



Revised Fall 2019

School of Education Undergraduate Student Handbook



CAEP Accredited

Purdue University Fort Wayne School of Education

Revised Fall 2019

Welcome,

I'm so glad you're here, discovering what you'll experience in the School of Education. Whether you are taking a first step in exploring your vocation in teaching, or you are an enrolled student checking on a policy governing your current stage in the program, or you are a proud teacher and Purdue Fort Wayne University graduate, reminiscing about your days on the old Mastodon stomping grounds—welcome!

Here in the College of Professional Studies, we have something like a mantra, a short phrase that guides us in our day-to-day work: Do public good. All of our programs in the college prepare students for careers of service to society. I personally believe that teaching is the most important of these (but please don't tell my colleagues in the other departments I said this!). In the words of former President Arthur Levine of Teachers College Columbia, "While education is perhaps the slowest means to social change, it is the only means."

Being a teacher isn't just a socially significant service, it is an intellectually stimulating, spiritually fulfilling labor of love. I am a former first-grade teacher, and opening young minds to the wonders of the world is the most rewarding and joy-filled work I've ever done. It is an honor to invite (or welcome or commend) your work in this profession.

What are you most passionate about? Imagine yourself sharing that passion with a group of young people. What content and age level came to your mind? The School of Education offers dozens of programs preparing teachers for work in classrooms from preschools to high schools, with a variety of subject area specializations. Program faculty bring a wide range of experience and expertise to our courses. Please, talk to us after class or during our office hours. Wander the hall in Neff 250 and find someone with whom you might connect. Check our faculty webpages (<https://www.pfw.edu/departments/cepp/depts/school-of-education/contact/>) and send us an email—we'd love to hear from you.

This isn't an easy road, as the current and former students reading now would attest. There is a lot to study and learn, but there is also a great deal of personal reflection and growth involved in becoming a teacher. It is a truism in education that teachers teach more by who they are than by what they do. As Louis Menand has written, "Teachers are the books that students read most closely." You would be (or will be or are) a great read—and an edifying one. Thank you for pursuing a vocation in teaching.

Isabel Nuñez, Ph.D., Director, School of Education

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What is a Student Handbook?

The School of Education Undergraduate Student Handbook provides students with the information they need to make the most of their undergraduate education and to graduate from the School in a timely manner. It is the official source of information regarding degree requirements, policies and procedures, programs of study, courses, and opportunities. Students will also find useful information listed on the School of Education individual program websites: <https://www.pfw.edu/departments/cepp/depts/educational-studies/index.html>

Which Handbook Should Students Use?

Students should follow the requirements included in the most current Handbook. The requirements outlined in the Handbook are in effect at the time of matriculation and will remain constant throughout students' time in the School of Education. Students can seek more information about the School of Education, programs of study, and degree requirements through the College of Professional Studies Student Success Center:

<https://www.pfw.edu/departments/cepp/depts/educational-studies/student-success-center/>.

Academic advisors are also available to meet throughout the year in person in Neff Hall 243.

Mission of the College of Professional Studies and the School of Education

As part of the College of Professional Studies, the mission of the School of Education is to prepare a diverse community of active learners to be social change agents through civic engagement and public service. The School of Education seeks to offer innovative, reputable, and diverse interdisciplinary programs with student-centeredness at the core. We serve a vibrant region as a catalyst for social innovation and impact through excellence in teaching, research, and engagement. In addition, the College of Professional Studies and the School of Education are guided by the following values:

- **Civic-mindedness:** Students gain and apply knowledge to prepare themselves for a lifetime of effective citizenship in a modern democracy. Academic programs in the College are designed to build the capacity and commitment of students to participate in diverse communities in order to address common challenges.
- **Social Change:** Students are encouraged to seek positive social change through processes of discourse, consciousness-raising, advocacy, and socially just practices. The College members are dedicated to the realization of a diverse, inclusive, equitable society that values the worth of all humans, and strives to empower students to become agents for positive change in their personal and professional lives.
- **Community Collaboration and Service:** Students learn to value and respect the knowledge and expertise that exists within local, regional, and global communities, and are urged to engage diverse perspectives and experiences in forging practical and innovative solutions. The College members support collaborative University-community partnerships built on responsiveness and reciprocity, and work to advance and disseminate new knowledge and best practices through research and creative endeavors

Organization of the School

Furthering the above vision and mission, the School of Education offers undergraduate degrees in:

Early Childhood Education

(<https://www.pfw.edu/departments/cepp/depts/educational-studies/early/index.html>),

Elementary Education

(<https://www.pfw.edu/departments/cepp/depts/educational-studies/elementary/index.html>),

Middle School and Secondary Education

(<https://www.pfw.edu/departments/cepp/depts/educational-studies/secondary/index.html>), and

Education Policy

(<https://www.pfw.edu/departments/cepp/depts/educational-studies/education-policy/>).

Each of these degree programs has its own unique requirements and course expectations. Students are advised to consult regularly with an academic advisor from the Student Success Center to ensure they are keeping up with these requirements and expectations. There are also a number of specialization options within each of these degree programs.

Students pursuing a Secondary Education degree will benefit from graduating with both a Bachelor of Arts or Bachelor of Science in their content area, and a Bachelor of Science in Education. Students who are interested in education, but do not wish to become a licensed Indiana teacher may consider pursuing a degree in Education Policy. This degree allows students to enter fields related to the teaching profession such as adult education, afterschool programs, environmental education, and youth leadership. Students interested in pursuing graduate study are strongly encourage to look into the following graduate programs offered through PFW's School of Education: Educational Leadership, Special Education, Elementary or Secondary Education, Mental Health Counseling, and School Counseling. In some cases, graduate coursework can be begun while completing an undergraduate degree.

School of Education Program, Degrees, and Certifications Offered:

Undergraduate Programs:

- Early Childhood Education (Non-licensure: Birth – Age 5)
- Early Childhood Education (Licensure: Preschool – Grade 3)
- Elementary Education (Kindergarten – Grade 6)
- Secondary Education (Middle School Grades 5-9)
- Secondary Education (Secondary Grades 5-12)
- Education Studies: Elementary or Secondary
- Art Education – College of Visual & Performing Arts (grades K-12)
- Music Education– College of Visual & Performing Arts (grades K-12)
- Teaching English as a New Language Certificate– College of Arts & Sciences (grades K-12)
- Mild Interventions Special Education Dual License (grades K-12)

Graduate Programs:

- Educational Leadership
- Elementary or Secondary Education
- Mental Health Counseling
- School Counseling
- Special Education

Accreditations

The School of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and is aligned with the following state and national assessment standards, which are detailed in the following chart:

- The Interstate New Teacher Assessment and Support Consortium (InTASC).
- Indiana Rules for Educator Preparation and Accountability (REPA 4).
- Specialized Professional Associations (SPAs).

Program	Council for the Accreditation of Educator Preparation (CAEP)	Specialized Professional Associations (SPAs)+	Interstate Teacher Assessment and Support Consortium (InTASC)	Rules for Preparation and Accountability (REPA 4)
Early Childhood	X		X	X
Elementary	X		X	X
Secondary	X	X	X	X

Specialized Professional Associations (SPAs)

More information about Specialized Professional Associations can be found through the following organizations.

Program	Specialized Professional Associations (SPAs)+
Language Arts	<u>National Council of Teachers of English (NCTE)</u>
World Languages	<u>American Council on the Teaching of Foreign Languages (ACTFL)</u>
Middle School	<u>Association for Middle Level Education (AMLE)</u>
Early Childhood	<u>National Association for the Education of Young Children (NAEYC)</u>
Elementary Education	Council for the Accreditation of Educator Preparation (CAEP)
Social Studies	<u>National Council for the Social Studies (NCSS)</u>
Math	<u>National Council of Teachers of Mathematics (NCTM)</u>
Science	<u>National Science Teachers Association (NSTA)</u>
Special Education	<u>Council for Exceptional Children (CEC)</u>
Teaching English as New Language	<u>Teachers of English to Speakers of Other Languages (TESOL)</u>

Academic Advising

Students should make certain that they understand the requirements for successful completion of the program they have selected and have an appropriate plan for each semester. Adhering to stated requirements and checking in with an advisor at least once a semester is the student's responsibility. Students should see advisors before or during priority registration weeks. myBLUEprint is available through www.go.pfw.edu and the enrollment tab and is designed to allow students to view their completed and enrolled course credits in a context that shows completed academic program requirements as well as requirements that remain unfinished. See FAQ and Video tutorials also on the Enrollment tab.

Course Registration

It is imperative that students register each semester during priority registration to get the courses needed to stay on track for graduation. Follow the Plan on myBLUEprint. For help with registration including troubleshooting and common registration errors, see:

<https://www.pfw.edu/offices/registrar-office/course-registration/>

Late Registration & Course Withdrawal: During the full refund period, students can add and drop courses themselves. After the first week (for a 16-week course) or the first three days (for a 6- to 8-week course) students will need to complete a Course Withdrawal Form found through the Enrollment tab at www.go.pfw.edu. See an advisor for more information. Advisors cannot add and drop courses at any time. It is important that courses registered for also appear on students' myBLUEprint to avoid having to declare a different major, minor, concentration, or certification. Also, be advised that courses which do not count toward degree completion may not receive financial aid.

Description of Courses: There are several ways to find a description of courses offered by the School of Education. In myBLUEprint, students can click on courses and read the description of the class. Descriptions are also available when registering for courses by clicking on the CRN number. The university bulletin also has course descriptions. Finally, advisors can provide detailed descriptions of course offerings.

Block 1/Professional Education Requirements

Students pursuing a licensure program are required to follow the checklist provided on their curriculum sheets and in myBLUEprint in order to register for Block 1. These include a minimum 2.7 GPA, pre-professional courses and other courses required before Block 1. See myBLUEprint and advisor for more information. Typically, students will be completing these requirements in their sophomore year.

Service Learning and Field Requirements

Early Childhood Education

Course Title	Number of hours in Field Placement
Examining Self as Teacher Lab/Field Exp	20 hours outside of course instruction
General Educational Psychology Lab/Field Exp	The course requires the completion of 30 hours of field experience outside of course instructional time.
Social Studies and the Family Teaching and Learning for All Young Children I: Focus on Birth to Age 3 Field Experience: B-3	The courses are taken together and share one field experience which is 30 hours outside course time.
Teaching and Learning Children Ages 3-5 Issues in Infancy and Early Childhood Mental Health Field Experience: Preschool	The courses are taken together and share one field experience which is 40 hours outside course time.
Practicum: B-3 (Birth – 5 Program Option Only)	160 hours outside course instruction
Practicum: 3-5	160 hours outside course instruction
Student Teaching for Pre-School to Grade Three	Student teaching is a full semester (10 weeks in a k-3 elementary classroom and 6 weeks in a preschool). Students follow the schedule of the elementary or preschool where they are student teaching. This experience is approximately 294 hours.

Elementary Education

Course Title	Number of hours in Field Placement
Examining Self as Teacher Lab/Field Exp	20 hours outside of course instruction
General Educational Psychology Lab/Field Exp	The course requires the completion of 30 hours of field experience outside of course instructional time. The schedule is flexible and is arranged with the classroom teacher.
Topical Exploration in Literacy Education Child Development Lab/Field Experience	The courses are taken together and share one field experience which is 30 hours outside course time. The schedule is flexible and arranged with the classroom teacher.
Block 2 courses are taken together and share one common field experience.	The number of field hours completed outside of course instructional time for the block 2 courses is 60 hours. The field experience occurs on Tuesday and Thursday mornings for the entire semester.
Block 3 courses are taken together and share one common field experience.	The number of field hours completed outside of course instructional time for the block 3 courses is 160 hours. The field experience occurs on Tuesday and Wednesday for the full school day for the entire semester.
Student Teaching	Student teaching is a full semester (16 weeks). Students follow the schedule of the elementary school where they are student teaching. This experience is approximately 294 hours.

Secondary Education

Course Title	Number of hours in Field Placement
Examining Self as Teacher Lab/Field Exp	30 hours outside of course instruction
Gen Edu Psychology Lab/Field	30 hours outside of course instruction
All methods courses have a field placement Psychology for Secondary Teachers	The methods courses have a 30-hour field placement and the psychology course also has a 30-hour field placement. The methods course and the psychology course are taken together in the fall semester. Students are placed in one field experience that is 60 hours outside of both courses instructional time.
Student Teaching	Student teaching is a full semester (16 weeks). Students follow the schedule of the middle or high school where they are student teaching. This experience is approximately 294 hours.

Education Studies

Course Title	Number of hours in Field Placement
Examining Self as Teacher Lab/Field Exp	20 hours outside of course instruction
General Educational Psychology Lab/Field Exp	The course requires the completion of 30 hours of field experience outside of course instructional time. The schedule is flexible and is arranged with the classroom teacher.
1 – 3 other courses	Have variable field hours from 30 hours to 60 hours per course.
Internship 30000	This internship consists of 75 hours.
Internship 40000	This internship consists of 160 hours.

Professional Fees Associated with the Education Program

The university website has an estimator for the cost of attending the university. In addition to the costs of books, students enrolled in the School of Education should anticipate the following professional fees:

Professional Fee or Expense	Frequency	Approx. Cost Description	Approx. Cost
Criminal History Background Check through SafeHire*	Four times Once a year starting with first semester	4 years X 24.00 = \$96.00	\$96.00
Professional clothing for field and	One-time cost Students must have professional clothing for	Many students have found resale shops to be an economical way	\$100.00

student teaching	field and student teaching experiences. This means no jeans.	to develop a professional wardrobe	
Transportation	Students will be placed in local schools for field and student teaching. Students will need to provide their transportation.		Variable
Subscription to Taskstream	Variable – Depends on the option selected when registering with Taskstream. Taskstream is associated with the School of Education assessment system and is required of all students.	Depending on option selected the cost ranges from \$50.00 - \$139. Most education students pay \$69.00.	\$69.00
Pearson Exams to obtain an Indiana teacher license	One-time cost, but maybe more if students need to retake one or more of these tests.	Depending on the major selected, students will need to take between 2 and 7 Indiana teacher license tests. These tests are taken during the last two semesters of the program. Cost range for most students is \$228.00 - \$259.00.	\$228.00 - \$259.00
Approx. Total			\$607.00 - \$638.00

*Early childhood majors will have additional criminal history background costs due to state regulations.

Student Expectations and Responsibilities

Students are responsible for planning their own programs of study and for meeting the degree requirements for graduation. For advice in fulfilling these requirements and in planning a course of study, students in the School of Education are encouraged to regularly seek out academic counseling from the academic advisors. Although academic advisors will do their best to aid students, it is ultimately each student's responsibility to plan an appropriate academic course of study and to fulfill the various degree requirements. Familiarizing themselves with the contents of this Handbook is a crucial first step that students can and should take to ensure they know what opportunities are available to them and what requirements are expected of all students in the School of Education.

In addition to being responsible for monitoring their academic progress, students are also responsible for abiding by standards of personal and academic integrity as outlined by Purdue University Fort Wayne principles: <https://www.pfw.edu/about/statements/>.

This includes following all guidelines for academic honesty as detailed by Purdue University Fort Wayne policy:

<http://catalog.pfw.edu/content.php?catoid=51&navoid=1582#academichonesty>.

Purdue University Fort Wayne academic regulations and policies require university personnel to report all incidents of academic misconduct to the Purdue University Fort Wayne Dean of Students and expects incidents of personal misconduct such as classroom incivility to be reported.

For detailed information about policies and procedures, including due process requirements, refer to the Code of Student Rights, Responsibilities, and Conduct:

<http://catalog.pfw.edu/content.php?catoid=49&navoid=1457#code>

Basis of Grades

The instructor is responsible for explaining to the student, preferably in writing at the beginning of an academic session, the course requirements and grading system to be used. The student will be assigned a grade in each course at the close of the session. Students are responsible for the completion of all required work in each course by the time of the deadlines set by the instructor, unless the student is officially withdrawn from the course, or unless both student and instructor have agreed that a grade of Incomplete (I) is warranted. Midterm grade reports may be submitted but are not required. Final grades are submitted on goPFW by Monday at noon after finals. GPAs will be updated the next day, Tuesday. Students will be notified about Dean's List, Academic Probation, and Dismissal by the end of the week after finals. Grades are not necessarily the same as what is posted in ELearning or Blackboard. Students should check grades for accuracy immediately after finals and contact professors within one week with any questions.

It is important for all education majors to strive for a GPA of 3.0 throughout their coursework. Students are required to have a GPA of 3.0 prior to student teaching and cannot graduate with less than a 3.0 GPA. Please check myBLUEprint for specific program GPA requirements.

Grade Appeals

The grade appeals policy applies to all students enrolled at Purdue University Fort Wayne. It can be used by any student who has evidence or believes that evidence exists to show that a course grade was assigned or a similar evaluation was made as a result of prejudice, caprice, or other improper condition such as mechanical error. In appealing, the student must support in writing the allegation that an improper decision has been made and must specify the remedy sought. The student should seek the assistance of the dean of students in pursuing the appeal. During an appeal, the burden of proof is on the student, except in the case of alleged academic dishonesty, where the instructor must support the allegation. The student may have an advisor or friend present during all meetings with faculty members, administrators, and/or committees; he or she may advise the student but may not speak for the student during the meetings. Grades may be changed only by a university authority upon the decision of the campus grade appeals subcommittee or by the instructor any time prior to the decision of the campus grade appeals subcommittee. See deadlines and steps here:

<http://catalog.pfw.edu/content.php?catoid=49&navoid=1457#gradeappeals>

Incompletes

An incomplete is a temporary record of passing work that (1) was interrupted by circumstances beyond the student's control, or (2) represents satisfactory work-in-progress in an independent-study or self-paced course. A student may receive an incomplete from their professor at the professor's discretion. Students who receive an incomplete will work directly with their professor to come up with an agreement that specifies when and how work should be completed. The agreement will be completed using university forms that are signed. Do not register for this course again. Students who do not complete the unfinished course work by the specified deadline will receive an IF—Incomplete Fail. Be aware, incompletes can affect financial aid Satisfactory Academic Progress in the same way as a W or F.

Final Examinations

Final examinations follow a different schedule. See <https://www.pfw.edu/finals> and course syllabi final exam times. See the catalog to find policies and procedures for conflicts, absences, and more: <http://catalog.pfw.edu/content.php?catoid=49&navoid=1457#finalexaminations>

Professionalism

The Purdue University Fort Wayne School of Education expects all students to conduct themselves as if they were already professional educators. Professional dispositions include, but are not limited to: academic integrity and honesty, professional attire, and regular and professional communication with Purdue University Fort Wayne faculty, classroom teachers, school administrators, and community members. Successful matriculation through the School's teacher preparation program is assessed regularly. Failure to practice professional education dispositions can result in Professional Improvement Plan (PIP).

Criminal History Background Reports

In addition to practicing professional dispositions during course work and field placements, students are required to update their criminal background history annually each summer

through <https://www.pfw.edu/departments/cepp/depts/educational-studies/criminal-history-background-report/>.

Taskstream

Students completing professional education course must also purchase a subscription to Taskstream. This subscription is part of the School of Education assessment system. More information describing Taskstream is found on the School of Education website.

<https://www.pfw.edu/departments/cepp/depts/educational-studies/field-experiences/>

Professional Improvement Plans

The School of Education values certain dispositions in its scholars: academic honesty, collegial behavior, and responsibility for one's own work, among others. The faculty believe that these are fundamental to establishing a good working academic environment. Honoring and applying the precepts of academic and professional behavior are understood as responsibilities of all scholars.

The procedures for implementing the School of Education Professional Behavior Rubric (PBR) and Professional Improvement Plan (PIP) are outlined below. These policies are in place for all School of Education students regardless of whether or not the said activity occurs on campus. If situations arise from acts of personal misconduct, as defined by Purdue University Fort Wayne, then the procedure followed in those situations is described in the Purdue University Fort Wayne Student Rights and Responsibilities (<https://www.pfw.edu/committees/senate/code/>) and through the School of Education website:

<https://www.pfw.edu/departments/cepp/documents/education-studies/field-experience-forms/Professional%20Behavior%20Checklist%203-1-2017.swimstnds.pdf> and

<https://www.pfw.edu/departments/cepp/documents/education-studies/Educational%20Studies%20Department%20Procedure%20for%20Using%20the%20Professional%20Behavioral%20Checklist%20Updated%204-7-16.pdf>

A student may be dismissed from the School of Education if they have two separate incidents that require the generation of a PIP or if they have one incident that results two PIPs that are not successfully resolved.

Student Opportunities and Resources

Financial Aid

Financial aid at Purdue University Fort Wayne, including grants, loans, and work-study packages, is managed through the Office of Financial Aid. More information can be found at <https://www.pfw.edu/financial-aid/>. There are a variety of state-funded financial aid opportunities for future educators and for students intending to teach in identified shortage areas in the field of education. The Indiana Commission for Higher Education maintains a web site for information on these programs, which is available at <https://secure.in.gov/che/index.htm>.

School of Education Scholarships

In addition to financial assistance available through Purdue University Fort Wayne and the state of Indiana, the School of Education manages a variety of scholarships as part of its endowment. Only education majors are eligible to apply. Scholarships are competitive and awarded based on both merit and need. School of Education scholarship applications are due in the spring semester and include:

Gerald G. Szymanski Scholarship for Education: This *merit-based* scholarship for education majors is named in memory of Dr. Gerald G. Szymanski, Associate Professor Emeritus of Education. Dr. Szymanski used his years of experience as a professional educator to help advance the quality of teacher education and scholarship at then IPFW. This scholarship is available to both *graduate* and *undergraduate* students. In previous years, two scholarships of approximately \$2000.00 each have been awarded. Interested applicants must meet the following criteria:

- Achieved sophomore class standing (30 credit hours).
- 2.8 minimum undergraduate GPA; 3.0 minimum graduate GPA.
- FASFA form is not required.
- Must be a declared education major or a declared music or art education major.
- Certification students are eligible and encouraged to apply.

Glen and Chris Bickel Scholarship for Education: This *need-based* scholarship for education majors is named in honor of Glen and Chris Bickel, both long-time residents of Fort Wayne. This scholarship is designed to help education majors complete their degree. In previous years, one scholarship of approximately \$1000.00 has been awarded. Interested applicants must meet the following criteria:

- Achieved junior (60 credit hours) or senior class standing (90 credit hours).
- Be eligible to graduate the same academic year for which the scholarship is awarded.
- Students must complete a FASFA form.
- Must be a declared education major or a declared music or art education major.
- Certification students are eligible and encouraged to apply.

The Ronald Venderly 2000 Education Scholarship: This *merit-based* scholarship for education majors is named in memory of Ronald Venderly, a former teacher and educational philanthropist who believed in the transformative power of teachers. In previous years, two scholarships of approximately \$1000.00 each have been awarded. Interested applicants must meet the following criteria:

- Achieved sophomore class standing (30 credit hours).
- 3.0 minimum GPA.
- FASFA form is not required.
- Must be a declared education major or a declared music or art education major.
- Certification students are eligible and encouraged to apply.

The Ronald Venderly Education Scholarship: This *merit-based* scholarship for education majors is named in memory of Ronald Venderly, a former teacher and educational philanthropist who believed in the transformative power of teachers. *Preference will be given to social studies education majors.* In previous years, one scholarship of approximately \$1000.00 has been awarded. Interested applicants must meet the following criteria:

- Achieved sophomore class standing (30 credit hours).
- 3.0 minimum GPA.
- Legal resident of Indiana.
- FASFA form is not required.
- Must be a declared education major or a declared music or art education major.
- Certification students are eligible and encouraged to apply.

The Dr. J. Randolph Kirby Endowed Scholarship for Educational Studies: This *need-based* scholarship for education majors is named in memory of Dr. J. Randolph Kirby, Associate Professor Emeritus of Education. A graduate of the Chicago public school system where he also later taught before receiving doctorates of philosophy in history and philosophy of education, Dr. Kirby joined the faculty of then IPFW in 1969 where he taught social foundations courses. This scholarship is available to both *graduate* and *undergraduate* students. *Preference will be given to graduate students enrolled in social foundations courses.* In previous years, one scholarship of approximately \$1500.00 has been awarded. Interested applicants must meet the following criteria:

- Achieved sophomore class standing (30 credit hours).
- 2.7 minimum overall undergraduate GPA; 3.0 minimum graduate GPA.
- Students must complete a FASFA form.
- Must be a declared education major or a declared music or art education major.
- Certification students are eligible and encouraged to apply.

Diversity and Inclusion

Purdue University Fort Wayne is committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the university seeks to develop and nurture its diversity. The university believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University Fort Wayne views, evaluates, and treats all persons in any university-related activity or circumstance in which they may be involved solely as individuals on the basis of their personal abilities, qualifications, and other relevant characteristics.

Purdue University Fort Wayne prohibits discrimination against any member of the university community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The university will conduct its programs, services, and activities consistent with applicable federal, state, and local laws, regulations, and orders and in conformance with the procedures and limitations as set forth in Purdue University's Equal Opportunity, Equal Access and Affirmative Action policy, which provides specific contractual rights and remedies. Additionally, the university promotes the full realization of equal employment opportunities for women, minorities, persons with disabilities, and veterans through its affirmative action program. For questions, advice, or complaints, contact the Office of Institutional Equity at <https://www.pfw.edu/hr-oie/> or Services for Students with Disabilities <https://www.pfw.edu/disabilities/>.

Access to Educational Opportunities

Purdue University Fort Wayne adheres to Title IX of the Educational Amendments of 1972 to the 1964 Civil Rights Act, which states in part that “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving Federal financial assistance.”

The Director of the Office of Institutional Equity & Title IX Coordinator is responsible for coordinating PFW’s compliance with Title IX, including overseeing all complaints of sex discrimination and identifying and addressing any patterns or systemic problems that arise during the review of such complaints. Questions or concerns may should be sent to the Director of the Office of Institutional Equity & Title IX Coordinator. For more information about the ethics of compliance, visit: <https://www.pfw.edu/offices/human-resources/ethics-compliance/>.

As someone who is likely to work with children, students are reminded that under Indiana law, each person over the age of 18 has a duty to report child abuse or neglect. In the event of an emergency, call 911. If it is not an emergency, immediately alert the police or Child Protective Services (1-800-800-5556).

Student Life & Professional Opportunities

Students are encouraged to get involved on campus outside of the classroom. Participation in student life activities builds community, invigorates commitment to the university, promotes graduation, builds soft skills that become resume builders, and adds to overall student growth and development. Importantly, educators are expected to be involved in their schools and communities. Students can start such activities now. Here is a list of Student Organizations & Opportunities that may be of interest to Education majors:

- Kappa Delta Pi Honors Society for education majors
- Service-Learning Floor in Student Housing
- Over 100 other clubs available through the Student Life and Leadership office and be found at: <https://www.pfw.edu/student-life/student-organizations/>
- Career Services Get Endorsed Program
- Co-curricular Transcript – track involvement & achievements outside of the classroom
- Study Abroad & National Student Exchange – spend between 1 week to 1 academic year in another state or country
- Global Gateways IU Student Teaching Overseas
- School of Education Urban Garden Project

Student Honors and Awards

In addition to the above scholarship opportunities, students are also encouraged to pursue and inquire about the following honors and awards.

- IACTE Student Teacher of the Year
- Patty Martone Award
- Program Exemplar Awards
- College Exemplar Award
- University Honor Cords
- Kappa Delta Pi Honor Cords

- Purdue University Fort Wayne Top 50 Award