Teacher Appointment Criteria
EDUC F200 (Examining Self as Teacher)

Statement of Intent
This document is intended to be a planning resource for the prospective instructor and the IPFW Department Representative (“faculty liaison”) who mentors and supervises the IPFW School-Based Program. There may be one department representative as a liaison, different liaisons for different instructors, or the chair of the department can serve as the liaison as necessary.

The EDUC F200 is an introductory level course examining issues in education as they relate to students deciding on teaching as a future career.

By the end of EDUC F200, students should be able to describe major aspects of the education field and feel comfortable with their decision to pursue a major in education.

Requirements
1. The choice of an appropriate college-level textbook to be used in the course is important. The IPFW Department of Educational Studies in the College of Education and Public Policy, through its department representative (or the chair of the department as a default option), reserves the right of approval for the primary textbook to be used in this course.

2. The inclusion of supplemental material is also essential. The Department of Educational Studies through its department representative (or the chair of the department as a default option), reserves the right of approval for the supplemental materials to be used in this course.

3. Since EDUC F200 is a requirement for admission to the College of Education and Public Policy, a significant writing component must be included in the course.

4. Any dual-credit instructor is required to collaborate with the academic department representative (or the chair of the department as a default option) in developing the course syllabus for EDUC F200 for his/her course.

5. High school students taking EDUC F200 will be required to complete 30 hours of a field practicum in an educational setting with a licensed teacher.

6. Any dual-credit instructor who teaches this course must first be certified by the Department of Educational Studies by meeting the qualifications as established by the department. An applicant, to be minimally qualified for a dual-credit position, should have at least a master’s degree in education or a Master’s-level degree in another area and 18 graduate level credit hours completed in Education and be a current licensed teacher or education administrator. Other master’s degrees in disciplines relevant to education may be considered. Applicants lacking this minimal qualification may be considered on a case-by-case basis given their previous experience and other attributes of their background characteristics. The Department of Educational Studies reserves the right to interview the applicant in person. When the Department does agree to consider an applicant who lacks the minimal qualification, it very likely will require a
specific and individualized program of action created in order for him or her to be considered qualified to teach a dual-credit course. Such individualized programs will have to be developed depending upon courses taken, majors, teaching experience, and other factors. The requirements for such programs could include taking additional courses, either at IPFW or some other acceptable university. In other cases, the instructor may be involved in a directed course of study. Other options would also be possible.

7. Applicants should submit a professional resume; official transcripts of undergraduate and graduate courses; a syllabus for the course containing information on the textbook, testing procedures, and grading criteria; letters of support or recommendation; and a statement of purpose that outlines the reasons why the applicant would like to teach a college-level course. The committee reserves the right to request additional teaching materials when evaluating candidates.

8. Twice during the course of any semester the departmental representative may visit the classroom to observe (and upon invitation to do so, participate in) the class session. These visits may be either announced or unannounced.

9. The department reserves the right to prepare an exam to be used to test the knowledge of students in the class to determine if the students have achieved a necessary level of knowledge.