macroeconomics
- EDCI 21710 - Teaching Geography: Standards And Strategies
- EDCI 27000 - Introduction To Educational Technology And Computing
- EDCI 30900 - Reading In Middle And Secondary Schools: Methods And Problems
- EAPS 10500 - The Planets or
- EAPS 10900 - The Dynamic Earth or
- EAPS 11100 - Physical Geology or
- EAPS 11200 - Earth Through Time or
- EAPS 11600 - Earthquakes And Volcanoes or
- EAPS 13800 - Thunderstorms And Tornadoes
- Civics and Government Selective - Credit Hours: 3.00
- Learner Pathway Concentration Course - Credit Hours: 3.00
- Elective - Credit Hours: 3.00

18 Credits

Spring 3rd Year

- EDCI 42300 - The Teaching Of Social Studies In Secondary Schools
- Civics and Government Selective - Credit Hours: 3.00
- Economics Selective - Credit Hours: 3.00
- Historical Perspectives Selective - Credit Hours: 3.00
- Science - Credit Hours: 3.00
- Learner Pathway Concentration Course - Credit Hours: 3.00

18 Credits

Fall 4th Year

- ANTH 10000 - Being Human: Introduction To Anthropology
- EDCI 43300 - The Teaching Of Social Studies In Junior High/Middle School
- EDPS 32700 - Classroom Assessment
- EDPS 43010 - Secondary Creating And Managing Learning Environments
- Learner Pathway Concentration Course or Elective - Credit Hours: 3.00
- Historical Perspectives Selective - Credit Hours: 3.00
- Sociology Selective - Credit Hours: 3.00

17 Credits

Spring 4th Year

- EDCI 49800 - Supervised Teaching

12 Credits

Notes

- ** Course included in Professional Education GPA ("*B*" average with no grade lower than a "*C*")
- EDST 20010, EDCI 20500, and EDCI 28500 are required for admission to teacher education.
- 32 credit hours at the 30000 level or above required.
- ^ At least 6 hours of each of these individual areas must be at the 30000-level or above: Ancient/Medieval/Modern selective, Government and Citizenship Area selectives, Economics/Government Concentration selectives, Sociology optional concentration, Psychology optional concentration.
- 3.0 Overall GPA is required for the Teacher Education Program and Indiana Licensure.
- 3.0 Professional Education GPA is required for the Teacher Education Program and Indiana Licensure.
- 2.5 Social Studies Content GPA is required for the Teacher Education Program and Indiana Licensure.
- Indiana Licensure Information

College of Education Pass/No Pass Option Policy

Education majors (which includes the total credit hour requirement to fulfill General Education: Educational Studies and General Education: Curriculum & Instruction) are not eligible to receive P/NP for required courses on your plan of study. Only electives and courses at the 500+ level can have a grade mode change.

Spring 2020 was the only exception approved for the entire campus.

World Language Courses

World Language proficiency requirements vary by program. The following list is inclusive of all world languages PWL offers for credit; for acceptable languages and proficiency levels, see your advisor.

ASL-American Sign Language	ARAB-Arabic	CHNS-Chinese	FR-French
GER-German	GREK-Greek (Ancient)	HEBR-Hebrew (Biblical)	HEBR-Hebrew (modern)
ITAL-Italian	JPNS-Japanese	KOR-Korean	LATN-Latin
PTGS-Portuguese	RUSS-Russian	SPAN-Spanish	

Critical Course

The ♦ course is considered critical.

In alignment with the Degree Map Guidance for Indiana's Public Colleges and Universities, published by the Commission for Higher Education (pursuant to HEA 1348-2013), a Critical Course is identified as "one that a student must be able to pass to persist and succeed in a particular major. Students who want to be nurses, for example, should know that they are expected to be proficient in courses like biology in order to be successful. These would be identified by the institutions for each degree program".

Disclaimer

The student is ultimately responsible for knowing and completing all degree requirements.

The myPurduePlan powered by DegreeWorks is the knowledge source for specific requirements and completion.

Minor

Global Studies Minor

Learning doesn't have to take place in the classroom. The Global Studies minor within the College of Education focuses on education in an ever-changing globalized world. Combined with classes on multiculturalism in education and an emphasis on globalization, this minor shows employers that you have a global perspective and international experience, which can set you apart from other educators. Explore the world and develop a global world view.

Requirements for the Minor (10-13 credits)

Studying abroad (outside the United States) a minimum of two weeks is a requirement for the minor. These weeks do not need to be taken consecutively.

A. Diversity, Equity, and Social Justice in Education (2-3 credits)

Choose one.

- EDCI 28500 - Multiculturalism And Education
- EDCI 58500 - Multicultural Education

B. Multidisciplinary Course (3 credits)

Choose one.

- AGECE 25000 - Economic Geography Of World Food And Resources
- AGR 20100 - Communicating Across Culture
- ANTH 20500 - Human Cultural Diversity
- HIST 10500 - Survey Of Global History
- POL 23500 - International Relations Among Rich And Poor Nations

C. International/Globalization Emphasis (4-7 credits)

Credit hours plus weeks abroad must equal 9.

- 4 credit hours + 5 weeks abroad

- 5 credit hours + 4 weeks abroad
- 6 credit hours + 3 weeks abroad
- 7 credit hours + 2 weeks abroad

1. Study Abroad* (2-5 Weeks)

To meet the International/Globalization Emphasis, a student must study abroad (outside the United States) for a minimum of two weeks. The weeks abroad do not need to be taken consecutively.

2. Additional Courses (4-7 credits)

- EDCI 37001 - Teaching And Learning English As A New Language
- EDCI 52600 - Language Study For Educators
- World Language course(s) - Credit Hours: 3.00 - 6.00
- International Focus course (pre-approval required, see below)** - Credit Hours: 3.00
- Building on a global consciousness framework proposed by Mansilla and Gardner (2007), courses selected to meet this requirement should have an international focus that encourage a mindful way of being in the world and stimulate students to develop three dispositions: *global sensitivity* (awareness to connect local experiences to a global framework); *global understanding* (ability to think critically on global issues and provide sustainable solutions); and, *global self* (ability to perceive oneself as a global actor a world stage). Course syllabi should clearly indicate attention to these dispositions.

D. Global Studies Seminar (1 credit)

*The Global Studies Seminar class is a Fall-only class offered on campus. This course **must be taken after the study abroad experience** for credit in the Global Studies Minor.*

- EDCI 45200 - Global Studies Seminar (*Fall Only*) or
- EDPS 45200 - Global Studies Seminar (*Fall Only*)

Notes

- The Global Studies Minor is not a licensure program.
- *Study Abroad is defined by any of a number of arrangements by which Purdue students complete part of their college program through educational activities outside the United States. Such activities include - but are not limited to - classroom study, research, intern or externships, and service learning.
- **International Focus courses must receive pre-approval. Submit paperwork to College of Education Senior Advisor. This paperwork will be evaluated by the College of Education International Committee and the Associate Dean for Learning, Engagement, and Global Initiatives for a decision.

World Language Courses

World Language proficiency requirements vary by program. The following list is inclusive of all world languages PWL offers for credit; for acceptable languages and proficiency levels, see your advisor.

ASL-American Sign Language	ARAB-Arabic	CHNS-Chinese	FR-French
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GER-German	GREK-Greek (Ancient)	HEBR-Hebrew (Biblical)	HEBR-Hebrew (modern)
ITAL-Italian	JPNS-Japanese	KOR-Korean	LATN-Latin
PTGS-Portuguese	RUSS-Russian	SPAN-Spanish	

Disclaimer

The student is ultimately responsible for knowing and completing all degree requirements.

The myPurduePlan powered by DegreeWorks is the knowledge source for specific requirements and completion.

Reference

Mansilla, V. B. & Gardner, H. (2007). From teaching globalization to nurturing global consciousness. In M. M. Suarez-Orozco (Ed.), *Learning in the global era: International perspectives on globalization*. (pp. 45 -67). Berkeley, CA: University of California.

Program Information

Economics/Government Concentration for Social Studies Education

Economics/Government Concentration (18 Credits)

Major GPA: 2.5

Required Courses (6 credits)

- ECON 25100 - Microeconomics
- AND ECON 25200 - Macroeconomics

Choose Four (12 credits)

Two courses at the 30000-level or above

- AGECE 20400 - Introduction To Resource Economics And Environmental Policy
- AGECE 25000 - Economic Geography Of World Food And Resources
- AGECE 34000 - International Economic Development
- AGECE 40600 - Natural Resource And Environmental Economics
- AGECE 45000 - International Agricultural Trade
- ECON 32500 - Economics Of Sports
- ECON 36100 - Antitrust And Regulation

- ECON 36500 - History Of Economic Thought
- ECON 36700 - Law And Economics
- ECON 37000 - International Trade
- ECON 37500 - United States Economic History
- ECON 37600 - Economics Of The European Union
- ECON 38000 - Money And Banking
- ECON 38500 - Labor Economics

K-12 Integrated STEM Optional Concentration for Education

K-12 Integrated STEM Optional Concentration for Education

Required Courses (8+ credits)

- EDCI 49000 - Individual Research And Teaching Experience
 - Engineering by Design (2 credits)
 - Student Teaching I-STEM (1 credit)
- EDCI 53900 - Introduction To K-12 Integrated Science, Technology, Engineering And Mathematics (STEM) Education

One EPICS course required; take level corresponding with class level:
- EPCS 10100 - First Year Participation In EPICS
- EPCS 20100 - Sophomore Participation In EPICS
- EPCS 30100 - Junior Participation In EPICS
- EPCS 40100 - Senior Participation In EPICS

Methods Course(s)
- EDCI 36501 - Teaching Science Through Design In Grades K-2 and
- EDCI 36502 - Teaching Science Through Design In Grades 3-6

OR
- EDCI 55800 - Integrated Science, Technology, Engineering And Mathematics (STEM) Education Methods-Secondary

Psychology Concentration for Social Studies Education

Required Courses (12 credits)

- PSY 12000 - Elementary Psychology
- PSY 23500 - Child Psychology
- PSY 35000 - Abnormal Psychology
- PSY 20000 - Introduction To Cognitive Psychology or
- PSY 22200 - Introduction To Behavioral Neuroscience

Choose Two (6 credits)

- PSY 23900 - The Psychology Of Women
- PSY 24000 - Introduction To Social Psychology
- PSY 24400 - Introduction To Human Sexuality

- PSY 27200 - Introduction To Industrial-Organizational Psychology
- PSY 33600 - Issues In Developmental Psychology
- PSY 36100 - Human Development I: Infancy And Childhood
- PSY 36700 - Adult Development And Aging
- PSY 38000 - Behavior Change Methods
- PSY 41800 - Understanding Autism
- PSY 42600 - Language Development
- PSY 44300 - Aggression And Violence

Note:

- This concentration is an addition area and can only be added to an existing license.
- At least six credit hours must be taken at the 30000 level or above.
- Minimum GPA 2.5 required.

Reading Concentration for Education

Required Courses (13 credits)

- EDCI 31101 - Integrating Media In The K-2 Classroom
- EDCI 31102 - Integrating Media In The 3-6 Classroom
- EDCI 32501 - Teaching Literacy In K-2
- EDCI 32602 - Teaching Literacy In 3-6
- EDCI 36303 - Literacy Teaching And Assessment In K-6
- EDCI 37001 - Teaching And Learning English As A New Language
- EDCI 33500 - Reading Instruction For Tier 1 And Tier 2 or
- EDPS 33500 - Reading Instruction For Tier 1 And Tier 2

Note

- B average and no grade lower than a C in Professional Education courses.

Sociology Concentration for Social Studies Education

Concentration Requirements (18 credits)

Required Courses (6 credits)

- SOC 10000 - Introductory Sociology
- SOC 36700 - Religion In America or
- SOC 36800 - The Social Significance Of Religion

Choose one course from each group (12 credits)

Group A (3 credits)

- SOC 22000 - Social Problems
- SOC 34000 - General Social Psychology
- SOC 42900 - Sociology Of Protest

Group B (3 credits)

- SOC 31000 - Race And Ethnicity
- SOC 33400 - Urban Sociology
- SOC 33900 - Sociology Of Global Development
- SOC 41100 - Social Inequality

Group C (3 credits)

- SOC 35000 - Sociology Of Family
- SOC 37400 - Medical Sociology
- SOC 45000 - Gender Roles In Modern Society

Group D (3 credits)

- SOC 32400 - Criminology
- SOC 32600 - Social Conflict And Criminal Justice
- SOC 32700 - Crime, Deviance And Mass Media
- SOC 32800 - Criminal Justice
- SOC 35200 - Drugs, Culture, And Society
- SOC 35600 - Hate And Violence
- SOC 42100 - Juvenile Delinquency
- SOC 42600 - Social Deviance And Control

Notes

- This concentration is an additional area and can only be added to an existing license.
- At least six credit hours must be taken at the 30000 or above level.
- Minimum GPA of 2.5 is required.

Department of Educational Studies

Overview

Welcome to the Department of Educational Studies (EDST)

Cast against a vibrant history of innovation, research, teaching, and learning that continues to contribute to the enhancement of human potential in a wide variety of learning environments, our internationally recognized faculty offer world-class opportunities

for study that emphasizes discovery of new knowledge. Amidst a collaborative, nurturing atmosphere in which professors know students by name, educational experiences are targeted at cutting-edge advances from the very people who have discovered them.

The EDST faculty is comprised of distinguished teachers and scholars who investigate, apply, practice, and disseminate information related to: the education of diverse learners; science, technology, engineering, and mathematics as well as the liberal arts; and effective instruction. In addition, EDST offers undergraduate majors that encourage students to work alongside faculty, who emphasize hands-on and exploratory experiences in Learning Sciences and Special Education.

Our graduates historically are successful in a diversity of positions in both the private and public sector. Depending on the program completed, graduates are employed as college and university faculty, researchers, consultants, educational research analysts, program evaluators, assessment specialists, clinicians, or therapists.

Whether you are a hard-working undergraduate, an ambitious graduate student, or a distinguished alumnus, we value your interest in EDST!

Warmly,
F. Richard Olenchak, Ph.D.
Professor and Educational Studies Department Head

Mission Statement

The Department of Educational Studies (EDST) seeks to contribute to the discovery and development of human potential in diverse learning environments. This mission is accomplished through the discovery, application, and dissemination of new knowledge centered on three key themes: We aim to develop future generations of innovative, engaged, and skilled education professionals through our high quality undergraduate and graduate programs. The department supports the mission of the College of Education and the goals and objectives of the college. We are committed to fostering a collaborative culture that values inquiry, diversity, and engagement among students, faculty, staff, and community as we move forward with our educational mission.

Faculty (website)

Contact Information

Department of Educational Studies

Beering Hall, Room 5108
Purdue University
West Lafayette, IN 47907-2098
Voice: (765) 494-9170
Fax: (765) 496-1228
Email: edst@purdue.edu

Undergraduate Studies

For information about undergraduate study in the Purdue University College of Education, please contact:
Office of Advising & Recruiting
Beering Hall, Room 3229
Purdue University
West Lafayette, IN 47907-2098

Voice: (765) 494-2345
Fax: (765) 496-0587
Email: education-advising@purdue.edu

Graduate Information

For Graduate Information please see Educational Studies Graduate Program Information.

Baccalaureate

General Education: Educational Studies, BA (non-licensure)

About the Program

The educational studies major is for those interested in a career in the field of education but not necessarily classroom teaching. This major is a non-teaching licensure program that provides a strong background in educational theory, practice and research. Research is conducted and disseminated on varied educational aspects of teaching, learning, and human development through discovery, teaching and engagement activities. Sample signature areas of discovery include:

- Using assistive technology to support school-based and community-based instruction for students with special needs.
- Developing effective instructional strategies in mathematics problem solving for students with learning disabilities.
- Developing identification tools and pedagogical models for underserved gifted and talented populations including students with diverse cultural backgrounds and children who live in poverty.
- Supporting motivation for and learning of science in young children including children from diverse cultural backgrounds and those living in poverty.
- Supporting students' psychological well-being (e.g., coping with death and dying, suicide prevention, multicultural issues, adult attachment).

The General Education: Educational Studies Plan of Study outlines the required courses to complete the degree. For more information about the degree program, visit the COE Office of Advising and Recruiting.

General Education Major Change (CODO) Requirements

Degree Requirements

120 Credits Required

Departmental/Program Major Courses (26-27 credits)

- EDCI 20500 - Exploring Teaching As A Career (*2 credits required; satisfies Written Communication for core*)
- EDCI 27000 - Introduction To Educational Technology And Computing (*1 credit required; satisfies Information Literacy for core*)
- EDCI 28500 - Multiculturalism And Education (*2 credits required*)
- EDPS 23500 - Learning And Motivation (*2 credits required; satisfies Human Cultures Behavioral/Social Science for core*)
- EDPS 26501 - The Inclusive Classroom
- EDPS 31500 - Collaborative Leadership: Interpersonal Skills
- EDPS 31600 - Collaborative Leadership: Cross-Cultural Settings
- EDST 20010 - Educational Policies And Laws (*1 credit required*)
- EDPS 32700 - Classroom Assessment (*1 credit required*) or

- EDPS 43000 - Creating And Managing Learning Environments (2 credits required) or
- EDPS 43010 - Secondary Creating And Managing Learning Environments (2 credits required)
- EDPS 50500 - Foundations Of Career Development And Assessment or
- EDPS 50700 - Counseling Multicultural And Diverse Populations
- HDFS 20100 - Introduction To Family Processes or
- HDFS 21000 - Introduction To Human Development or
- EDPS 53000 - Advanced Educational Psychology or
- EDPS 54000 - Gifted, Creative And Talented Children
- EDPS 10101 - Learning In Context-An Introduction To The Learning Sciences or
- EDPS 53100 - Introduction To Measurement And Instrument Design or
- EDPS 53300 - Introduction To Educational Research I: Methodology

Other Departmental/Program Course Requirements (45-46 credits)

- ENGL 10600 - First-Year Composition or
- ENGL 10800 - Accelerated First-Year Composition
- HIST 10400 - Introduction To The Modern World (*satisfies HUM for core*) or
- HIST 10500 - Survey Of Global History (*satisfies HUM for core*)
- HIST 15100 - American History To 1877 (*satisfies HUM for core*) or
- HIST 15200 - United States Since 1877 (*satisfies HUM for core*)
- World Language 20100 - Credit Hours: 3.00
- Oral Communication - Credit Hours: 3.00
- Science, Technology & Society - Credit Hours: 3.00
- Science - Credit Hours: 3.00 (*any course in ASTR, BIOL, BTNY, CHM, EAPS, ENTM, HORT, NRES, PHYS*)
- Science - Credit Hours: 3.00
- Science - Credit Hours: 3.00 (laboratory science)

Quantitative Reasoning (6 credits)

Choose one sequence below.

Sequence #1

- MA 13700 - Mathematics For Elementary Teachers I
- MA 13800 - Mathematics For Elementary Teachers II

Sequence #2

- Quantitative Reasoning course - Credit Hours: 3.00
- Quantitative Reasoning course - Credit Hours: 3.00

Sequence #3

- STAT 11300 - Statistics And Society
- Quantitative Reasoning course - Credit Hours: 3.00

Aesthetic Awareness (3 credits)

Choose one.

- AD 20100 - Art For Elementary School Teachers
- AD 22600 - History Of Art To 1400

- AD 22700 - History Of Art Since 1400
- AD 25500 - Art Appreciation
- DANC 10100 - Modern Dance Technique I
- DANC 10200 - Ballet I
- DANC 10300 - Jazz Dance I
- MUS 25000 - Music Appreciation
- MUS 32400 - Teaching Music In The Elementary School
- MUS 37800 - Jazz History
- THTR 13300 - Survey Of Acting
- THTR 20100 - Theatre Appreciation

English Literature (3 credits)

Choose one.

Note: Movie and film courses are not accepted for the English literature requirement.

- CHNS 24100 - Introduction To The Study Of Chinese Literature
- ENGL 23000 - Great Narrative Works
- ENGL 23100 - Introduction To Literature
- ENGL 23200 - Thematic Studies In Literature
- ENGL 23400 - Literature And The Environment
- ENGL 23500 - Introduction To Drama
- ENGL 23700 - Introduction To Poetry
- ENGL 23800 - Introduction To Fiction
- ENGL 24000 - British Literature Before 1789
- ENGL 24100 - British Literature After 1789
- ENGL 25000 - Great American Books
- ENGL 25700 - Literature Of Black America
- ENGL 25800 - Nobel Prize Winners In Literature
- ENGL 26200 - Greek And Roman Classics In Translation
- ENGL 26400 - The Bible As Literature
- ENGL 26600 - World Literature: From The Beginnings To 1700 A.D.
- ENGL 26700 - World Literature: From 1700 A.D. To The Present
- ENGL 33100 - Medieval English Literature
- ENGL 33300 - Renaissance English Literature
- ENGL 33700 - Nineteenth-Century English Literature
- ENGL 33900 - Twentieth-Century British Literature
- ENGL 35000 - American Literature Before 1865
- ENGL 35100 - American Literature After 1865
- ENGL 35200 - Native American Literature
- ENGL 35400 - Asian American Literature
- ENGL 35800 - Black Drama
- ENGL 35900 - Black Women Writers
- ENGL 36000 - Gender And Literature
- ENGL 36500 - Literature And Imperialism
- ENGL 36600 - Postcolonial Literatures
- ENGL 37000 - Nineteenth-Century American Literature

- ENGL 37100 - Twentieth-Century American Literature
- ENGL 37300 - Science Fiction And Fantasy
- ENGL 39200 - Young Adult Literature
- FR 24100 - Introduction To The Study Of French Literature
- GER 24100 - Introduction To The Study Of German Literature
- JPNS 24100 - Introduction To The Study Of Japanese Literature
- SPAN 24100 - Introduction To The Study Of Hispanic Literature

Race, Ethnic & Cultural Diversity (6 credits)

Choose two.

- AAS 37000 - Black Women Rising
- AAS 37300 - Issues In African American Studies
- AAS 37500 - The Black Family
- ANTH 20500 - Human Cultural Diversity
- ANTH 21000 - Technology And Culture
- ANTH 33600 - Human Variation
- ANTH 37000 - Ethnicity And Culture
- ANTH 37900 - Native American Cultures
- ASAM 34000 - Contemporary Issues In Asian American Studies
- ENGL 25700 - Literature Of Black America
- ENGL 35200 - Native American Literature
- ENGL 35400 - Asian American Literature
- ENGL 35800 - Black Drama
- HIST 36600 - Hispanic Heritage Of The United States
- HIST 37700 - History And Culture Of Native America
- HIST 39600 - African American History To 1877
- HIST 39800 - African American History Since 1877
- SOC 31000 - Race And Ethnicity
- SOC 35600 - Hate And Violence
- WGSS 28000 - Women's, Gender, And Sexuality Studies: An Introduction
- WGSS 28200 - Introduction To LGBTQ Studies
- WGSS 38000 - Comparative Studies In Gender And Culture

Electives (47-49 credits)

University Requirements

University Core Requirements

For a complete listing of University Core Course Selectives, visit the [Provost's Website](#).

- Human Cultures: Behavioral/Social Science (BSS)
- Human Cultures: Humanities (HUM)
- Information Literacy (IL)
- Oral Communication (OC)

- Quantitative Reasoning (QR)
- Science #1 (SCI)
- Science #2 (SCI)
- Science, Technology, and Society (STS)
- Written Communication (WC)

Civics Literacy Proficiency Requirement:

The Civics Literacy Proficiency activities are designed to develop civic knowledge of Purdue students in an effort to graduate a more informed citizenry.

Students will complete the Proficiency by passing a test of civic knowledge, and completing one of three paths:

- Attending six approved civics-related events and completing an assessment for each; or
- Completing 12 podcasts created by the Purdue Center for C-SPAN Scholarship and Engagement that use C-SPAN material and completing an assessment for each; or
- Earning a passing grade for one of **these approved courses** (or transferring in approved AP or departmental credit in lieu of taking a course)

For more information visit the Civics Literacy Proficiency **website**.

Prerequisite Information:

For current pre-requisites for courses, click [here](#).

Program Requirements

Fall 1st Year

- EDCI 27000 - Introduction To Educational Technology And Computing
- HIST 15100 - American History To 1877 or
- HIST 15200 - United States Since 1877
- ENGL 10600 - First-Year Composition or
- ENGL 10800 - Accelerated First-Year Composition
- Quantitative Reasoning - Credit Hours: 3.00
- World Language 20100 - Credit Hours: 3.00
- Elective - Credit Hours: 2.00

15-16 Credits

Spring 1st Year

- EDCI 20500 - Exploring Teaching As A Career
- EDCI 28500 - Multiculturalism And Education
- Quantitative Reasoning - Credit Hours: 3.00
- Elective - Credit Hours: 3.00
- Elective - Credit Hours: 3.00
- Elective - Credit Hours: 2.00

15 Credits

Fall 2nd Year

- EDPS 23500 - Learning And Motivation
- EDPS 26501 - The Inclusive Classroom
- Oral Communication - Credit Hours: 3.00
- Laboratory Science - Credit Hours: 3.00
- Elective - Credit Hours: 5.00

15 Credits

Spring 2nd Year

- EDST 20010 - Educational Policies And Laws
- Aesthetic Awareness - Credit Hours: 3.00
- Science, Technology & Society - Credit Hours: 3.00
- Elective - Credit Hours: 3.00
- Elective - Credit Hours: 3.00
- Elective - Credit Hours: 2.00

15 Credits

Fall 3rd Year

- EDPS 31500 - Collaborative Leadership: Interpersonal Skills
- English Literature - Credit Hours: 3.00
- Science - Credit Hours: 3.00
- Elective - Credit Hours: 3.00
- Elective - Credit Hours: 3.00

15 Credits

Spring 3rd Year

- EDPS 31600 - Collaborative Leadership: Cross-Cultural Settings
- HIST 10400 - Introduction To The Modern World or
- HIST 10500 - Survey Of Global History
- EDPS 50500 - Foundations Of Career Development And Assessment or
- EDPS 50700 - Counseling Multicultural And Diverse Populations
- Race, Ethnic & Cultural Diversity - Credit Hours: 3.00
- Elective - Credit Hours: 3.00

15 Credits

Fall 4th Year

- EDPS 32700 - Classroom Assessment or
- EDPS 43000 - Creating And Managing Learning Environments or
- EDPS 43010 - Secondary Creating And Managing Learning Environments
- EDPS 53000 - Advanced Educational Psychology or
- EDPS 54000 - Gifted, Creative And Talented Children or
- HDFS 20100 - Introduction To Family Processes or
- HDFS 21000 - Introduction To Human Development
- Science - Credit Hours: 3.00
- Elective - Credit Hours: 3.00
- Elective - Credit Hours: 3.00
- Elective - Credit Hours: 1.00-2.00

15 Credits

Spring 4th Year

- EDPS 10101 - Learning In Context-An Introduction To The Learning Sciences or
- EDPS 53100 - Introduction To Measurement And Instrument Design or
- EDPS 53300 - Introduction To Educational Research I: Methodology
- Race, Ethnic & Cultural Diversity - Credit Hours: 3.00
- Elective - Credit Hours: 3.00
- Elective - Credit Hours: 3.00
- Elective - Credit Hours: 2.00-3.00

14-15 Credits

Notes

- ** Education Courses - EDCl, EDPS and EDST (*must earn a minimum grade of "C-"*)
- A 2.8 *Graduation GPA* with a "C-" or better in education courses (*EDCl, EDPS, and EDST*) required
- 32 credit hours at the 30000 level or above required
- *The General Education: Educational Studies major is not a licensure program.*

World Language Courses

World Language proficiency requirements vary by program. The following list is inclusive of all world languages PWL offers for credit; for acceptable languages and proficiency levels, see your advisor.

ASL-American Sign Language	ARAB-Arabic	CHNS-Chinese	FR-French
GER-German	GREK-Greek (Ancient)	HEBR-Hebrew (Biblical)	HEBR-Hebrew (modern)

ITAL-Italian	JPNS-Japanese	KOR-Korean	LATN-Latin
PTGS-Portuguese	RUSS-Russian	SPAN-Spanish	

Critical Course

The ♦ course is considered critical.

In alignment with the Degree Map Guidance for Indiana's Public Colleges and Universities, published by the Commission for Higher Education (pursuant to HEA 1348-2013), a Critical Course is identified as "one that a student must be able to pass to persist and succeed in a particular major. Students who want to be nurses, for example, should know that they are expected to be proficient in courses like biology in order to be successful. These would be identified by the institutions for each degree program".

Disclaimer

The student is ultimately responsible for knowing and completing all degree requirements.

The myPurduePlan powered by DegreeWorks is the knowledge source for specific requirements and completion.

Special Education/Elementary Education, BA

About the Program

The Inclusion program unifies Elementary Education and Special Education teacher preparation to prepare future teachers to meet the unique needs of elementary students with and without disabilities. The Inclusion program focuses on the knowledge, disposition and skills necessary to effectively serve students with various educational needs in kindergarten through 6th grade. This undergraduate program underscores critical thinking and data-driven decision making. The program is grounded in evidence-based practices that emphasizes (a) deep knowledge in all content areas (b) fostering the application of content knowledge to the classroom, (c) differentiating instruction to meet the needs of all students, and (d) understanding the contextual aspects of teaching (e.g., the organizational and policy context).

The program links courses with field experiences in partner school settings. Students are given opportunities to practice specialized skills to meet the individual needs of elementary students with and without disabilities in the classroom; develop Individualized Education Programs (IEPs); engage in data-driven decision making; and develop instructional, material and environmental modifications to support access to general education curricula. The inclusion program leverages and extends competencies of elementary teachers to build effective instruction and support for all learners.

An Inclusion major graduate is qualified to teach children in general education grades kindergarten through 6 (K-6) as well as special education for students with support needs ranging from mild to intense. Graduates are prepared to support all learners across a continuum of placements and to collaborate with a variety of professionals to meet the needs of students. The Inclusion Plan of Study outlines the required courses to complete the degree for licensure.

This program meets state and national licensure standards and is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the State of Indiana, State Board of Education. Admission to and successful completion of the Teacher Education Program (TEP) are required.

For more information about the degree program, visit the COE Office of Advising and Recruiting. For teacher licensure information, visit the Office of Teacher Education and Licensure.

Special Education/Elementary Education Major Change (CODO) Requirements

Degree Requirements

131 Credits Required

Departmental/Program Major Requirements (100 credits)

All courses below (including Additional Professional Courses) are included in Professional Education GPA ("B" average with no grade lower than a "C").

- EDCI 20500 - Exploring Teaching As A Career ♦ (2 credits required; satisfies WC for core)
- EDCI 27000 - Introduction To Educational Technology And Computing (1 credit required; satisfies IL for core)
- EDCI 28500 - Multiculturalism And Education ♦ (2 credits required)
- EDCI 30101 - Inquiry Into Teaching And Learning In K-2
- EDCI 30102 - Inquiry Into Teaching And Learning In 3-6
- EDCI 31101 - Integrating Media In The K-2 Classroom
- EDCI 32501 - Teaching Literacy In K-2
- EDCI 32602 - Teaching Literacy In 3-6
- EDCI 36101 - Teaching Social Studies In K-2
- EDCI 36102 - Teaching Social Studies In 3-6
- EDCI 36303 - Literacy Teaching And Assessment In K-6
- EDCI 36401 - Teaching Mathematics In K-2
- EDCI 36402 - Teaching Mathematics In Grades 3-6
- EDCI 36501 - Teaching Science Through Design In Grades K-2
- EDCI 36502 - Teaching Science Through Design In Grades 3-6
- EDCI 37001 - Teaching And Learning English As A New Language (2 credits required)
- EDCI 49600 - Student Teaching In The Elementary School (6 credits required; satisfies OC for core)
- EDPS 21100 - Special Education Law, Policy, And Ethical Guidelines
- EDPS 21200 - Collaboration And Family Engagement To Support Students With Disabilities
- EDPS 23500 - Learning And Motivation ♦
- EDPS 24000 - Children With Gifts, Creativity, And Talents
- EDPS 24800 - Differentiating Curriculum And Instruction
- EDPS 26501 - The Inclusive Classroom
- EDPS 30400 - Assessment And Transition (Data-Based Decision-Making)
- EDPS 30900 - Systematic And Explicit Instruction
- EDPS 31100 - Supporting Exceptional Learners: Foundations And Mathematics
- EDPS 32700 - Classroom Assessment (1 credit required)
- EDPS 36201 - Positive Behavioral Supports (2 credits required)
- EDPS 40200 - K-12 Reading Methods For Exceptional Learners
- EDPS 40300 - Individual Social, Emotional, Behavioral Supports

- EDPS 42100 - Supporting Exceptional Learners: Social Studies And Science
- EDPS 43000 - Creating And Managing Learning Environments (*2 credits required*)
- EDPS 46100 - Practicum In Strategies For Teaching Individuals With Disabilities (*3 credits required*)
- EDPS 49800 - Supervised Teaching- Special Education (*satisfies OC for core; 6 credits required*)
- EDST 20010 - Educational Policies And Laws (*1 credit required*)
- EDCI 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches or
- EDPS 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches
- EDCI 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents or
- EDPS 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents
- EDCI 33500 - Reading Instruction For Tier 1 And Tier 2 or
- EDPS 33500 - Reading Instruction For Tier 1 And Tier 2

Additional Professional Education Courses (17 credits)

- AD 20100 - Art For Elementary School Teachers
- HDFS 21000 - Introduction To Human Development (*satisfies BSS for core*)
- HK 32200 - Physical Education In The Elementary School
- MUS 32400 - Teaching Music In The Elementary School
- PUBH 30500 - Health Education In Elementary Schools
- SLHS 11500 - Introduction To Communicative Disorders (*satisfies STS for core*)

Other Departmental/Program Course Requirements (30-31 credits)

- EAPS 31201 - Earth Systems Science For Elementary Teachers (*satisfies SCI for core*)
- ECON 21900 - Economics For Future Elementary Teachers
- HIST 15100 - American History To 1877 (*satisfies HUM for core*)
- HIST 15200 - United States Since 1877 (*satisfies HUM for core*)
- MA 13700 - Mathematics For Elementary Teachers I
- MA 13800 - Mathematics For Elementary Teachers II (*satisfies QR for core*)
- MA 13900 - Mathematics For Elementary Teachers III
- PHYS 23000 - Physical Science For Elementary Education (*satisfies SCI for core*)
- BIOL 20500 - Biology For Elementary School Teachers (*satisfies SCI for core*) or
- BIOL 20600 - Biology For Elementary School Teachers (*satisfies SCI for core*)
- ENGL 10600 - First-Year Composition (*satisfies WC for core*) or
- ENGL 10800 - Accelerated First-Year Composition (*satisfies WC for core*) or
- SCLA 10100 - Transformative Texts, Critical Thinking And Communication I: Antiquity To Modernity (*satisfies WC for core*)

Optional Concentrations

- K-12 Integrated STEM Optional Concentration for Education
- High Ability Concentration
- English Language Learners Licensure Concentration

- Applied Behavior Analysis Concentration
- Reading Concentration for Education

Elective (0-1 credits)

University Requirements

University Core Requirements

For a complete listing of University Core Course Selectives, visit the [Provost's Website](#).

- Human Cultures: Behavioral/Social Science (BSS)
- Human Cultures: Humanities (HUM)
- Information Literacy (IL)
- Oral Communication (OC)
- Quantitative Reasoning (QR)
- Science #1 (SCI)
- Science #2 (SCI)
- Science, Technology, and Society (STS)
- Written Communication (WC)

Civics Literacy Proficiency Requirement:

The Civics Literacy Proficiency activities are designed to develop civic knowledge of Purdue students in an effort to graduate a more informed citizenry.

Students will complete the Proficiency by passing a test of civic knowledge, and completing one of three paths:

- Attending six approved civics-related events and completing an assessment for each; or
- Completing 12 podcasts created by the Purdue Center for C-SPAN Scholarship and Engagement that use C-SPAN material and completing an assessment for each; or
- Earning a passing grade for one of **these approved courses** (or transferring in approved AP or departmental credit in lieu of taking a course)

For more information visit the Civics Literacy Proficiency [website](#).

Prerequisite Information:

For current pre-requisites for courses, [click here](#).

Program Requirements

(See your advisor for other options in creating your **SPED** Education Plan of Study.)

Fall 1st Year

- EAPS 31201 - Earth Systems Science For Elementary Teachers

- EDCI 20500 - Exploring Teaching As A Career ♦
- EDPS 21100 - Special Education Law, Policy, And Ethical Guidelines
- EDST 20010 - Educational Policies And Laws
- HIST 15100 - American History To 1877
- MUS 32400 - Teaching Music In The Elementary School
- ENGL 10600 - First-Year Composition or
- ENGL 10800 - Accelerated First-Year Composition or
- SCLA 10100 - Transformative Texts, Critical Thinking And Communication I: Antiquity To Modernity

18-19 Credits

Spring 1st Year

- EDCI 28500 - Multiculturalism And Education ♦
- EDPS 21200 - Collaboration And Family Engagement To Support Students With Disabilities
- EDPS 23500 - Learning And Motivation ♦
- HIST 15200 - United States Since 1877
- MA 13700 - Mathematics For Elementary Teachers I
- BIOL 20500 - Biology For Elementary School Teachers or
- BIOL 20600 - Biology For Elementary School Teachers

17 Credits

Fall 2nd Year

- EDPS 24800 - Differentiating Curriculum And Instruction
- EDPS 26501 - The Inclusive Classroom
- EDPS 30900 - Systematic And Explicit Instruction
- HDFS 21000 - Introduction To Human Development
- MA 13800 - Mathematics For Elementary Teachers II
- PHYS 23000 - Physical Science For Elementary Education
- EDCI 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches or
- EDPS 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches
- EDCI 33500 - Reading Instruction For Tier 1 And Tier 2 or
- EDPS 33500 - Reading Instruction For Tier 1 And Tier 2

18 Credits

Spring 2nd Year

- AD 20100 - Art For Elementary School Teachers
- ECON 21900 - Economics For Future Elementary Teachers
- EDCI 37001 - Teaching And Learning English As A New Language
- EDPS 24000 - Children With Gifts, Creativity, And Talents

- EDPS 36201 - Positive Behavioral Supports
- HK 32200 - Physical Education In The Elementary School
- MA 13900 - Mathematics For Elementary Teachers III
- EDCI 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents or
- EDPS 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents

17 Credits

Fall 3rd Year

- EDCI 27000 - Introduction To Educational Technology And Computing
- EDCI 30101 - Inquiry Into Teaching And Learning In K-2
- EDCI 31101 - Integrating Media In The K-2 Classroom
- EDCI 32501 - Teaching Literacy In K-2
- EDCI 36101 - Teaching Social Studies In K-2
- EDCI 36303 - Literacy Teaching And Assessment In K-6
- EDCI 36401 - Teaching Mathematics In K-2
- EDCI 36501 - Teaching Science Through Design In Grades K-2
- EDPS 30400 - Assessment And Transition (Data-Based Decision-Making)

17 Credits

Spring 3rd Year

- EDCI 30102 - Inquiry Into Teaching And Learning In 3-6
- EDCI 32602 - Teaching Literacy In 3-6
- EDCI 36102 - Teaching Social Studies In 3-6
- EDCI 36402 - Teaching Mathematics In Grades 3-6
- EDCI 36502 - Teaching Science Through Design In Grades 3-6
- EDPS 31100 - Supporting Exceptional Learners: Foundations And Mathematics
- EDPS 40200 - K-12 Reading Methods For Exceptional Learners
- EDPS 40300 - Individual Social, Emotional, Behavioral Supports

17 Credits

Fall 4th Year

- EDPS 32700 - Classroom Assessment
- EDPS 42100 - Supporting Exceptional Learners: Social Studies And Science
- EDPS 43000 - Creating And Managing Learning Environments
- EDPS 46100 - Practicum In Strategies For Teaching Individuals With Disabilities
- PUBH 30500 - Health Education In Elementary Schools
- SLHS 11500 - Introduction To Communicative Disorders

15 Credits

Spring 4th Year

- EDCI 49600 - Student Teaching In The Elementary School
- EDPS 49800 - Supervised Teaching- Special Education

12 Credits

Notes

- 2.8 Graduation GPA is required for Bachelor of Arts degree.
- 32 credit hours of Purdue coursework at the 30000 level or higher are required for graduation and to attain the Bachelor of Arts degree.
- 2.8 Overall GPA is required for the Teacher Education Program and Indiana Licensure.
- 3.0 Professional Education GPA is required for the Teacher Education Program and Indiana Licensure. (**) Courses included in Professional Education GPA.
- Indiana Licensure Information

College of Education Pass/No Pass Option Policy

Education majors (which includes the total credit hour requirement to fulfill General Education: Educational Studies and General Education: Curriculum & Instruction) are not eligible to receive P/NP for required courses on your plan of study. Only electives and courses at the 500+ level can have a grade mode change.

Spring 2020 was the only exception approved for the entire campus.

World Language Courses

World Language proficiency requirements vary by program. The following list is inclusive of all world languages PWL offers for credit; for acceptable languages and proficiency levels, see your advisor.

ASL-American Sign Language	ARAB-Arabic	CHNS-Chinese	FR-French
GER-German	GREK-Greek (Ancient)	HEBR-Hebrew (Biblical)	HEBR-Hebrew (modern)
ITAL-Italian	JPNS-Japanese	KOR-Korean	LATN-Latin
PTGS-Portuguese	RUSS-Russian	SPAN-Spanish	

Critical Course

The ♦ course is considered critical.

In alignment with the Degree Map Guidance for Indiana's Public Colleges and Universities, published by the Commission for Higher Education (pursuant to HEA 1348-2013), a Critical Course is identified as "one that a student must be able to pass to persist and succeed in a particular major. Students who want to be nurses, for example, should know that they are expected to be proficient in courses like biology in order to be successful. These would be identified by the institutions for each degree program".

Disclaimer

The student is ultimately responsible for knowing and completing all degree requirements.

The myPurduePlan powered by DegreeWorks is the knowledge source for specific requirements and completion.

Special Education: Mild & Intense Intervention 5-12, BA

About the Program

Special Education meets the unique needs of individuals with disabilities by preparing professionals with the knowledge, disposition and skills necessary to effectively serve individuals with diverse needs. The undergraduate program is grounded in evidence-based practices that emphasizes (a) creating connections between subject matter knowledge and teaching, (b) valuing the diverse characteristics of students and the ability to address the needs of all students, and (c) understanding the contextual aspects of teaching (e.g., the organizational and policy context).

The program links courses with field experiences in partner school and non-school settings. Particular attention is given to specialized skills to meet the individual needs of students with disabilities - serving students in various school and community settings; developing Individualized Education Programs (IEPs); engaging in data-driven decision making; and developing instructional, material and environmental modifications. All of these competencies are beyond the knowledge required for general educators.

A Special Education 5-12 graduate is qualified to teach children with or at risk for disability who require mild to intense supports from grade 5 through grade 12 levels, 5-12. Graduates are prepared to support students across a continuum of placements and to collaborate with a variety of professionals to meet the needs of students. The Special Education 5-12 Plan of Study outlines the required courses to complete the degree for licensure. This program meets state and national licensure standards and is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the State of Indiana, State Board of Education. Admission to and successful completion of the Teacher Education Program (TEP) are required.

For more information about the degree program, visit the COE Office of Advising and Recruiting. For teacher licensure information, visit the Office of Teacher Education and Licensure.

Special Education: Mild & Intense Intervention Major Change (CODO) Requirements

Degree Requirements

120 Credits Required

Departmental/Program Major Requirements (99-100 credits)

All courses below (including Additional Professional and Learner Pathway concentration) are included in Professional Education 3.00 GPA ("*B*" average with no grade lower than a "*C*").

- EDCI 20500 - Exploring Teaching As A Career ♦ (*satisfies WC for core; 2 credits required*)
- EDCI 27000 - Introduction To Educational Technology And Computing (*satisfies IL for core; 1 credit required*)
- EDCI 28500 - Multiculturalism And Education ♦ (*2 credits required*)
- EDCI 30900 - Reading In Middle And Secondary Schools: Methods And Problems (*1 credit required*)
- EDCI 37001 - Teaching And Learning English As A New Language (*2 credits required*)
- EDCI 42300 - The Teaching Of Social Studies In Secondary Schools
- EDCI 42500 - Teaching Of Secondary Mathematics - Methods I
- EDCI 43400 - Literacy Teaching And Learning In Secondary Schools
- EDCI 53900 - Introduction To K-12 Integrated Science, Technology, Engineering And Mathematics (STEM) Education
- EDPS 21100 - Special Education Law, Policy, And Ethical Guidelines
- EDPS 21200 - Collaboration And Family Engagement To Support Students With Disabilities
- EDPS 23500 - Learning And Motivation ♦
- EDPS 24000 - Children With Gifts, Creativity, And Talents
- EDPS 24800 - Differentiating Curriculum And Instruction
- EDPS 26501 - The Inclusive Classroom
- EDPS 30400 - Assessment And Transition (Data-Based Decision-Making)
- EDPS 30500 - Special Education Seminar: Perspectives On Disability
- EDPS 30900 - Systematic And Explicit Instruction
- EDPS 31100 - Supporting Exceptional Learners: Foundations And Mathematics
- EDPS 31200 - Inclusive Practices In Cross-Content Curriculum
- EDPS 32700 - Classroom Assessment (*1 credit required*)
- EDPS 36201 - Positive Behavioral Supports (*2 credits required*)
- EDPS 40200 - K-12 Reading Methods For Exceptional Learners
- EDPS 40300 - Individual Social, Emotional, Behavioral Supports
- EDPS 42100 - Supporting Exceptional Learners: Social Studies And Science
- EDPS 43010 - Secondary Creating And Managing Learning Environments (*2 credits required*)
- EDPS 46100 - Practicum In Strategies For Teaching Individuals With Disabilities (*3 credits required*)
- EDPS 49800 - Supervised Teaching- Special Education (*satisfies OC for core; 12 credits required*)
- EDST 20010 - Educational Policies And Laws (*1 credit required*)
- EDCI 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches or
- EDPS 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches
- EDCI 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents or
- EDPS 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents
- EDCI 33500 - Reading Instruction For Tier 1 And Tier 2 or
- EDPS 33500 - Reading Instruction For Tier 1 And Tier 2

Additional Professional Courses (14-15 credits)

- CDIS 23900 - Introduction To Disability Studies (*satisfies BSS for core*)
- HDFS 21000 - Introduction To Human Development
- HK 32200 - Physical Education In The Elementary School or
- HK 32600 - Foundations Of Adapted Physical Education
- SLHS 11500 - Introduction To Communicative Disorders (*satisfies STS for core*) or

- SLHS 30900 - Language Development (*satisfies STS for core*)

Required Learner Pathway Concentration (9 credits)

Choose one of the following Pathway Concentrations. A number of the credits required for the concentrations are met by required major courses.

- English Language Learners Concentration
- High Ability Concentration
- Applied Behavior Analysis Concentration

Other Departmental/Program Course Requirements (12 credits)

All courses below are considered Content courses.

- Science #1 (any UCC-approved course) - Credit Hours: 3.00
- Science #2 (any UCC-approved course) - Credit Hours: 3.00
- Humanities (any UCC-approved course) - Credit Hours: 3.00
- Quantitative Reasoning (any UCC-approved course) - Credit Hours: 3.00

Electives (9-10 credits)

Optional Concentration

K-12 Integrated STEM Optional Concentration for Education

University Requirements

University Core Requirements

For a complete listing of University Core Course Selectives, visit the [Provost's Website](#).

- Human Cultures: Behavioral/Social Science (BSS)
- Human Cultures: Humanities (HUM)
- Information Literacy (IL)
- Oral Communication (OC)
- Quantitative Reasoning (QR)
- Science #1 (SCI)
- Science #2 (SCI)
- Science, Technology, and Society (STS)
- Written Communication (WC)

Civics Literacy Proficiency Requirement:

The Civics Literacy Proficiency activities are designed to develop civic knowledge of Purdue students in an effort to graduate a more informed citizenry.

Students will complete the Proficiency by passing a test of civic knowledge, and completing one of three paths:

- Attending six approved civics-related events and completing an assessment for each; or
- Completing 12 podcasts created by the Purdue Center for C-SPAN Scholarship and Engagement that use C-SPAN material and completing an assessment for each; or
- Earning a passing grade for one of **these approved courses** (or transferring in approved AP or departmental credit in lieu of taking a course)

For more information visit the Civics Literacy Proficiency **website**.

Prerequisite Information:

For current pre-requisites for courses, click [here](#).

Program Requirements

*See your advisor for other options in creating your **SPMS** Educational Plan of Study.*

Fall 1st Year

- EDCI 20500 - Exploring Teaching As A Career ♦
- EDPS 21100 - Special Education Law, Policy, And Ethical Guidelines
- EDST 20010 - Educational Policies And Laws
- Humanities - Credit Hours: 3.00
- Quantitative Reasoning - Credit Hours: 3.00
- Science #1 - Credit Hours: 3.00

15 Credits

Spring 1st Year

- EDCI 28500 - Multiculturalism And Education ♦
- EDPS 21200 - Collaboration And Family Engagement To Support Students With Disabilities
- EDPS 23500 - Learning And Motivation ♦
- HDFS 21000 - Introduction To Human Development
- Science #2 - Credit Hours: 3.00

14 Credits

Fall 2nd Year

- EDCI 37001 - Teaching And Learning English As A New Language
- EDPS 24000 - Children With Gifts, Creativity, And Talents
- EDPS 30900 - Systematic And Explicit Instruction
- EDPS 36201 - Positive Behavioral Supports
- EDCI 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents or

- EDPS 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents
- EDCI 33500 - Reading Instruction For Tier 1 And Tier 2 or
- EDPS 33500 - Reading Instruction For Tier 1 And Tier 2
- Elective - Credit Hours: 4.00

15 Credits

Spring 2nd Year

- EDPS 24800 - Differentiating Curriculum And Instruction
- EDPS 26501 - The Inclusive Classroom
- EDCI 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches or
- EDPS 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches
- HK 32200 - Physical Education In The Elementary School or
- HK 32600 - Foundations Of Adapted Physical Education
- SLHS 11500 - Introduction To Communicative Disorders or
- SLHS 30900 - Language Development
- Elective - Credit Hours: 3.00
- Elective - Credit Hours: 3.00

15-16 Credits

Fall 3rd Year

- CDIS 23900 - Introduction To Disability Studies
- EDCI 27000 - Introduction To Educational Technology And Computing
- EDCI 30900 - Reading In Middle And Secondary Schools: Methods And Problems
- EDCI 42300 - The Teaching Of Social Studies In Secondary Schools
- EDCI 42500 - Teaching Of Secondary Mathematics - Methods I
- EDCI 43400 - Literacy Teaching And Learning In Secondary Schools
- EDPS 30400 - Assessment And Transition (Data-Based Decision-Making)

16 Credits

Spring 3rd Year

- EDCI 53900 - Introduction To K-12 Integrated Science, Technology, Engineering And Mathematics (STEM) Education
- EDPS 30500 - Special Education Seminar: Perspectives On Disability
- EDPS 31100 - Supporting Exceptional Learners: Foundations And Mathematics
- EDPS 31200 - Inclusive Practices In Cross-Content Curriculum
- EDPS 40200 - K-12 Reading Methods For Exceptional Learners
- EDPS 40300 - Individual Social, Emotional, Behavioral Supports

- Learner Pathway Specialty Concentration course - Credit Hours: 3.00

18 Credits

Fall 4th Year

- EDPS 32700 - Classroom Assessment
- EDPS 42100 - Supporting Exceptional Learners: Social Studies And Science
- EDPS 43010 - Secondary Creating And Managing Learning Environments
- EDPS 46100 - Practicum In Strategies For Teaching Individuals With Disabilities
- Learner Pathway Specialty Concentration course - Credit Hours: 3.00

Note: This semester is field experience heavy during the regular school day; most, if not all, courses will be distance.

12 Credits

Spring 4th Year

- EDPS 49800 - Supervised Teaching- Special Education
- Learner Pathway Specialty Concentration course - Credit Hours: 3.00

15 Credits

Notes

- 2.8 Graduation GPA is required for Bachelor of Arts degree.
- 32 credit hours of Purdue coursework at the 30000 level or higher are required for graduation and to attain the Bachelor of Arts degree.
- 2.8 Overall GPA is required for the Teacher Education Program and Indiana Licensure.
- 3.0 Professional Education GPA is required for the Teacher Education Program and Indiana Licensure. (**) Courses included in Professional Education GPA.
- Indiana Licensure Information

College of Education Pass/No Pass Option Policy

Education majors (which includes the total credit hour requirement to fulfill General Education: Educational Studies and General Education: Curriculum & Instruction) are not eligible to receive P/NP for required courses on your plan of study. Only electives and courses at the 500+ level can have a grade mode change.

Spring 2020 was the only exception approved for the entire campus.

World Language Courses

World Language proficiency requirements vary by program. The following list is inclusive of all world languages PWL offers for credit; for acceptable languages and proficiency levels, see your advisor.

ASL-American Sign Language	ARAB-Arabic	CHNS-Chinese	FR-French
GER-German	GREK-Greek (Ancient)	HEBR-Hebrew (Biblical)	HEBR-Hebrew (modern)
ITAL-Italian	JPNS-Japanese	KOR-Korean	LATN-Latin
PTGS-Portuguese	RUSS-Russian	SPAN-Spanish	

Critical Course

The ♦ course is considered critical.

In alignment with the Degree Map Guidance for Indiana's Public Colleges and Universities, published by the Commission for Higher Education (pursuant to HEA 1348-2013), a Critical Course is identified as "one that a student must be able to pass to persist and succeed in a particular major. Students who want to be nurses, for example, should know that they are expected to be proficient in courses like biology in order to be successful. These would be identified by the institutions for each degree program".

Disclaimer

The student is ultimately responsible for knowing and completing all degree requirements.

The myPurduePlan powered by DegreeWorks is the knowledge source for specific requirements and completion.

Special Education: Mild & Intense Intervention K-6, BA

About the Program

Special Education meets the unique needs of individuals with disabilities by preparing professionals with the knowledge, disposition and skills necessary to effectively serve individuals with diverse needs. The undergraduate program is grounded in evidence-based practices that emphasizes (a) creating connections between subject matter knowledge and teaching, (b) valuing the diverse characteristics of students and the ability to address the needs of all students, and (c) understanding the contextual aspects of teaching (e.g., the organizational and policy context).

The program links courses with field experiences in partner school and non-school settings. Particular attention is given to specialized skills to meet the individual needs of students with disabilities - serving students in various school and community settings; developing Individualized Education Programs (IEPs); engaging in data-driven decision making; and developing instructional, material and environmental modifications. All of these competencies are beyond the knowledge required for general educators.

A Special Education K-6 graduate is qualified to teach children with or at risk for disability who require mild to intense supports from kindergarten through grade 6 levels, K-6. Graduates are prepared to support students across a continuum of placements and to collaborate with a variety of professionals to meet the needs of students. The Special Education K-6 Plan of Study outlines the required courses to complete the degree for licensure. This program meets state and national licensure standards and is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the State of Indiana, State Board of Education. Admission to and successful completion of the Teacher Education Program (TEP) are required.

For more information about the degree program, visit the COE Office of Advising and Recruiting. For teacher licensure information, visit the Office of Teacher Education and Licensure.

Special Education: Mild & Intense Intervention Major Change (CODO) Requirements

Degree Requirements

120 Credits Required

Departmental/Program Major Requirements (96-97 credits)

All courses (including Additional Professional courses and Learner Pathway concentration) are included in Professional Education 3.00 GPA ("B" average with no grade lower than a "C").

- EDCI 20500 - Exploring Teaching As A Career ♦ *(satisfies WC for core; 2 credits required)*
- EDCI 27000 - Introduction To Educational Technology And Computing *(satisfies IL for core; 1 credit required)*
- EDCI 28500 - Multiculturalism And Education ♦ *(2 credits required)*
- EDCI 30101 - Inquiry Into Teaching And Learning In K-2
- EDCI 32501 - Teaching Literacy In K-2
- EDCI 36101 - Teaching Social Studies In K-2
- EDCI 36401 - Teaching Mathematics In K-2
- EDCI 36501 - Teaching Science Through Design In Grades K-2
- EDCI 37001 - Teaching And Learning English As A New Language *(2 credits required)*
- EDPS 21100 - Special Education Law, Policy, And Ethical Guidelines
- EDPS 21200 - Collaboration And Family Engagement To Support Students With Disabilities
- EDPS 23500 - Learning And Motivation ♦ *(satisfies BSS for core)*
- EDPS 24000 - Children With Gifts, Creativity, And Talents
- EDPS 24800 - Differentiating Curriculum And Instruction
- EDPS 26501 - The Inclusive Classroom
- EDPS 30400 - Assessment And Transition (Data-Based Decision-Making)
- EDPS 30500 - Special Education Seminar: Perspectives On Disability
- EDPS 30900 - Systematic And Explicit Instruction
- EDPS 31100 - Supporting Exceptional Learners: Foundations And Mathematics
- EDPS 31200 - Inclusive Practices In Cross-Content Curriculum
- EDPS 32700 - Classroom Assessment *(1 credit required)*
- EDPS 36201 - Positive Behavioral Supports *(2 credits required)*
- EDPS 40200 - K-12 Reading Methods For Exceptional Learners
- EDPS 40300 - Individual Social, Emotional, Behavioral Supports
- EDPS 42100 - Supporting Exceptional Learners: Social Studies And Science
- EDPS 43000 - Creating And Managing Learning Environments *(2 credits required)*
- EDPS 46100 - Practicum In Strategies For Teaching Individuals With Disabilities *(3 credits required)*
- EDPS 49800 - Supervised Teaching- Special Education *(satisfies OC for core; 12 credits required)*
- EDST 20010 - Educational Policies And Laws *(1 credit required)*
- EDCI 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches or
- EDPS 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches

- EDCI 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents or
- EDPS 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents
- EDCI 33500 - Reading Instruction For Tier 1 And Tier 2 or
- EDPS 33500 - Reading Instruction For Tier 1 And Tier 2

Additional Professional Courses (11-12 credits)

- CDIS 23900 - Introduction To Disability Studies
- HDFS 21000 - Introduction To Human Development (*satisfies BSS for core*)
- HK 32200 - Physical Education In The Elementary School or
- HK 32600 - Foundations Of Adapted Physical Education
- SLHS 11500 - Introduction To Communicative Disorders (*satisfies STS for core*) or
- SLHS 30900 - Language Development (*satisfies STS for core*)

Required Learner Pathway Concentration (9 credits)

Choose one of the following Pathway Concentrations. A number of the credits required for the concentrations are met by required major courses.

- English Language Learners Concentration
- High Ability Concentration
- Applied Behavior Analysis Concentration

Other Departmental/Program Course Requirements (21 credits)

- HIST 15100 - American History To 1877 (*satisfies HUM for core*)
- HIST 15200 - United States Since 1877 (*satisfies HUM for core*)
- MA 13700 - Mathematics For Elementary Teachers I
- MA 13800 - Mathematics For Elementary Teachers II (*satisfies QR for core*)
- PHYS 23000 - Physical Science For Elementary Education
- BIOL 20500 - Biology For Elementary School Teachers (*satisfies Science for core*) or
- BIOL 20600 - Biology For Elementary School Teachers (*satisfies Science for core*)
- Science, any UCC-approved course - Credit Hours: 3.00

Electives (3-4 credits)

Optional Concentration

K-12 Integrated STEM Optional Concentration for Education

University Requirements

University Core Requirements

For a complete listing of University Core Course Selectives, visit the [Provost's Website](#).

- Human Cultures: Behavioral/Social Science (BSS)
- Human Cultures: Humanities (HUM)
- Information Literacy (IL)
- Oral Communication (OC)
- Quantitative Reasoning (QR)
- Science #1 (SCI)
- Science #2 (SCI)
- Science, Technology, and Society (STS)
- Written Communication (WC)

Civics Literacy Proficiency Requirement:

The Civics Literacy Proficiency activities are designed to develop civic knowledge of Purdue students in an effort to graduate a more informed citizenry.

Students will complete the Proficiency by passing a test of civic knowledge, and completing one of three paths:

- Attending six approved civics-related events and completing an assessment for each; or
- Completing 12 podcasts created by the Purdue Center for C-SPAN Scholarship and Engagement that use C-SPAN material and completing an assessment for each; or
- Earning a passing grade for one of **these approved courses** (or transferring in approved AP or departmental credit in lieu of taking a course)

For more information visit the Civics Literacy Proficiency [website](#).

Prerequisite Information:

For current pre-requisites for courses, [click here](#).

Program Requirements

*(See your advisor for other options in creating your **SPME** Educational Plan of Study.)*

Fall 1st Year

- EDCI 20500 - Exploring Teaching As A Career ♦
- EDPS 21100 - Special Education Law, Policy, And Ethical Guidelines
- EDST 20010 - Educational Policies And Laws
- HIST 15100 - American History To 1877
- MA 13700 - Mathematics For Elementary Teachers I
- BIOL 20500 - Biology For Elementary School Teachers or
- BIOL 20600 - Biology For Elementary School Teachers

15 Credits

Spring 1st Year

- EDCI 28500 - Multiculturalism And Education ♦
- EDPS 21200 - Collaboration And Family Engagement To Support Students With Disabilities
- EDPS 23500 - Learning And Motivation ♦
- HIST 15200 - United States Since 1877
- Science - Credit Hours: 3.00

14 Credits

Fall 2nd Year

- EDCI 37001 - Teaching And Learning English As A New Language
- EDPS 24000 - Children With Gifts, Creativity, And Talents
- EDPS 30900 - Systematic And Explicit Instruction
- EDPS 36201 - Positive Behavioral Supports
- EDCI 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents or
- EDPS 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents
- EDCI 33500 - Reading Instruction For Tier 1 And Tier 2 or
- EDPS 33500 - Reading Instruction For Tier 1 And Tier 2
- Electives - Credit Hours: 4.00

15 Credits

Spring 2nd Year

- EDPS 24800 - Differentiating Curriculum And Instruction
- EDPS 26501 - The Inclusive Classroom
- HDFS 21000 - Introduction To Human Development
- MA 13800 - Mathematics For Elementary Teachers II
- PHYS 23000 - Physical Science For Elementary Education
- EDCI 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches or
- EDPS 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches
- HK 32200 - Physical Education In The Elementary School or
- HK 32600 - Foundations Of Adapted Physical Education

15-16 Credits

Fall 3rd Year

- CDIS 23900 - Introduction To Disability Studies
- EDCI 27000 - Introduction To Educational Technology And Computing

- EDCI 30101 - Inquiry Into Teaching And Learning In K-2
- EDCI 32501 - Teaching Literacy In K-2
- EDCI 36101 - Teaching Social Studies In K-2
- EDCI 36401 - Teaching Mathematics In K-2
- EDCI 36501 - Teaching Science Through Design In Grades K-2
- EDPS 30400 - Assessment And Transition (Data-Based Decision-Making)

16 Credits

Spring 3rd Year

- EDPS 30500 - Special Education Seminar: Perspectives On Disability
- EDPS 31100 - Supporting Exceptional Learners: Foundations And Mathematics
- EDPS 31200 - Inclusive Practices In Cross-Content Curriculum
- EDPS 40200 - K-12 Reading Methods For Exceptional Learners
- EDPS 40300 - Individual Social, Emotional, Behavioral Supports
- SLHS 11500 - Introduction To Communicative Disorders or
- SLHS 30900 - Language Development
- Learner Pathway Specialty Concentration Course - Credit Hours: 3.00

18 Credits

Fall 4th Year

- EDPS 32700 - Classroom Assessment
- EDPS 42100 - Supporting Exceptional Learners: Social Studies And Science
- EDPS 43000 - Creating And Managing Learning Environments
- EDPS 46100 - Practicum In Strategies For Teaching Individuals With Disabilities
- Learner Pathway Specialty Concentration Course - Credit Hours: 3.00

12 Credits

Spring 4th Year

- EDPS 49800 - Supervised Teaching- Special Education
- Learner Pathway Specialty Concentration Course - Credit Hours: 3.00

15 Credits

Notes

- 2.8 Graduation GPA is required for Bachelor of Arts degree.
- 32 credit hours of Purdue coursework at the 30000 level or higher are required for graduation and to attain the Bachelor of Arts degree.

- 2.8 Overall GPA is required for the Teacher Education Program and Indiana Licensure.
- 3.0 Professional Education GPA is required for the Teacher Education Program and Indiana Licensure. (**) Courses included in Professional
- Indiana Licensure Information

College of Education Pass/No Pass Option Policy

Education majors (which includes the total credit hour requirement to fulfill General Education: Educational Studies and General Education: Curriculum & Instruction) are not eligible to receive P/NP for required courses on your plan of study. Only electives and courses at the 500+ level can have a grade mode change.

Spring 2020 was the only exception approved for the entire campus.

World Language Courses

World Language proficiency requirements vary by program. The following list is inclusive of all world languages PWL offers for credit; for acceptable languages and proficiency levels, see your advisor.

ASL-American Sign Language	ARAB-Arabic	CHNS-Chinese	FR-French
GER-German	GREK-Greek (Ancient)	HEBR-Hebrew (Biblical)	HEBR-Hebrew (modern)
ITAL-Italian	JPNS-Japanese	KOR-Korean	LATN-Latin
PTGS-Portuguese	RUSS-Russian	SPAN-Spanish	

Critical Course

The ♦ course is considered critical.

In alignment with the Degree Map Guidance for Indiana's Public Colleges and Universities, published by the Commission for Higher Education (pursuant to HEA 1348-2013), a Critical Course is identified as "one that a student must be able to pass to persist and succeed in a particular major. Students who want to be nurses, for example, should know that they are expected to be proficient in courses like biology in order to be successful. These would be identified by the institutions for each degree program".

Disclaimer

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Certificate

Collaborative Leadership Certificate

Requirements for the Certificate (9 credits)

Required Courses (9 credits)

- EDPS 31500 - Collaborative Leadership: Interpersonal Skills (satisfies Oral Communication for core)
- EDPS 31600 - Collaborative Leadership: Cross-Cultural Settings (satisfies Behavioral/Social Sciences for core)
- EDPS 31700 - Collaborative Leadership: Mentoring

Notes

- The certificate is open to all students at Purdue.
- Students do not have to be formally enrolled in the certificate program in order to take courses.
- EDPS 31500 is a prerequisite to enrolling in EDPS 31600 and EDPS 31700.
- Completion of all three courses is required in order to receive the Certificate in Collaborative Leadership (CLDP).
- A grade of "C-" or better must be earned in the three required courses to fulfill the certificate.
- The Collaborative Leadership Certificate is not a licensure program.

Prerequisite Information

For current pre-requisites for courses, [click here](#).

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Minor

Learning Sciences in Educational Studies Minor

Requirements for the Minor (15 credits)

Required Courses (5-6 credits)

- EDPS 10101 - Learning In Context-An Introduction To The Learning Sciences
- EDPS 23500 - Learning And Motivation

Selectives (9-10 credits)

- EDPS 30101 - Motivation To Learn

- EDPS 32700 - Classroom Assessment
- EDPS 40099 - Topics In Design Based Research, Assessment And Evaluation
- EDPS 53300 - Introduction To Educational Research I: Methodology
- EDPS 53400 - Introduction To Educational Research II: Measurement Consideration
- EDPS 54000 - Gifted, Creative And Talented Children
- EDPS 54500 - Social And Affective Development Of Gifted Students
- EDST 20010 - Educational Policies And Laws
- EDPS 26501 - The Inclusive Classroom
AND
- EDCI 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches or
- EDPS 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches

Notes

- A grade of "C-" or better must be earned in any course used to fulfill the LSED minor.
- Certain courses listed are available as variable credit; students not pursuing a teacher license can take those courses for the full 3 credits to fulfill minor requirements.
- URT Program - Undergraduate **R**esearch **T**raining Program
 - Application/Selection Process for URT Program - must complete both EDPS 53300 and EDPS 53400
- The Learning Sciences in Educational Studies Minor is not a licensure program.

Disclaimer

The student is ultimately responsible for knowing and completing all degree requirements.

The myPurduePlan powered by DegreeWorks is the knowledge source for specific requirements and completion.

Program Information

Applied Behavior Analysis Concentration

Required Courses (12 credits)

- EDPS 34100 - Introduction To Philosophical Underpinnings And Concepts Of Applied Behavior Analysis
- EDPS 34200 - Applied Behavior Analysis - Assessment And Intervention
- EDPS 44100 - Introduction To Ethics And Practice Of Applied Behavior Analysis
- EDPS 44200 - Advanced Intervention In Applied Behavior Analysis

English Language Learners Concentration

This concentration leads to additional licensure in English Language Learning.

ELL Concentration (14 credits)

- EDCI 37001 - Teaching And Learning English As A New Language
- EDCI 51900 - Teaching English Language Learners
- EDCI 52600 - Language Study For Educators
- EDCI 55900 - Academic Language And Content Area Learning
- EDPS 24800 - Differentiating Curriculum And Instruction
- EDCI 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches or
- EDPS 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches
- EDCI 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents or
- EDPS 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents

English Language Learners Licensure Concentration

This concentration leads to additional licensure in English Language Learning.

ELL Concentration (12 credits)

- EDCI 37001 - Teaching And Learning English As A New Language
- EDCI 51900 - Teaching English Language Learners
- EDCI 52600 - Language Study For Educators
- EDCI 55900 - Academic Language And Content Area Learning
- EDCI 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents or
- EDPS 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents

High Ability Concentration

The *High Ability* concentration includes specialized coursework and field experiences in working with a specific population of K-12 students and enhances the overall preparation of Purdue teacher education students.

High Ability Concentration (12-13 credits)

All courses must be completed with a B- average.

- EDPS 24800 - Differentiating Curriculum And Instruction
- EDPS 49500 - Practicum In Gifted, Creative, And Talented Education
- EDPS 54200 - Curriculum And Program Development In Gifted Education
- EDPS 54500 - Social And Affective Development Of Gifted Students
- EDCI 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches or
- EDPS 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches

- EDCI 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents or
- EDPS 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents
- EDPS 24000 - Children With Gifts, Creativity, And Talents or
- EDPS 54000 - Gifted, Creative And Talented Children

Special Education Concentration

The *Special Education* concentration includes specialized coursework and field experiences in working with a specific population of K-12 students and enhances the overall preparation of Purdue teacher education students.

Special Education Concentration (13 credits)

- EDCI 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches or
- EDPS 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches
- EDCI 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents or
- EDPS 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents
- EDPS 21100 - Special Education Law, Policy, And Ethical Guidelines
- EDPS 24800 - Differentiating Curriculum And Instruction
- EDPS 26501 - The Inclusive Classroom
- EDPS 36201 - Positive Behavioral Supports
- EDPS 41700 - Special Education Knowledge And Skills For General Educators

Special Education Non-Licensure Concentration

The *Special Education* concentration includes specialized coursework and field experiences in working with a specific population of K-12 students and enhances the overall preparation of Purdue teacher education students.

Special Education Concentration (12 credits)

- EDPS 21100 - Special Education Law, Policy, And Ethical Guidelines
- EDPS 26501 - The Inclusive Classroom
- EDPS 36201 - Positive Behavioral Supports
- EDPS 41700 - Special Education Knowledge And Skills For General Educators
- EDCI 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches or
- EDPS 20001 - Special Populations Seminar: Focus On Students With Disabilities And Differentiation Approaches
- EDCI 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents or
- EDPS 20002 - Special Populations Seminar: English Language Learners And Students With Gifts And Talents