

School of Education Undergraduate Bulletin

Indiana University

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While every effort is made to provide accurate and current information, Indiana University reserves the right to change without notice statements in the bulletin series concerning rules, policies, fees, curricula, courses, or other matters.

Overview

The School of Education, Indiana University Bloomington offers a variety of undergraduate programs that lead to a Bachelor of Science degree in education and the initial teacher's license. The key steps or benchmarks are:

- **ADMISSION TO INDIANA UNIVERSITY:** Initial assignment to University Division for orientation to the university's 14 Schools & Colleges and +150 undergraduate programs, declare a major, obtain program planning sheet, complete prerequisites, establish 2.5 GPA minimum, and complete PRAXIS I testing. www.admit.indiana.edu
- **ACADEMIC ADVISING:** Available from the School of Education to any student in the IU system by appointment at (812) 856-8500 or e-mail: TeEdAdv@Indiana.edu
- **ADMISSION TO THE SCHOOL OF EDUCATION TEACHER EDUCATION PROGRAM:** Upon enrollment in or completion of all admission prerequisite courses and 21 credit hours of content, the establishment of the minimum 2.5 GPA, and successful documentation of basic skills for admission, and apply on line at the SOE website: <https://info.educ.indiana.edu/teachered/>.
- **PROFESSIONAL EDUCATION:** When admitted, teacher candidates will be provided with authorization to register for the prescribed blocks or clusters of the professional education methods and field experiences. Students are required to begin the

professional education sequence upon admission and complete them in succession. Students who delay completion will be permitted to continue on a space available basis only.

- **FIELD EXPERIENCES:** Require assignments to pre-school, elementary, and secondary schools as determined by program. Students will be held to professional standards of behavior and will be required to provide a legal criminal history check before placement.
- **STUDENT TEACHING:** Applications for student teaching placements take place a year before the assignment. All assignments are arranged by the Office of Teacher Education. Students will be required to attend an application meeting and a Pre-professional meeting before taking their assignment. Student Teaching assignments are coupled with a field based seminar.
- **RECORDS:** Teacher candidates are encouraged to complete a senior check with the School of Education Records Office before student teaching to confirm that all requirements for program completion are in process.
- **EDUCATION CAREERS SERVICES:** Teacher candidates are encouraged to establish and activate a placement file in anticipation of the job search. Candidates can participate in resume writing and interview techniques workshops or classes.
- **GRADUATION:** Students must file an online application through “OneStart: Apply for Degree/ Graduation” with the School of Education.
- **LICENSING:** Upon successful completion of a Teacher Education Program, PRAXIS II testing, and certification in CPR/First Aid/AED teacher candidates can file online for an initial Indiana Teaching license through the School of Education. The School of Education verifies successful completion of the requirements and the State of Indiana grants the actual teacher licenses. Additional information about different state licensing requirements is available.

History

W.W. Wright School of Education

History of the School of Education

Indiana University has been training teachers since 1851. The School of Education at Bloomington began granting degrees in 1924, and the Indianapolis campus granted its first degree in education in 1969. In 1975, the School of Education in Bloomington and the Division of Education in Indianapolis merged to become a single School of Education with two campuses. Some programs remain localized on a single campus, but other programs now allow students to choose courses at either location. Today, Indiana University’s School of Education is one of America’s most respected educational institutions for the preparation of teachers, administrators, and specialists in all areas of education. The School of Education has full equality with the other professional schools of the university and grants the degrees of Bachelor of Science in Education, Master of Science in Education, Specialist in Education, and Doctor of Education.

The School of Education realizes the importance of creating and maintaining a teacher-preparation program

that balances specialized knowledge with a broad liberal arts education and that affords each student an opportunity to learn both theoretical principles of education and practical teaching skills.

Purposes of undergraduate study in teacher education

The purpose of undergraduate study in teacher education is to prepare teachers who have the following:

1. A strong, balanced general education with work in the humanities, social sciences, mathematics, and physical and biological sciences
2. A thorough understanding of the subject matter of their teaching field or fields
3. The ability to communicate effectively, both orally and in writing
4. The competence to design and implement effective instruction using a variety of instructional models
5. The competence to create an effective classroom climate
6. The commitment and capacity to design learning experiences that foster critical thinking and decision making
7. An understanding of and ability to use computer technologies
8. The ability to design appropriate evaluation strategies, both quantitative and qualitative; and to appraise their instructional effectiveness, as well as to assess the achievement of their students
9. The capacity to make sound judgments regarding the use of instructional materials, including an ability to infer the assumptions that may have guided instructional developers
10. The commitment and capacity to address issues of justice and equity and a sensitivity to cultural differences and global concerns
11. The commitment and capacity to build effective relationships with students, colleagues, and members of the community
12. An understanding of the relationship of the school to the larger society
13. An understanding of the legal rights and responsibilities of students, teachers, and schools
14. The commitment and capacity to approach their profession ethically with a guiding set of responsible social and professional values
15. A commitment to continuing professional renewal
16. An understanding of how to make adaptations to meet the needs of children with exceptional needs in the public schools.

Accreditation

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and by the North Central Association of Colleges and Secondary Schools. In addition, the Indiana Professional Standards Board has approved all teacher education programs offered through Indiana University at the Bloomington and Indianapolis campuses.

Organization of the School

Organization of the School of Education–Bloomington
(Area Code 812)

- University Dean, Gerardo M. Gonzalez, Education 4130, 856-8001
- Director of External Relations, Sarah Baumgart, Education 4120, 856-8021
- Director of the Center for P16 Research and Collaboration, Ada Simmons, Education 2100, 856-8018
- Executive Associate Dean, Don Hossler, Education 4268, 856-8391
- Director of Administrative and Academic Support Services, Gene McClain, Education 4145, 856-8070
- Director of Education Technology Services, Larry Riss, Education 2036, 856-8434
- Director of Human Resources Development, Amy Sutley, Education 4150, 856-8530
- Director of Office of Instructional Consulting, Karen Hallett, Education 2002, 856-8408
- Director of Office of Professional Development, Catherine Gray, Education 2103, 856-8481
- Director of Student Recruitment and Retention, Ghangis Carter, Education 4154, 856-8002
- Associate Dean for Graduate Studies, Mary McMullen, Education 4210, 856-8393
- Elementary Transition to Teaching, Jesse Goodman, Education 3208, 856-8143
- Secondary Transition to Teaching, Rich Roames, Education 3264, 856-8225
- Associate Dean for Research and Development, Robert D. Sherwood, Education 2070, 856-8154
- Associate Dean for Teacher Education, Thomas Brush, Education 1060, 856-8581
- Assistant Dean for Teacher Education, Jill Shedd, Education 1040, 856-8013
- Director of Cultural Immersion Projects, Laura Stachowski, Education 1044, 856-8507
- Director of Educational Career Services, Sarah Crandall, Education 1074, 856-8532
- Director Office of Early Field Experiences, Tyna Hunnicutt, Education 1048, 856-8541
- Director of Student and Information Management Services, Tim Niggle, Education 1052, 856-8538
- Director of Student Teaching, Letha Taylor, Education 1042, 856-8736
- Director of Undergraduate Records & Licensing Advisor, Dorothy Slota, Education 1064, 856-8528
- Head Education Librarian, Gwen Pershing, Education 1106, 856-8594
- School Psychology, Thomas Huberty, Education 4062, 856-8309, and Jack Cummings, Education 4048, 856-8327
- Director of Center for Human Growth, Lynn Gilman, Education 0026, 856-8348
- Curriculum and Instruction, Cary Buzzelli, Chair, Education 3204, 856-8184 and Gretchen Butera, Associate Chair, Education 3234, 856-8174
- Art Education, Elizabeth (Beau) Vallance, 3216, 856-8114
- A Community of Teachers, To Be Announced
- Curriculum Studies, David Flinders, Education 3131, 856-8189
- Early Childhood, Judith Chafel, Education 3214, 856-8136
- Elementary Education, To Be Announced
- Mathematics Education, Peter Kloosterman, Undergraduate, Education 3274, 856-8147 and Diana Lambdin, Graduate, Education 3058, 856-8149
- Science and Environmental Education, Valarie Akerson, Education 3070, 856-8140
- Secondary Education, David Flinders, Education 3288, 856-8109
- Social Studies, Marilynne Boyle-Baise, Education 3288, 856-8109
- Special Education, Jeff Anderson, (Master's), Education 3132, 856-8155 and Gretchen Butera, (Doctorate), Education 3212, 856-8155
- Teaching All Learners, Melissa Keller, Education 3260, 856-8188
- Gifted and Talented Education, To Be Announced
- Educational Leadership and Policy Studies, Martha McCarthy, Chair, Education 4228, 856-8360
- Educational Foundations, Andrea Walton, Education 4228, 856-8363
- Educational Leadership, Robert Toutkoushian, Education 4228, 856-8365
- Education Policy, Barry Bull, Education 4228, 856-8363
- Higher Education, Don Hossler, Education 4228, 856-8362
- International and Comparative Education, Margaret Sutton, Education 4228, 856-8363
- Student Affairs Administration, Danielle DeSawal, Education 4228, 856-8362
- Instructional Systems Technology, Elizabeth Boling, Chair, Education 2276, 856-8451
- Literacy, Culture, and Language Education, Mary Beth Hines, Chair, Education 3038, 856-8290
- Elementary Reading/Language Arts and Literacy, Mitzi Lewison, Education 3024, 856-8269
- English Education, Peter Cowan, Education 3012, 856-8278 and Stephanie Carter, Education 3018, 856-8265
- Reading Literacy Education, Mitzi Lewison, Education 3024, 856-8269
- World Languages Education and ESL Education, Martha Nyikos, Education 3016, 856-8272
- Middle School/Secondary Reading/Content Literacy Education, James Damico, Education, 3028, 856-8267

School of Education Departments

- Counseling and Educational Psychology, Ginette Delandshere, Chair, Education 4038, 856-8301
- Counseling and Counselor Education (Master's), Susan Whiston, Education 4014, 856-8305
- Counseling Psychology (Doctorate), Rex Stockton, Education 4056, 856-8344
- Educational Psychology, David Estell, Education 4010, 856-8307
- Developmental Psychology, Anne Stright, Education 4058, 856-8311
- Educational Inquiry Methodology, Barbara Dennis, Education 4016, 856-8142
- Learning Sciences, Daniel Hickey, Education 4018, 856-8563

- DE Language and Literacy Education, Larry Mikulecky, Education 3014, 856-8277

URL: education.indiana.edu/

Contact Information

[School of Education](#)

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201 North Rose Building
Bloomington, IN 47405
(812) 856-8500
educ@indiana.edu

Admission

Admission to the School of Education

Entering undergraduate and transfer students admitted to Indiana University are assigned to University Division until they are ready to be certified to one of the 14 undergraduate degree-granting colleges and schools that make up the university. Each college or school sets its own criteria for admission, retention, and graduation.

Undergraduates may complete up to 65 credits in University Division before being required to be certified to a college or school degree program. Transfer students have one calendar year to meet admission requirements. Students who fail to certify to the School of Education in a timely fashion will be required to choose another program. Students who have been denied admission to the SOE/TEP, but eventually meet the admission criteria, may reapply for the undergraduate program or complete certification through a graduate program depending on total credit hours completed.

Admission to the School of Education Teacher Education Program (SOE/TEP) is a critical benchmark for teacher candidates. Until an undergraduate student is admitted to the TEP they are not eligible to take authorized professional education courses. Admission to SOE programs is competitive; meeting minimum admission requirements is necessary but not always sufficient for admission. Late applications are considered on a space-available basis. Continuation in the TEP programs requires remaining in "good standing" through continual assessment of student performance.

Until undergraduate students are admitted to the SOE/TEP, they do not have any official status in a program or the SOE. The SOE reserves the right to change program requirements as the faculty deems necessary, once a student has been admitted to the SOE/TEP the requirements for program completion will be changed only under extraordinary circumstances.

All undergraduate teacher education programs require four criteria for admission. First, all applicants must demonstrate satisfactory basic skills in reading, writing, and mathematics. Basic skills can be documented with one of the following: SAT composite scores of at least 1100 on the Critical Reading and Mathematics tests; ACT composite score of 24 or higher on the English, Mathematics, Reading, and Science tests; PRAXIS I minimum scores of 176 for Reading, 172 for Writing, and 175 for Mathematics or a composite score of 527 on the three tests. Second, each program requires the successful completion of specific prerequisite education courses with a "C or higher for each course" and a

2.5 GPA. Third, all applicants must have at least 21 credits of course work in the major (at least 15 credit hours completed and up to 6 credit hours in process at the time of application) with a "C or higher in each course" and a 2.5 minimum GPA (except for Mathematics 2.0 GPA). Fourth, students are required to submit an online application at: <https://info.educ.indiana.edu/teachered/Application.aspx/login.aspx> by October 1 to start authorized professional education courses during the spring semester or March 1 to start authorized professional education courses during the fall semester (see individual program planning sheets for a specific list of requirements and application dates).

Basic Skills Testing

Basic Skills Testing: All teacher education programs at Indiana University Bloomington require documentation of reading, writing, and mathematics basic skills. The State of Indiana accepts documentation through five options.

1. SAT combined scores of 1100 for Math and Critical Reading/Verbal.
2. ACT combined scores of 24 (average of English/Grammar, Mathematics, Reading, and Scientific Reasoning).
3. Praxis I the Pre-Professional Skills Test (PPST, Educational Testing Service, NJ). Minimum individual scores of Reading—176, Math—175, and Writing—172 or a combined score of 527.
4. GRE combined scores of 1100 for Verbal and Quantitative Reasoning.
5. Master's degree from a regionally accredited institution.

Elementary

Early Childhood Education: Preschool, kindergarten, and primary grades 1-3. Applicants must have completed or be enrolled in 32 credit hours of prerequisite course work, including oral expression, written expression, world or American literature, mathematics MATH-T 101, EDUC-N 102 or MATH-T 102, and EDUC-N 103 or MATH-T 103, EDUC-Q 200 and EDUC-W 200, MUS-E 241, a social studies requirement, and EDUC-F 205. Application required by October 1 for spring-only start.

Elementary/Theory into Practice: Kindergarten, primary, and intermediate grades 1-6. Applicants must have completed or be enrolled in 26 credit hours of prerequisite course work, including EDUC-P 251/M101, EDUC P248, EDUC-Q 200, EDUC-W 201, MATH-T 101, EDUC-N 102 or MATH-T 102, EDUC-N 103 or MATH-T103, and a science requirement. Applications accepted October 1 for spring or March 1 for fall semester starts.

Exceptional Needs and Elementary/Teaching All Learners: Kindergarten, primary and intermediate grades 1-6. Applicants must have completed or be enrolled in 26 credit hours of prerequisite course work, including EDUC K-205, EDUC-P 251/M101, EDUC-Q 200, EDUC-W 201, and MATH-T 101. Prerequisites to be completed before Junior I cluster: EDUC-N102 or MATH-T102, EDUC-N103 or MATH-T103 and PHYS-Q202 or PHYS-P101. Application required by October 1 for spring-only start.

Secondary

Anchor Secondary Education: Middle School, Junior High, and High School Grades 6-12. Applicants must have

completed or be enrolled in 26 credit hours of prerequisite course work, including 21 credits (15 completed and a maximum of 6 in progress) in the content field, EDUC-M 300, EDUC-P 312 and P313 and EDUC-W 201. 2.5 GPA required in all subject fields except 2.0 GPA in mathematics. October 1 application date for spring starts only in journalism, mathematics, and science. Applications due October 1 for spring or March 1 for fall semester start in English, social studies, and theatre.

Community of Teachers Secondary: Middle School, Junior High, and High School Grades 6-12. Admission to CoT program required first (<http://education.indiana.edu/strongCommunityofTeachersstrong/tabid/4370/Default.aspx>). Applications to the TEP must be completed the semester before taking the subject field methods course. Applicants must have completed or be enrolled in 26 credit hours of prerequisite course work, including 21 credits (15 completed and a maximum of 6 in progress) in the content field and S400. 2.5 GPA required in all subject fields except 2.0 GPA in mathematics. At least 7 program expectations must be completed and documented by CoT faculty. Application date depends on subject methods sequence. Note: Student teaching expects one-year lead time for placement.

All School Settings

All school settings programs prepare candidates to teach in Kindergarten, Elementary, Secondary, and Grades K-12 classrooms.

Visual Arts Education: Applicants must have completed or be enrolled in 26 credit hours of prerequisite course work, including 21 credits (15 completed and a maximum of 6 in progress) in fine arts, and EDUC-M 130/M101, EDUC-M 300, EDUC-P254/M201 and EDUC-W 200. March 1 application date for fall semester—only starting date.

Physical Education: Applicants are required to contact School of Health, Physical Education and Recreation for complete admission requirements.

Music Education: Applicants are required to contact the Jacobs School of Music for admission requirements.

World Languages: Applicants must have completed or be enrolled in 35 credit hours of prerequisite course work, including 21 credits (15 completed and a maximum of 6 in progress) in selected language, EDUC-M 300, EDUC-P 254, M201, and W200. 2.5 GPA required in all professional education and content fields. Application required by October 1 for spring-only start.

Intercampus Transfers

To register for an individual semester or summer session on another campus of Indiana University, the student must file a temporary intercampus transfer request on the campus currently being attended.

To transfer permanently from one Indiana University campus to another, the student must file an intercampus transfer request on the campus currently being attended. Advance notice is necessary to allow for the transfer of records and the validation of the student's eligibility to continue studies. For more information about intercampus transfers, see www.iupui.edu/~moveiu/.

Second Bachelor's Degree

In certain cases, the associate dean for teacher education at Indiana University Bloomington may admit baccalaureate degree holders to candidacy for a second baccalaureate degree. When such admission is granted, candidates must earn 30 additional credit hours in residence and meet the requirements of the School of Education and of the department in which they are a candidate.

At Bloomington, appeals regarding criteria for admission, retention, and program requirements must be submitted to the Academic Standards Committee. Contact the Office of Teacher Education for information about how to submit an appeal.

Alternatives to Undergraduate Teacher Education Programs

This bulletin discusses only the undergraduate requirements for initial teacher certification and for the Bachelor of Science in Education degree. Students interested in graduate work in education should consult the Bulletin of the School of Education Graduate Program.

Program Options for Meeting Requirements

Students must meet requirements for graduation and certification, as stated in the Bulletin of the School of Education Undergraduate Program current at the time of initial enrollment or as set forth by subsequent bulletins/announcements to meet current state standards. Students may not, however, choose to meet requirements as stated in the bulletin for any year prior to enrollment. Neither may students elect to meet requirements from a combination of bulletins. Requirements from a single bulletin must be met for each of the program components.

Postbaccalaureate Certification Options

There are several graduate teacher certification options available through the Indiana University School of Education. Contact the Office of Teacher Education for further information.

Financial Aid

School of Education Scholarships

The primary source for financial aid at Indiana University is the Office of Student Financial Assistance. Contact information for that organization is: (812) 855-0321 or RSVPOSFA@indiana.edu. It is the clearinghouse for most financial aid resources on campus including grants, loans, and work-study packages. Information about the available programs is primarily presented through the Office of Admissions at iuadmit@indiana.edu. Additional information about financial aid availability and applications can be accessed through the IU Web pages at <https://onestart.iu.edu/my2-prd/portal/0>.

There are a variety of sources for financial aid for targeted audiences in identified shortage areas in the field of education. The Minority Teacher and Special Education Services scholarships are provided by the State Student Assistance Commission of Indiana. The Web site for information on these programs is available at www.in.gov/ssaci/2342.htm.

The School of Education manages a variety of scholarships as part of its endowment. Typically,

these funds are limited to students admitted to specific departments or fields in education. Students are encouraged to apply to the School of Education Office of Teacher Education at: education.indiana.edu/scholarships between December 15 and February 1 for awards applied to the following academic year. Applicants will be considered for all scholarship categories they are qualified for by the School of Education.

Degree Requirements

1. Admission to Indiana University: Managed by the University Admission Office at www.admit.indiana.edu or International Admissions at intladm@indiana.edu. Initial assignment is to University Division for orientation to the university's 17 schools and colleges and 175+ undergraduate programs, an individual academic advising is assigned to each student to assist in identifying a major, obtaining program planning sheets and beginning program specific prerequisite course work.
2. General Education Requirements: All undergraduate degree programs include a selection of liberal arts distribution requirements. All programs require a passing grade in each course. The elementary level programs require a "C" average in each teaching area (fine arts, language arts, mathematics, science and social studies). The elementary program requires a "C or higher" in each course and a 2.5 overall in the student's selected area of concentration. Teacher education program students typically take general education distribution courses and prerequisites in their first two semesters of attendance.
3. Admission to the School of Education Teacher Education Program: Applications are considered on October 1 for spring semester and March 1 for fall semester courses. Applicants are required to have enrolled in or completed all prerequisite courses, establish a 2.5 or greater GPA for a minimum of 26 credit hours, successfully document basic skills in reading, writing, and mathematics, and apply online at the SOE Web site: <https://info.educ.indiana.edu/teachered>. Admission to programs is competitive, and meeting minimum requirements does not guarantee admission.
4. Professional Education courses: Applicants are required to begin authorized professional education course sequence upon admission to the program. All authorized courses must be successfully completed in sequence without interruption from one semester to the next. Courses must be taken in the prescribed blocks/clusters. Successful completion of all courses (C or better) in a block/cluster is a prerequisite for the next set of courses and student teaching. Students who opt out of the program at any point will need to appeal to the Academic Standards Committee for readmission on a space available basis. Students may add an additional semester(s) between the completion of the last set of professional courses and student teaching as needed without penalty as long as the course work meets recency requirements.
5. Field Experiences: Required assignments to preschool, elementary, and secondary schools as determined by program. Students will be held to professional standards of behavior and will be required to provide a legal criminal history check before placement.
6. Student Teaching: Applications for student teaching placements take place a year before the classroom assignment. All assignments are arranged by the Office of Teacher Education. Students will be required to attend an application meeting and a preprofessional meeting before attending the assigned school. Student teaching assignments are coupled with a field-based seminar.
7. All programs require the completion of at least 35 credit hours of upper division course work (300 level or higher).
8. All programs require the completion of at least 30 of the last 60 credit hours while in residence at the Bloomington campus of the School of Education. These 30 credit hours include student teaching as well as methods course(s) in the major teaching area. The 30 credit hours should include either one 12 credit hour regular semester or two 6 credit hour summer sessions. The student must also take some of the course work in the major on the Bloomington campus, unless transferring from an Indiana University campus where a degree in the major is offered. In such cases, the requirement that some of the course work in the major area be taken on the campus may be waived if it seems appropriate.
9. The School of Education calculates two GPAs: The University GPA includes all course work taken at Indiana University. The Program GPA includes only courses counted in the degree program. In both cases, a minimum 2.5 GPA is required. Each professional and content or area of concentration course must be completed with a C or higher and a 2.5 GPA overall.
10. All teacher education programs require a 2.5 GPA for admission, retention, student teaching, graduation, and licensing. See individual program sheets for particular details.
11. Course expiration date: At Bloomington, all professional and technology course work must be completed within 10 years. Course work that is 10 or more years old may be considered in the program if revalidated. Each program establishes requirements for course revalidation and may limit the amount of old course work they allow in a program. The methods of revalidating professional and technology courses may include, but are not limited to: (a) passing an examination specifically covering the material taught in the course, (b) completion of a more advanced course in the same subject area, and (c) presenting evidence of extensive professional experience that requires the application of material taught in the course or competence in the requisite skill areas. Students must meet the certification standards in place at the time of application to the state to be recommended for a license.
12. Credit hours: Credit hours, not grades, may be transferred to Indiana University. Grades earned at other institutions are disregarded after credit conversion is verified. Therefore, only the grades

earned in courses taken at an Indiana University campus will be used to compute the GPA.

Early Field Experiences

Active Participation Students seeking Indiana state certification in teacher education are required to complete several hours of observation and participation assisting classroom teachers in or near Bloomington schools. These activities are offered as corequisites to educational psychology and methods courses. They are given as Satisfactory/Fail courses for 0-2 credits. A small fee is assessed in connection with these field experiences. Note: Individual school sites may require proof of a recent physical exam, TB test, drug test, first aid/CPR training, and criminal history check before participating in field placements and student teaching. Placement sites may deny a field placement or student teaching assignment based on a misdemeanor or felony conviction. The application process for a teaching license in Indiana requires a current criminal history check. Convicted felons cannot hold a teaching license in Indiana.

Placement Students will be assigned to field experiences in schools in which they have no previous history or relatives attending or working. Several visits are required each semester. Because it is the student's responsibility to find transportation to the assigned school (which can be up to 50 miles from campus), it is helpful to have a car available for semesters of field experience. Carpooling is arranged where needed.

For field experiences in early childhood education, students will visit nearby child care centers. These sites require proof of a recent physical, TB test, and criminal history check at the student's expense. Forms will be provided by IU.

For more information about early field experiences, refer to the Early Field Experience Student Handbook, which is available in Education 1020M or on the Web at education.indiana.edu/strongEarlyFieldExperiencesstrong/tabid/4288/Default.aspx.

Methods Courses

Methods Courses for Subject Matter Concentrations

General Information P: (1) junior standing; (2) 75% of all course work required in the teaching field before taking the methods course work; (3) admission to the Teacher Education Program; (4) a minimum grade of 2.5 in all education courses and in courses in the major and minor areas (any exceptions are noted under subject concentration). Students applying for student teaching must take their methods course on the campus where they are applying. These methods courses should be taken during the semester immediately preceding student teaching. Methods courses concern problems of teaching the subject indicated, including the methods, procedures, devices, materials, and outstanding research in the field.

Student Teaching

Most teacher preparation/certification programs in Bloomington require a minimum of 12-16 weeks of student teaching. In addition to student teaching, a practicum of six weeks is often required for those students who are eligible to add an endorsement or minor to the basic teaching area. In those cases, the major student teaching assignment will be reduced to 10 weeks, with an additional

6 weeks in the additional area. Students completing dual certification programs like the TAL program will be required to complete 8 weeks in each of the initial certification areas and an additional 6 weeks in the endorsement or minor area, this requires the student teaching and practicum to be spread over two semesters. See: <http://education.indiana.edu/studentteaching>.

Both student teaching and practicums are full-day, full-time, off-campus, school-based experiences that are completed in consecutive weeks. The extent of actual student teacher or practicum student involvement and the assumption of full class responsibilities rest upon the mutual agreement of the student, the supervising teacher, and the university supervisor. Augmentation of the program is achieved through participation in the total education activities of the school, school community, and such participation is regarded as an integral part of the experience, not optional or supplemental.

The student teaching experience has been carefully designed to be as realistic and as intensive as actual teaching, including placing student teachers in schools with carefully selected and qualified supervising teachers. Supervision from the university is provided by professionals who have been successful classroom teachers and administrators. For more information about student teaching and practicum experiences, refer to the student teaching Web site Arrangements for placement and supervision are provided by the Office of Student Teaching. Student are given an opportunity to express a preference for the type and location of school to which they will be assigned. Most placements are made in the public and private school—elementary, middle, junior high and senior high—statewide for students on the Bloomington campus. In-state students are encouraged to student teach in their home town region as placements fill up in the local area quickly with priority given to those students whose families reside in Bloomington, out-of-state and international students. Students must petition the Academic Standards Committee for consideration of out-of-state placements.

Students also have the option of applying for student teaching and/or practicums in special areas, such as those provided by for American Indian Reservations, the Chicago Urban project and overseas. These types of assignments require specialized study. See the section of this bulletin entitled "Student Teaching/Practicum Options."

The Application Process Student Teaching begins with a mandatory application meeting. Prospective student teachers are required to sign up electronically at <http://education.indiana.edu/studentteaching> for the meetings one full year before student teaching. The application must be submitted to the campus through which the experience is intended. Student teaching or practicums will be completed through the campus where the methods course(s) are taken, unless an exception is granted by the appropriate authority.

You will be required to provide a criminal history check to the school districts before participating in student teaching. Each school district has their own requirements for the type, means of obtaining and where those criminal history checks must be sent. Students will be required to contact the school corporation(s) in which they are

placed for student teaching for that information. School districts may deny student teaching assignment based on a misdemeanor or felony record.

Eligibility Requirements for Student Teaching and Practicum Require the Following:

1. Unconditional admission to the teacher education program.
2. Be a senior or graduate in the university, or be within two semesters and one summer session of graduation. (In no case should a student have completed fewer than 84 credit hours prior to the semester in which the student teaching and/or practicum is to be done.)
3. Completed at least three-fourths of the number of credit hours required for licensing in the major and the minor or endorsement area if student teaching or a practicum is required.
4. Earned a minimum overall GPA of 2.5 at Indiana University.
5. Apply for student teaching or practicum one year before expected start date of placement.
6. Attended the mandatory application meeting and submitted all requested materials..
7. Completed all professional education courses, including required laboratory field experience courses, and have attained a minimum GPA of 2.5 in all professional education courses. A minimum grade of C must be attained in each professional education course.
8. Elementary, early childhood, or elementary/exceptional needs major. Maintained a minimum GPA of 2.0 in subject matter courses within each of the following areas: mathematics, science, social studies, language arts, and fine arts; and a GPA of 2.5 in area of concentration.
9. Secondary or all school settings programs require a minimum GPA of 2.5 in each certification area (except Mathematics) and a 2.0 in the general education requirements.
10. Show proficiency in the area(s) in which the student teaching or practicum is to be done. This requires a school, department, project, or program recommendation; and may also include passing a required qualifying examination or meeting other requirements established by the respective school, department, project, or program that has been approved.
11. Transfer students must be enrolled at least one semester or summer in education courses on the Bloomington campus before student teaching and taken all professional education courses through Indiana University.

Students found ineligible for student teaching or a practicum may appeal this decision on the campus where the application was submitted. At Bloomington, students should follow the appeals processes described in the section entitled "Student Appeals."

Cultural Learning Opportunities

Special projects in which student teaching experience may be gained are described below. These projects include the American Indian Reservation Project, the Overseas Project, and the Urban Project. The

Reservation and Overseas Projects are open to students at Bloomington and IUPUI, as well as to students from other institutions. The Urban Project is only open to students on the Bloomington campus. The employment success of students in these projects has been very high year after year. For additional information, see <http://education.indiana.edu/culturalimmersion> or telephone (812) 856-8507.

The American Indian Reservation Project This project features student teaching for participants seeking certification in early childhood, elementary, secondary (selected subject areas), all-grade, and special education. Placements can be made in either semester and span 16-17 weeks. Collaborating schools are located on the Navajo Indian Reservation in Arizona, New Mexico, and Utah, and may be ABureau of Indian Education boarding schools, tribally-controlled schools, or public schools serving American Indian youth. Student teachers are available to American Indian children not only for classroom instruction but also for after-school hours for tutoring, athletics, and cross-cultural interaction. Community involvement with American Indian adults and youth is also required. Living costs on the reservation are quite modest.

The Overseas Project offers teacher candidates the opportunity to student teach in Australia, China, Costa Rica, Ecuador England, India, Ireland, Japan, Kenya, New Zealand, Russia, Scotland, Spain, Turkey or Wales. Participants first complete a 10-16 weeks of student teaching in Indiana before reporting to the overseas site for eight additional weeks of classroom experience. The Overseas Project is designed for pre-service teachers who are interested in comparing and contrasting education systems, learning through travel, and developing an understanding of host nation and international issues. Community involvement and service learning complement the school experience.

The Urban Project engages teacher candidates for 16 weeks of student teaching in the Chicago Public Schools. Participants in the Urban Project should have an interest in and commitment to urban education, to social justice, to increasing pupil achievement, and to closing the achievement gap. The inner city experience includes community-based service, learning and housing in the city neighborhoods that the placement schools serve.

All three cultural projects feature a required preparatory phase spanning at least two semesters designed to familiarize students with the educational, cultural, and community contexts in which they will be placed. Preparatory activities include class attendance, workshops readings, interviews, abstracts, and journaling. Participants enroll in 10-16 credit hours of student teaching and a minimum of 9 graduate credit hours representing the preparatory and on-site requirements of the cultural projects they have selected. On-site requirements include community-based service learning; weekly or biweekly reports; participation in local meetings, fairs, festivals, and events; cultural study and exploration of historical sites; and final project.

Licensing Procedures

State Teacher Licensing Procedures

Application for Licensure

Upon completion of a teacher education program, completing the Adult/Child CPR certification, and completion of the appropriate tests for content, a student can file for an initial teaching license from the Indiana Office of Educator Licensing and Development, through the Office of Teacher Education, Suite 1000 of the School of Education or on line at <http://www.doe.in.gov/educatorlicensing>.

Initial License in Early Childhood Education: Early Childhood Education (Pre-K) and Elementary Primary.

Initial License in Elementary Education: Elementary Primary Generalists (K-3) and Elementary Intermediate, Generalists (K-6).

Initial License in Secondary Education: Content Field Specialist, Middle School/Junior High and High School (6-12).

Initial License in K-12 Education: This license includes five school settings: Early Childhood (Pre-K), Elementary Primary Elementary, Intermediate, Middle School/Junior High and High School (Music, Physical Education, Visual Arts, or World Languages).

Transferability of Teacher Licenses

Each state operates its own licensing structure for teachers. To transfer an Indiana teacher's license to another state, contact the state you are interested in moving to and they will tell you if any additional course work or testing is necessary. The Office of Teacher Education maintains a list of all state web sites and contact numbers for your convenience.

Information about the Indiana licensing framework and standards for educational professionals can be found on the Web site of the Indiana Professional Standards Board: www.doe.in.gov/educatorlicensing.

Bloomington Programs

The Indiana University School of Education at Bloomington offers teacher education programs leading to Indiana teaching licenses in kindergarten-primary/early childhood education, elementary education, secondary education (senior high/junior high/middle school), special/elementary education and all-school settings, as outlined below. The secondary and all-school settings programs require at least one major chosen from those outlined.

All Programs are designed to meet both Indiana Revisions for Educator Preparation and Accountability (REPA) and Indiana University Common General Education requirements. Program outlines can be found at: <http://education.indiana.edu/programsheets>.

Teacher Education Programs and Licensing Levels Elementary

Early Childhood Education (127 credits): Generalist, Early and Middle Childhood Education, Preschool, Kindergarten, Primary Grades (Pre-K, K-3)

Theory into Practice (131 credits): Generalist, Elementary Primary and Elementary Intermediate, Kindergarten, and Elementary Grades (K-6)

Teaching All Learners (130 credits): Generalist (Elementary Primary and Elementary Intermediate) K-6 and Mild Intervention

Secondary

Anchor Secondary Education (124 credits): Middle/Junior High/High School: Early and Late Adolescence and Young Adult, (6-12), Content Field Specialist (see list that follows)

Community of Teachers (CoT) (124 credits): Middle/Junior High/High School: Early and Late Adolescence and Young Adult, (6-12), Content Field Specialist (see list that follows)

Secondary Content Fields

- Exceptional Needs: Mild Intervention (CoT only)
- Health Education: Contact School of Health, Physical Education and Recreation for details
- Journalism
- Language Arts/English
- Mathematics
- Science: Chemistry, Earth-Space Science, Life Science/Biology and Physics
- Social Studies: Economics, Geographical Perspectives, Government and Citizenship, Historical Perspectives, Psychology, and Sociology
- Theatre: Contact the Department of Theatre and Drama for details

All School Settings Programs

Music Education: Early and Middle Childhood, Early and Late Adolescence and Young Adult (K-12); contact School of Music for details

Physical Education: Early and Middle Childhood, Early and Late Adolescence and Young Adult (K-12); contact School of Health, Physical Education and Recreation for details

Visual Art (124 credits): Early and Middle Childhood, Early and Late Adolescence and Young Adult (K-12)

World Languages (124 credits): Early and Middle Childhood, Early and Late Adolescence and Young Adult (K-12); Chinese, French, German, Japanese, Latin, Russian, or Spanish

Additional Licensing Specializations Available

(Additions can be added to primary license area)

- Computer Educator (21 credits)
- English as a Second Language (26-27 credits)
- Health: Contact School of Health, Physical Education and Recreation for program details
- Middle Grades Mathematics (32 credits)
- Physical Education: Contact School of Health, Physical Education and Recreation for program details
- Reading: Level 1 (K-6) Elementary (24 credits)
- Reading: Level 1 (6-12) Secondary (24 credits)
- Theatre Secondary (32 credits)

Bloomington's Vision for Teacher Education

New Directions for Teacher Education in Bloomington
Indiana University has been involved in preparing students to become teachers since 1851, although the School

of Education itself was not founded until 1908. Much has changed since the time of those initial efforts. The campus as a whole has expanded and become world-renowned for its research status. At the same time, the School of Education itself has developed a national and international reputation for both its undergraduate and graduate offerings.

We now find ourselves facing unique challenges in the 21st century. Our technological age requires citizens who can apply knowledge, reason analytically, and solve problems. American society is increasingly diverse, so school classrooms serve students who come from many backgrounds and cultures, and who bring with them a wide range of abilities and interests. The educational community at large is engaged, along with policymakers and the general public, in a national debate about high standards for what all students should know and be able to do. The need for teachers who can help all students meet society's high performance expectations has created new challenges for teacher preparation.

In 2000, the IU Bloomington faculty approved a set of five goals to serve as guides for all efforts in the School of Education. The goals include (1) to continue IU's commitment to strong pre-service teacher education, (2) to strengthen the School of Education's partnerships with P-12 schools and communities, (3) to enhance the school's research and graduate education programs, (4) to provide leadership in the appropriate use of technologies to enhance teaching and learning experiences, and (5) to promote diversity. These goals are interdependent. Together, they reflect the direction that the School of Education will take as it moves forward in the coming years.

One effort that has been constant throughout our history is a commitment to creating and sustaining high-quality, rigorous, engaging courses and programs for candidates aspiring to be teachers at all P-12 levels. A commitment to high-quality programs in turn requires that faculty and candidates in the School of Education, with our colleagues from other units of Indiana University and from the public schools, engage in conversations that lead to novel initiatives, alternative directions, and new ways of thinking about teacher education. We must work collaboratively to help our teacher candidates attain the content, pedagogical, and professional knowledge, skills, and dispositions necessary for teaching in contemporary schools.

Our collective commitment at IU Bloomington to the development of exemplary teacher education programs has been abundantly clear throughout the past decade. This bulletin provides an outline of our most recent efforts to offer contemporary, responsive, and effective teacher education programs, courses, and policies. Central to our deliberations about the direction of teacher education has been the adoption and enactment in all our teacher education programs of a set of six principles that define, in comprehensive ways, our conceptual framework for teacher education. The six principles are listed below. Accompanying each is an elaboration composed of three parts: a statement about why the principle is important, a statement about implications of the principle for our teacher education programs, and a statement about what the principle implies for teacher candidate expectations.

IU Bloomington's Six Principles for Teacher Education

1. **Knowledge and Multiple Forms of Understanding:** Effective teachers possess a well-grounded knowledge of the content areas that are central to their teaching. They also have an in-depth comprehension of the forms of knowledge embodied in the traditional disciplines, of the interdisciplinary nature of inquiry, and of the multiple forms of understanding that individual students bring to the classroom. Thus, all our teacher education programs help teacher candidates acquire practical wisdom that integrates forms of understanding, skilled action in and outside classrooms, and a particular sensitivity to the diversity of students. Teacher candidates are expected to be well grounded in student development, the content areas that are central to their teaching, and assessment strategies.
2. **Learning Environment:** Teachers are expected to be thoughtful, reflective, caring practitioners in actual educational settings. Teacher education programs must maintain or create experiences in schools and on campus so that instructors can assist candidates in developing and assessing this professional expertise. Thus, all our teacher education programs include early and continuous engagement—through direct immersion or simulation—with the multiple realities of children, teaching, and schools. Teacher candidates are expected to create and nurture a positive physical, social, and academic learning environment.
3. **Personalized Learning:** Good teachers build on their students' interests, orientation to learning, and hopes. Similarly, teacher education programs should offer teacher candidates opportunities to individualize and personalize their preparation as teachers. Thus, all our teacher education programs give teacher candidates a significant measure of control over how, when, and where their learning takes place, thus enabling their interests and values to shape major portions of their work. Teacher candidates are expected to understand students' ability levels, interests, and learning styles. They should demonstrate instruction that reflects the diversity among all learners.
4. **Community:** Effective teacher preparation requires that participants develop a sense of community through engagement in shared activities and issues. The longevity of relationships required to establish community has several advantages for all its members. It brings coherence to programs, fosters an appreciation of the power of cooperative effort, and encourages a dialogue that promotes the continual rejuvenation of teacher education. Thus, all our teacher education programs foster a sense of community among their teacher candidates, among faculty members, among faculty members and candidates, and among the university and the schools. Teacher candidates are expected to understand and to be involved in their academic learning community. They should build and develop relationships within the school, corporation, and community.
5. **Critical Reflection:** Effective teachers reflect critically on the moral, political, social, and economic dimensions of education. This requires an understanding of the multiple contexts in

which schools function, an appreciation of diverse perspectives on educational issues, and a commitment to democratic forms of interaction. Thus, all our teacher education programs encourage students to develop their own social and educational visions that are connected to critically reflective practice. Teacher candidates are expected to reflect continuously on all aspects of their teaching experience to identify ways for improvement as individuals, as a part of the school community, and as part of the teaching profession.

6. **Intellectual, Personal, and Professional**

Growth: Teachers are more than technicians or purveyors of information. Accordingly, they must be committed to lifelong intellectual, personal, and professional growth. Because both faculty and teacher candidates must continually develop these habits of mind, teacher education programs must stimulate the exploration and development of the full range of human capabilities. Thus, all our teacher education programs foster intellectual curiosity and encourage an appreciation of learning through the sustained analysis of ideas, values, and practices; and through intuition, imagination, and aesthetic experience. Teacher candidates are expected to develop a philosophy of teaching and learning. This philosophy and continuous professional growth should include values, commitments, and professional development.

As part of a premiere research institution, the IU Bloomington teacher education community is committed to seeing inquiry practices and an inquiry orientation as foundational to all our teacher education programs. This commitment means that undergraduate instructors rarely tell teacher candidates what it means to be an effective teacher, but instead provide guidance along with intellectual and practical entry points into the range of literature, scholarly debates, and experiences that help define contemporary education. Candidates, as a result of this inquiry orientation, will develop the understanding necessary to become effective teachers. In other words, "inquiry" and "practice," "research" and "teaching," "thinking" and "doing" are expected to be integrated concepts and activities, rather than oppositional ones.

Accountability and improvement in teacher preparation are central to IU Bloomington's mission. Graduates of all our teacher education programs are expected to demonstrate the knowledge, skills, and dispositions expected of beginning teachers as set forth by the Interstate New Teacher Assessment and Support Consortium (INTASC) and as adopted by the Indiana Professional Standards Board (IPSB) in its new licensing regulations, known as Rules 2000. Through these standards that focus on systematic assessment and performance-based learning, our teacher education programs commit to engaging in continuous reevaluation and improvement.

As we begin this new millennium, our individual and collective efforts in the School of Education at IU Bloomington continue to be focused on developing the very best possible experiences for teacher candidates, and ultimately on improving the quality of education for P-12 pupils. We eagerly begin this new phase of Indiana University's 150-year institutional commitment: to offer exemplary educational opportunities for prospective

teachers and to enhance the quality of educational experiences in classrooms throughout Indiana, the nation, and the world.

Early Childhood Education Program

About the Program

The undergraduate program in early childhood education is a four-year sequence of courses that prepares individuals to teach in infant/toddler and preschool programs, kindergarten through grade 3 classrooms, and work in other settings that employ early childhood professionals. The course of study is premised on the belief that students should engage in an exploration of literacy and diversity through inquiry and reflection. Literacy involves mastering a variety of symbol systems in which meaning is created and shared with others: reading, writing, art, mathematics, music, science, and others. The program enables students to acquire competence in these areas and the pedagogical expertise necessary to nurture growth and development in all young children.

Students will be actively engaged in a variety of activities, assignments, projects, and field experiences in order to: 1) acquire the knowledge, skills, and dispositions of an effective teacher; 2) develop sensitivity to issues of diversity of all forms (e.g. race, class, culture, gender, disability); and 3) embrace ethical, social, and intellectual commitments to young children.

Admission applications for the Early Childhood Education program are considered October 1 for the Spring semester start of authorized professional education coursework. Students will be admitted in and progress through their course work in a cohort with others who have begun at the same time. The small size of the program is designed to enhance a sense of community among students, core faculty, and practicing professionals. Practitioners from a variety of early childhood settings will be involved in the teaching of courses and the design of field experiences, thereby fostering community among those inside and outside the university.

The Early Childhood Education Program is divided into three main components, as follows:

General Education	41 cr.
Electives	3 cr.
Professional Education	81 cr.
Total	125 cr.

For program requirements (program planning sheet), see: <http://education.indiana.edu/programsheets>.

General Education (41 credit hours)

Students who think they have the competence required in a course may contact the chairperson of the department offering the course. If the department chairperson agrees, the student will be permitted to take a credit examination. Students must submit a written appeal to the Academic Standards Committee with the chairperson's recommendation for a waiver or substitution in the program.

Courses listed by number are either specifically required or are part of a group from which selections must be made to fill a specific requirement. See the appropriate school bulletins for course descriptions. The speech requirement may not be met by correspondence.

Electives (3 credit hours)

Three additional credit hours of course work are required to be selected from any department within the College of Arts and Sciences; School of Business; School of Music; or School of Health, Physical Education, and Recreation.

Professional Education (81 credit hours)

The professional component begins early in the student's educational career. Laboratory/field experiences are initiated as soon as possible and continue throughout the student's sprogram. This component includes full-time student teaching in preschool, kindergarten, primary, and elementary programs.

Elementary Education Programs

- Theory Into Practice Program
- Teaching All Learners Program

Teaching All Learners Program

The goal of the **Teaching All Learners** Program is to prepare undergraduate students with knowledge of effective strategies and curricula associated with teaching in classrooms with students having a wide range of developmental levels and abilities. Graduates of this program will be prepared to work as consultant teachers, as co-teachers in inclusive settings, as teachers in self-contained classrooms for students with exceptional needs, and as general elementary education teachers. Successful completion of this program will result in license recommendation for K-6 Elementary, both Primary and Intermediate, and K-6 Exceptional Needs.

In Teaching All Learners, we emphasize the following:

- Developing a strong understanding of general education curriculum and techniques
- Developing mastery in working with students with exceptional behavioral and educational needs
- The integration of theories, philosophies, and techniques more typically associated separately with either general or special education traditions
- Research and inquiry
- Collaborative teaching and learning
- Intensive field-experience

The Teaching All Learners Program is divided into two main components, as follows:

General Education	51 cr.
Professional Education	79 cr.
Total	130 cr.

For program requirements (program planning sheet), see: <http://education.indiana.edu/programsheets>

General Education: Distribution (51 credit hours)

Students who think they have the competence required for a course may contact the chairperson of the department offering the course. If the department chairperson agrees, the student will be permitted to take a credit examination. Students must submit a written appeal to the Academic Standards Committee with the chairperson's recommendation for a waiver or substitution in the program.

Courses listed by number are either specifically required or are part of a group from which selections must be made to fill a specific requirement. See the appropriate school bulletins for course descriptions. The speech requirement may not be met by correspondence.

Professional Education (79 credit hours)

In the Teaching All Learners Program, the professional education courses begin early in the student's educational career. The courses in the program begin in the spring of the sophomore year. Although there is some flexibility, by the junior year most general education requirements should be completed.

Theory Into Practice Program

Theory Into Practice: A Program for Primary and Intermediate Elementary, K-6

The **Theory into Practice** Program (TIP) is a four-year program for students who want to be elementary school teachers. The TIP program emphasizes the application of theory and research to the day-to-day world of elementary teachers in a wide range of schools. Courses and field experiences focus on helping students develop the entry-level skills and knowledge needed to employ the current and emerging diagnostic and instructional "tools" that are used in a majority of elementary schools and that will allow them to successfully teach students with a diverse set of abilities. Through their subject concentration area, students gain in-depth experience in the subject of their choice—such as math, science, language arts, social studies, or fine arts. Program experiences are designed to help students identify knowledge that is worthwhile for elementary students and to design and teach lessons constructed around such knowledge. As a whole, program experiences provide for a close "fit" between course work and field experiences, with the goal of providing students with many opportunities to apply and reflect upon what they are learning.

Students will typically apply to the TIP program in the sophomore year: by October 1 to begin authorized professional education courses in the spring semester or by March 1 to begin in the fall semester. During their program of studies, students will complete three basic sets of requirements. The General Education component includes work in a cross-section of subject areas conventionally understood as the content of the major. The Area of Concentration enables students to gain a depth of knowledge in a subject of their choice. The Professional Component includes a series of subject-specific methods courses, work in the psychology of learning, applying technology in education settings, multicultural issues, the history of American education, an examination of the purpose of schooling in America, an ongoing set of increasingly demanding field experiences and related seminars. It culminates in a semester-long student teaching experience. Throughout their program, students will build a professional portfolio demonstrating their intellectual growth and ability to reflect.

TIP is an improved version of a program with a proven track record, a history of placing its graduates, and a group of faculty who are leaders in their respective fields. Students who desire a very practical, hands-on approach to their studies and who wish to graduate with

the knowledge and skills required by a wide range of employers should consider the TIP program.

Theory Into Practice K-6 Elementary Education Program

This program is divided into three main components, as follows:

General Education	45-46 cr.
Area of Concentration	15-19 cr.
Professional Education	71 cr.
Total	131 cr.

For program requirements (program planning sheet), see: <http://education.indiana.edu/programsheets>

General Education: Distribution (51 credit hours)

Students who think they have the competence required in a course may contact the chairperson of the department offering the course. If the department chairperson agrees, the student will be permitted to take a credit examination. Students must submit a written appeal to the Academic Standards Committee with the chairperson's recommendation for a waiver or substitution in the program.

Courses listed by number are either specifically required or are part of a group from which selections must be made to fill a specific requirement. See the appropriate school bulletins for course descriptions. The speech requirement may not be met by correspondence.

General Education: Area of Concentration (15-19 credit hours)

The Area of Concentration requirement is designed to provide the prospective elementary teacher with depth in one school-related curriculum. Students should choose 15+ credit hours from one area listed below to complete with a minimum GPA of 2.5. The credit hours completed to fulfill this requirement must be in addition to those completed to fulfill the distribution requirement. Students should consult an academic advisor to plan an approved sequence to fulfill the Area of Concentration requirement.

Select one area:

- Art
- Computer
- English as a New Language
- Health
- Language Arts/Humanities
- Mathematics
- Music
- Reading
- Science
- Social Studies

Electives (0-2 credit hours)

Professional Education (71 credit hours)

The professional component begins early in the student's educational career. Laboratory/field experiences are initiated as soon as possible and continue throughout the student's program. This component includes a minimum of a full semester of full-time student teaching in either the first or second semester of the senior year.

Community of Teachers Program

Professional Education—A Community of Teachers

A highly individualized way to earn a secondary teaching license, A Community of Teachers (CoT) centers on an ongoing seminar that features intensive, hands-on work in one school. Students complete the program not by earning course credits but by completing a portfolio of evidence of their ability as teachers. CoT is also open to students in the All School Settings Program seeking degrees in K-12 art, music, and physical education.

The Seminar

The central requirement of the program is an ongoing seminar (EDUC-S 400) that is led from one semester to the next by the same faculty member. Each seminar group contains students from different majors and includes both beginning students and student teachers. Each semester, the seminar's focus is determined by the students and their professor; and under the umbrella of the seminar, each student organizes and carries out an individualized program of preparation. The seminar replaces six of the professional education courses of the standard program: EDUC-W 200, EDUC-P 312, EDUC-P 313, EDUC-H 340, EDUC-M 300, and the first special methods course; as well as all fieldwork courses associated with the program. However, completion of any of these courses still counts as progress toward the completion of the CoT program.

The Apprenticeship

CoT students spend one day a week in a school of their choice, working with a teacher of their choice who has consented to be their mentor. The relationship continues throughout students' professional preparations, including student teaching.

The Portfolio

The activities of the apprenticeship are guided by a list of 30 Program Expectations that students satisfy by building evidence of their teaching capabilities. The evidence is organized in a portfolio that supports the case students must make to the faculty of their readiness to enter the profession.

Exceptional Needs-Early and Late Adolescence

The secondary special education program is available as a major only through the CoT program. The program includes the standard 36 credit hours of general education; combines the special education content and professional education requirements into 56 credit hours; and requires a content field concentration of 14-20 credit hours in language arts, mathematics, or science content and methods course work. The required content field concentration does not currently meet secondary major licensing requirements.

For program requirements (program planning sheet), see: site.educ.indiana.edu/SecondaryEd/tabid/5502/Default.aspx.

Secondary Education Programs

The Secondary Education Programs lead to a Bachelor of Science: Secondary Education degree in specific content fields. The content fields include exceptional needs, journalism, language arts/English, mathematics, chemistry, earth/space, life sciences, physics, and social

studies. The School of Education, in cooperation with the School of Health, Physical Education, and Recreation and the College of Arts and Sciences, also offers secondary content fields in Health and Theatre, respectively.

Successful completion of a secondary education program requires meeting both academic content and performance-based standards as assessed at different points by the School of Education and by state-designated tests. The secondary education teacher license in Indiana mandates a content field, a target population developmental level of early and late adolescence and young adulthood, and in the school setting multiple assignments at the middle school/junior high or high school grades 5-12.

The Bloomington campus offers two secondary programs:

- Anchor Program
- Community of Teachers Program

Both secondary programs include three basic areas of course work:

General Education	33-36 cr.
Content Field	36-63 cr.
Professional Education	Arranged-46 cr.
Electives	To total 124 cr.
Total	124-145 cr.

For program requirements (program planning sheets), see: site.educ.indiana.edu/SecondaryEd/tabid/5502/Default.aspx.

Anchor Program

Indiana University Bloomington faculty have established a "common" set of general education requirements. The general education requirements include: Foundations (3 credits of English composition and 3 credits of Mathematical Modeling); Breadth of Inquiry (6 credits of Arts and Humanities, 5-6 credits of Natural and Mathematical Sciences, and 6 credits of Social and Historical Studies); World Languages & Culture (6 credits); and Shared Goals (3 credits of Intensive Writing, 3 credits of Information Fluency, 3 credits of Diversity in the USA, and 10-16 credits of Enriching Educational Experiences). To determine which courses fulfill the approved distribution requirement, see: <http://gened.iub.edu/requirements/genedrequire.html>. Credit earned in general education may be used where applicable to partially meet the course requirements in some content fields. All SOE undergraduate programs meet or exceed these requirements.

Credit hour requirements for majors are listed below. To be licensed, a student must have at least one major academic area. The requirements in the various subject matter majors are provided below. For specific program requirements see: <http://education.indiana.edu/programsheets>. Successful completion of a program in four years requires attention to when courses are offered and prerequisites.

Program information for this major is only available through the School of Health, Physical Education, and Recreation (HPER) bulletin.

This major examines both the techniques and ethics of news reporting, photojournalism, and broadcast media

as applied to the schools. The program is managed by the School of Journalism. Students should contact the Journalism academic advisor early in order to access 12 credit hours of authorized journalism courses prior to admission to the Teacher Education Program.

The secondary English Education program includes course work in writing, critical reading, grammar and literature, as well as teaching methodologies.

The student must have already achieved a level of mathematics knowledge and skills to begin with a first-semester calculus course. College course work may be taken to acquire competence, but such course work will not count as hours of credit toward the major or minor in mathematics.

The secondary science programs include 21 credit hours of general science requirements and 25-36 hours in a selected specialty.

This major's course work distribution consists of three parts, 27 credit hours of a social studies overview, 27 credit hours of a primary area in history or political science, and 15 hours in a secondary field economics, geography, government, history, psychology or sociology.

Theatre (34 credit hours) Majors in this area are required to be admitted to and meet the College of Arts and Sciences requirements. The program includes acting, script analysis, theatre arts, and history of the theatre. Students should establish contact with the Department of Theatre and Drama for academic advising.

All School Settings Education Program

The **All-School Settings** programs are available in four areas, music, physical education, visual arts, and world languages. Successful completion of the program requirements requires meeting both academic content and performance-based standards, as assessed at different points by the respective schools and by state designated testing. The All School Settings education teacher license in Indiana mandates a content field; preparation at all student developmental levels from early and middle childhood, early and late adolescence, and young adulthood; and field experiences in kindergarten, elementary, middle school/junior high or high school settings. The All School Settings program is divided into three main components: general education, subject matter specialty, and professional education. With the addition of electives, course work must total a minimum of 124 credit hours, as follows:

General Education	33 cr.
Professional Education	28-53 cr.
Subject Matter Specialty Studies	36-62 cr. ¹
Electives	0-22 cr. ²
Total	124 cr.

Some courses used to satisfy general education requirements may also be applied to fulfill requirements for a subject matter specialty study. In such cases, the

course may be used to meet all requirements to which it will apply, but the credit hours may be counted only once toward the total of 124 credit hours needed for a degree.

¹ Credits vary—see subject areas for the specific number of credit hours required for each subject.

² Approximate because subject matter concentration credit hours may be used to satisfy general-education requirements, leaving the need for more electives to reach 124 credit hours for graduation.

Music Education is offered through the Jacobs School of Music. Admission to the program is contingent on meeting all audition/admission requirements prescribed by the Jacobs School of Music. Coursework includes appropriate pedagogy for classroom and ensemble setting and the structure of K-12 music programs in schools. Academic advising is provided by the Jacobs School of Music. See: <http://www.music.indiana.edu/admissions/index.shtml>.

Physical Education is offered through the department of Kinesiology, School of Health, Physical Education, and Recreation. The program includes coursework and field experiences in physical development and health, exercise science, individual and team sports, as well as instructional strategies. See the HPER Bulletin for program details: <http://www.indiana.edu/~kines/undergraduate/physical.shtml>.

Visual Arts program incorporates course work and field experiences in studio art, the history of art, and art theory, as well as appropriate pedagogy for students at different developmental stages. For program requirements (program planning sheet), see: <http://education.indiana.edu/programsheets>.

World Languages programs are available in seven languages approved for instruction in the Indiana public schools, including: Chinese, French, German, Japanese, Latin, Russian, and Spanish. Majors in these areas are engaged in both coursework and field experiences related to language skills, literature, culture, and the pedagogy appropriate to the level of student development and instruction. Program planning sheets for each area are available at: <http://education.indiana.edu/programsheets>.

License Addition Programs

Minors

Minors are non-teaching areas of academic "concentration" as defined by the college academic subject fields. The requirements range between 15-18 credit hours.

Additional License Areas

The State of Indiana has authorized the Indiana University School of Education to offer additional license areas for selected specialty areas including: English as a Second Language, Computer Education, Health, Middle Grades Mathematics, Physical Education, and Reading Level I for elementary and secondary or all school settings licenses. An additions correspond to the level of the original license unless specified. Programs require both academic course work and field practicums. In most cases, it may not be possible to complete a license addition and the four year undergraduate degree program without additional academic or field work in the summers

or semesters. Program planning sheets see: <http://education.indiana.edu/programsheets>.

Computer Educator(CEL) program will prepare elementary teachers to use technology integration methods, manage a computer lab, and provide enrichment experiences for students;secondary teachers are permitted to teach specific technology courses in middle, junior, and high school settings. For program requirements (program planning sheet), see:

Reading Level 1 is designed to prepare teachers to provide individualized reading instruction to students. Programs are available to teacher candidates who are completing or have completed an initial license in recognized Teacher Education Program.

English as a Second Language (ESL/ENL) program is designed to prepare teachers to work with students of different linguistic, cultural backgrounds and language fluency. The program at the elementary level requires an additional 22 credits. At the secondary and all school settings levels the program requires 27 credits. Students must apply directly through the School of Education, Department of Literacy, Culture, and Language. Candidates must demonstrate oral proficiency in English as well as competence in a foreign language equivalent to two semesters of university foreign language or two years of high school foreign language.

Health is available for teachers with secondary or all school settings initial certification. The addition is particularly recommended for physical education majors for employment purposes. The addition is 30 credits. Please contact the Department of Allied Health, School of Health, Physical Education, and Recreation for details.

Journalism program is available to secondary license candidates/holders to qualify them to be certified journalism teachers. This can be particularly useful to Language Arts/English or Theatre majors. Please contact the School of Journalism for details.

Middle School Mathematics is a 32 credit program designed to extend the general elementary license holder's and secondary and all school settings license holders in fields other than mathematics an opportunity to teach the subject in the middle school grades.

Physical Education is available for teaching candidates and license holders with secondary or all school settings initial certifications. It is particularly recommended for Health majors for employment purposes. The addition is 31 credits. Please contact the Department of Kinesiology, School of Health, Physical Education, and Recreation for details.

Theatre is a 32 credit program for secondary teachers interested in teaching theatre arts. This program is recommended for Language Arts/English majors. Please contact the Theatre Department, School of Arts and Sciences, for details.

Courses

In this section, courses from several schools and departments of Indiana University are listed and coded with three- and four-letter codes that indicate the originating department. Full descriptions of courses not offered in the School of Education can be found in the

bulletins for the schools and colleges offering the courses.

A guide to the codes is as follows:

Schools:

- BUS (Kelly School of Business)
- COLL (College of Arts and Sciences)
- EDUC (School of Education)
- HPER (School of Health, Physical Education, and Recreation)
- INFO (School of Informatics)
- JOUR (School of Journalism)
- MUS (School of Music)
- SLIS (School of Library and Information Science)
- SPEA (School of Public and Environmental Affairs)
- SWK (School of Social Work)

Departments of the College of Arts and Sciences:

- AAAD (African American and African Diaspora Studies)
- AMST (American Studies)
- ANTH (Anthropology)
- AST (Astronomy)
- BIOL (Biology)
- CHEM (Chemistry)
- CLAS (Classical Studies)
- CMCL (Communication and Culture)
- CMLT (Comparative Literature)
- CSCI (Computer Science)
- EALC (East Asian Languages and Cultures)
- ECON (Economics)
- ENG (English)
- FINA (Fine Arts)
- FOLK (Folklore and Ethnomusicology)
- FRIT (French and Italian)
- GEOG (Geography)
- GEOL (Geology)
- GER (Germanic Studies)
- GNDR (Gender Studies)
- HISP (Spanish and Portuguese)
- HIST (History)
- HPSC (History and Philosophy of Science)
- LING (Linguistics)
- LTAM (Latin American and Caribbean Studies)
- MATH (Mathematics)
- MEST (Medieval Studies)
- NELC (Near Eastern Languages and Cultures)
- PHIL (Philosophy)
- PHYS (Physics)
- POLS (Political Science)
- PSY (Psychology)
- REL (Religious Studies)
- SLAV (Slavic Languages and Literatures)
- SOC (Sociology)
- SPHS (Speech and Hearing Sciences)
- TEL (Telecommunications)
- THTR (Theatre and Drama)

For descriptions of courses required for teacher certification that are offered by other schools on campus, see the bulletins of those schools.

The abbreviation "P" refers to the course prerequisite or prerequisites. The number of hours of credit given a

course is indicated in parentheses following the course title. The abbreviation "B", "I" or "B-I" after the course title indicates whether the course is offered at Bloomington, Indianapolis, or at both campuses.

Courses in this section are listed alphabetically by prefix letter and in ascending numerical order within each of the sections. Unless otherwise specified, the prefix to all courses is EDUC-. Courses numbered 100–299 are lower division undergraduate courses; 300–499 are upper division undergraduate courses; 500 + are graduate courses.

Elementary Education (E)

EDUC–E 201 Multicultural Education & Global Awareness (3 cr.) B-I Examines educators' and students' responsibilities in a complex and interdependent world. Students will be guided to develop the skills, knowledge, and attitudes needed to live effectively in a world of limited resources, ethnic diversity, cultural pluralism, and increasing interdependence, and confidence with which to face the future.

EDUC–E 210 Learning in Social Context (9 cr.) B An interdisciplinary exploration of the processes of learning, language, and social development from psychological, social, and cultural perspectives. Issues of diverse learner characteristics in the elementary classroom will be addressed. Course includes a field experience in an elementary school setting.

EDUC–E 215 Curriculum and Pedagogy (3 cr.) B Addresses the nature of the public school curriculum and pedagogy, their historical antecedents, and a variety of associated issues. It provides the intellectual undergirding to curriculum and teaching that is necessary for more specific activities associated with curriculum development and teaching practices.

EDUC–E 300 Elementary Education for a Pluralistic Society (3 cr.) B An overview of the principles of multicultural education. An introduction to major ethnic and minority groups in the United States. An historical view of the status of culturally different learners in elementary schools. A focus upon teaching strategies and curricular innovations for culturally diverse classrooms.

EDUC–E 305 Infusion of Technology (3 cr.) B One of the goals for the Democracy, Diversity, and Social Justice Program is to infuse the study, use, and teaching about technology throughout the entire program. Instead of being a tool that preservice teachers learn about, technology will be studied as a subject and a means to expand research opportunities, stimulate and enhance models of inquiry, and broaden teaching abilities.

EDUC–E 310 Seminar on Legal Issues in Education (1–3 cr.) B Students in this course will (1) examine issues related to legal and ethical rights and responsibilities of teachers and students; (2) discuss legal cases that have had an impact on our educational system; (3) discuss ethical perspectives on educational dilemmas.

EDUC–E 320 Envisioning, Exploring, and Creating Our Social Worlds Through Multiple Literacies in the Elementary School (9 cr.) B This interdisciplinary course explores the social studies as ways of knowing about our world; the language arts and language learning

theory; aesthetics and the arts; and the multiple roles of the teacher as facilitator of learning, social researcher, and curriculum creator. A field experience is included.

EDUC–E 321 Science for Early Childhood (1 cr.)

B Explores early childhood conceptions of natural phenomena as well as inferences children draw from them. Children's learning from ages two through eight is of primary interest. Required of students seeking the standard license for kindergarten through primary teaching (K-3), including early childhood (infant-four years). Open to non-early childhood majors by permission of the instructor. (Sem. II only)

EDUC–E 322 Diversity and Social Justice I (3 cr.) B

Students will develop curricula for social studies, language arts, aesthetics, and the arts that responds to multicultural and disability concerns. Curriculum planning and teaching strategies will attend to issues of student diversity in home and community contexts and school settings.

EDUC–E 324 Teaching Mathematics and Science for All Students (9 cr.)

Prepares prospective elementary school teachers to teach mathematics and science in an integrated, discovery-based environment. A major goal of this course is to promote student familiarity with the conceptual understanding and skills necessary for teaching in a manner that promotes the inclusion of all pupils. Constructivism, the History and Philosophy of Science, and Technology and Society comprise three strands that further the aim of democratic teaching as applied to mathematics and science.

EDUC–E 325 Social Studies in the Elementary Schools (3 cr.) B

Emphasizes the development of objectives, teaching strategies, and evaluation procedures that facilitate the social learning of young children. Special attention given to concept learning, inquiry, decision making, and value analysis.

EDUC–E 326 Diversity and Social Justice II (3 cr.)

Students will develop curriculum for mathematics and science that responds to multicultural and disability concerns. Curriculum planning and teaching strategies will attend to issues of student diversity in home and community contexts and school settings.

EDUC–E 328 Science in the Elementary Schools (1–3 cr.)

P: Q 200; Select one from Geology G 103, G 104, or Q 201; Q 202 must be taken either as a prerequisite or corequisite with E 328. B-I The focus of this course will be on developing teacher competencies in writing performance objectives, question asking, evaluating, and sequencing. These competencies will reveal themselves in the preparation and development of science activities and the teaching strategies involved in presenting those activities to elementary school children.

EDUC–E 330 Infant Learning Environments (3 cr.)

P: EDUC-P 249-M 101 or taken concurrently. B-I Appropriate instructional strategies to enhance infant-toddler development, care giving skills, and knowledge of appropriate learning environments. Students will apply strategies and knowledge in providing care and educational experiences. Open to students from allied health, psychology, pediatric nursing, and social work. (Sem. I only)

EDUC–E 333 Inquiry in Mathematics and Science (3 cr.)

B Focuses on planning and managing appropriate science and math experiences with children of three to eight years of age. Opportunity for exploring, developing, experimenting, and evaluating instructional materials. Planning appropriate inquiry-oriented experiences will be stressed.

EDUC–E 335 Introduction to Early Childhood Education (3 cr.)

B-I This course has a dual focus. The first involves an overview of the field including an historic perspective, program models, goals of early childhood education, and professional organizations. The second emphasizes the study of observation skills, the characteristics of young children, teacher-child interaction, and classroom management skills. (Sem. I and II)

EDUC–E 336 Play as Development (3 cr.)

B-I Includes theories on development of play and how it can be guided. Shows how children use play to develop individually; to understand the physical, social, and cognitive environment; and to develop physical and motor skills and creative ability. Includes a section on selection and construction of play materials.

EDUC–E 337 Classroom Learning Environments (3 cr.)

P: EDUC-E 335. B-I Focuses on the curriculum aspects of early childhood programs designed to meet ethnic and cultural differences; and on planning, utilizing, and evaluating learning environments. Selection of materials and activities, and the acquisition of skills for using them to stimulate children's development, are major focuses. (Sem. II only)

EDUC–E 338 The Early Childhood Educator (3 cr.)

P: EDUC-E 335 and E 337. B-I Includes the role of the teacher as a professional educator, including professional responsibilities, legal rights and responsibilities of teachers and students, school and community relations, and involvement in professional organizations. A major emphasis is on parent involvement and parent education. (Sem. I only)

EDUC–E 339 Methods of Teaching Language Arts in the Elementary School (2–3 cr.)

B-I Describes the methods, materials, and techniques employed in the elementary language arts program.

EDUC–E 340 Methods of Teaching Reading I (2–3 cr.)

B-I Describes the methods, materials, and techniques employed in elementary school developmental reading programs.

EDUC–E 341 Methods of Teaching Reading II (2–3 cr.)

P: EDUC-E 339 and E 340 for Bloomington. P: E 345 and E 340 for Indianapolis. B-I Describes the methods, materials, and techniques employed in diagnosis and corrective instruction in elementary school reading programs.

EDUC–E 342 Survey of Reading and Language Arts Methods (K-12) (3 cr.)

B Surveys contemporary issues in teaching reading and English language arts in grades K through 12. Includes methods, materials, and procedures for language arts, developmental reading, and reading-improvement strategies.

EDUC–E 343 Mathematics in the Elementary Schools (1–3 cr.)

B-I Emphasizes the developmental nature of the

arithmetic process and its place as an effective tool in the experiences of the elementary school child.

EDUC–E 345 Language Arts and Mathematics for Young Children (4–6 cr.) I Methods of developing language literacy and mathematical thinking through play, arts, and directed experiences. Design of curriculum and appropriate teaching strategies for children ages 3-6.

EDUC–E 348 Foundations of Early Care and Education I: Focus on Birth to Age 3 (1–10 cr.) B Students will examine the foundations of the fields of early childhood education and early intervention. They will explore the teacher/caregiver role; review contemporary theories of best practices with young children; and begin developing the knowledge and skills needed to facilitate healthy growth, development, and learning in all young children.

EDUC–E 349 Teaching and Learning for All Young Children I: Focus on Birth to Age 3 (7 cr.) B Students will connect theory with typically and atypically pedagogical skills in real-life settings with typically and atypically developing young children, birth to age three. They will learn how to become keen observers of children and will acquire proficiency in designing, implementing, and assessing environments that are developmentally appropriate and literacy-rich.

EDUC–E 350 Personal and Professional Growth Groups (1 cr.) B Prepares students for the emotional, social, and intellectual challenges of student teaching; and to help students make a successful transition from undergraduate to professional culture.

EDUC–E 351 Foundations of Early Care and Education II (1–10 cr.) B Students will examine how historical, social, cultural, and political factors influence the growth, development, and learning of the preschool/kindergarten child. They will examine how these factors influence the preschool/kindergarten child's educational experiences and how programs should be designed to address the needs of all children.

EDUC–E 352 Teaching and Learning in Preschool/Kindergarten II (10 cr.) B Engages students in the development, implementation, and assessment of curricula for all children ages 3-5 years. Content areas of mathematics, social studies, science, literacy and art will be emphasized.

EDUC–E 353 Foundations of Early Care and Education III (5 cr.) B Students will examine how historical, social, cultural, and political factors influence the growth, development, and learning of the K-3 child. They will examine how these factors influence the K-3 child's educational experiences and how programs should be designed to address the needs of all children.

EDUC–E 354 Teaching and Learning for All Young Children III: Focus on K/Primary (12 cr.) B Engages students in the development, implementation, and assessment of curricula for all children in K-Grade 3 classrooms. Content areas of mathematics, social studies, science, literacy, and art will be emphasized.

EDUC–E 425 Senior Seminar in Teaching and Schooling (3 cr.) Assists students in reflecting on their university education and on their experiences in the public schools. Students will explore in depth an educational issue that has significant philosophical, social, and ethical

dimensions, and that has implications for the practice of teaching. The course will help synthesize previous activities and investigations, as students develop further their own values and orientations on the meaning of teaching for a democratic society.

EDUC–E 449 Trade Books and the Teacher (3 cr.) I Emphasis on the use of trade books for teaching language arts and reading K-8. Historical and contemporary folk literature will be used to examine objectives and techniques of instruction.

EDUC–E 450 Senior Seminar and Student Teaching I (1–15 cr.) B Students will student teach in a preschool or early primary grade placement for 12 weeks. An accompanying seminar will be team-taught by a university instructor and a practicing teacher to help student make connections among professional issues, theories of curriculum, and instruction.

EDUC–E 451 Senior Seminar and Student Teaching II (1–15 cr.) B Students will student teach in a preschool or early primary grade placement for 12 weeks. An accompanying seminar will be team-taught by a university instructor and a practicing teacher to help students make connections among professional issues, theories of curriculum and instruction, and classroom practice. Students who student teach in the early primary placement (K-third grade) in E 450 will student teach in a preschool during E 451, and those who teach in a preschool classroom for E 450 will engage in their early primary placement for E 451. At the completion of E 451, students will present a professional portfolio, demonstrating that they meet professional standards of practice.

EDUC–E 490 Research in Elementary Education (1–3 cr.) B-I Individual research.

EDUC–E 495 Workshop in Elementary Education (cr. arr. cr.) B-I For elementary school teachers. Gives 1 credit hour for each week of full-time work.

Foundations of Education (F)

EDUC–F 110 Windows on Education (2–3 cr.) B-I First-year seminar to support incoming freshmen interested in teaching as a career. The course will facilitate students' efforts to navigate university life while making an informed decision regarding career choices. The F110 will serve as the First Year Seminar; they may be linked to EDUC F200: Examining Self as a Teacher.

EDUC–F 200 Examining Self as a Teacher (3 cr.) B-I Designed to help a student make a career decision, better conceptualize the kind of teacher the student wishes to become, and reconcile any preliminary concerns that may be hampering a personal examination of self as teacher. Students will design a major portion of their work.

EDUC–F 203 Topical Exploration in Education (1–3 cr.) B A one-semester course on a particular topic, established at the request of a faculty member and by the approval of the Academic Affairs Committee. Applies only as elective credit.

EDUC–F 205 Study of Education and the Practice of Teaching (1–3 cr.) B A review of the literature on various approaches to education as a discipline and a field of inquiry, and an exploration of several approaches to

teacher education. Integrates scholarship and inquiry with the development of educational possibilities. Students will begin the process of constructing a set of personal and social commitments that will guide their future teaching activities.

EDUC–F 400 Honors Seminar (1–3 cr.) B Content varies, but always involves the investigation in depth of significant topics in education. An interdisciplinary approach is taken.

EDUC–F 401 Topical Exploration in Education (0–3 cr.) Explores various topics of relevance to education, both in the United States and abroad.

Educational Leadership and Policy Studies (H)

EDUC–H 340 Education and American Culture (3 cr.) B-I The present educational system, its social impact, and future implications viewed in historical, philosophical, and sociological perspective.

EDUC–H 341 American Culture and Education (1–4 cr.) B-I An opportunity to participate in a cooperative learning venture as students investigate the sociological, psychological, historical, and philosophical foundations of American education, relating findings, observations, and experiences at Professional Development School sites with current practices and the future of education.

EDUC–H 380 Latino Education across the Americas (3 cr.) B An overview of important patterns and issues in Latino education. Includes study of major Latin American educational trends and traditions. Focus on the cultural contexts of Latino education, challenges faced by Latinos in contemporary U.S. schools, and strategies for improving Latino educational achievement.

EDUC–H 427 Education through Travel (2–6 cr.) B Provides an opportunity to visit historical and cultural areas in foreign countries.

EDUC–H 440 Capstone Seminar in American Elementary Education (3 cr.) I Serves as a capstone seminar in foundations for senior elementary education students. It covers essential content knowledge, theory, and themes in educational history, sociology, and philosophy. It also addresses key issues for understanding the professional world of teachers. It is linked to extensive field experience including student teaching.

Special Education (K)

EDUC–K 201 Schools, Society, and Exceptionality (1–3 cr.) B Provides an overview of the many complex issues related to special education policy and practice in the United States. Content will include an introduction to the definitions and characteristics of various exceptionalities, an exploration of the options available for instructing exceptional children in public school settings, and discussions of the many important topics and issues related to planning and implementing special education in American public schools.

EDUC–K 205 Introduction to Exceptional Children (3 cr.) B-I Provides an overview of the characteristics and the identification of exceptional children. The course presents the issues in serving exceptional children as

they participate in the educational, recreational, and social aspects of their lives.

EDUC–K 206 Teaching Methods for Students with Special Needs (1–3 cr.) B-I Focuses on curriculum and instructional methods for teaching students with diverse abilities and disabilities. Specifically, students will learn about the historical and legal precedents in special education; student-centered assessment and planning strategies; learning styles; curricular adaptations; individualized instruction; teaming strategies; building classroom communities; and planning for transitions, career exploration, and adult outcomes.

EDUC–K 305 Teaching the Exceptional Learner in the Elementary School (3 cr.) B Knowledge, attitudes, and skills basic to the education of exceptional learners (students who are handicapped as well as gifted and talented) in the regular elementary classroom. Topics include historical and international perspectives, the law and public policy, profiling the exceptional learner, a responsive curriculum, teaching and management strategies, teachers as persons and professionals. (Sem. I and II)

EDUC–K 306 Teaching Students with Special Needs in Secondary Classrooms (3 cr.) B Includes an overview of the skills and knowledge necessary for effective instruction of students with disabilities in inclusive secondary programs.

EDUC–K 307 Methods for Teaching Students with Special Needs (3 cr.) I Prepares future teachers to work with students with diverse abilities in inclusive settings. Participants learn to use learning modalities, varied rates, and complexity of instruction, and to make use of individual interests and preferences. Additionally, differentiating and/or individualizing instruction

EDUC–K 343 Education of the Socially and Emotionally Disturbed I (3 cr.) P: K 205 or consent of instructor. B A basic survey of the field of emotional disturbance and social maladjustment. Definitions, classifications, characteristics, and diagnostic and treatment procedures are discussed from a psycho-educational point of view

EDUC–K 344 Education of the Socially and Emotionally Disturbed II (3 cr.) P: K 343 or consent of instructor. B A survey of educational curricula, procedures, and materials for socially and emotionally disturbed children. Development of teaching skills is emphasized.

EDUC–K 350 Introduction to Mental Retardation (3 cr.) P: K 205 or consent of instructor. B A basic survey of the field of mental retardation. Definitions, classifications, diagnosis, and treatment are discussed from medical, psychological, sociological, and educational points of view.

EDUC–K 351 Vocational Assessment and Instruction for Special Needs Secondary Students (3 cr.) B Emphasizes an awareness of issues and available options related to programming for the special needs adolescent adult. The concept of career education—including preparation in daily-living, personal, social, and occupational skills—is used as the basic framework for the course.

EDUC–K 352 Education of Students with Learning Disorders (1–3 cr.) B Educational programs for optimum

growth and development of educable mentally retarded and learning disabled children. Study and observation of curriculum content, organization of special schools and classes, and teaching methods and materials.

EDUC–K 361 Assistive Technology for Elementary School Students with Disabilities (2 cr.) B Prepares future teachers with the knowledge required to integrate assistive technology into curricula for students with mild to moderate disabilities.

EDUC–K 362 Team Approaches to the Education of Students with Disabilities (3 cr.) B Students will learn techniques related to effective collaboration and interactive teaming in educational settings. Focus will be the development of skills necessary to serve as consultant or co-teacher in school environments.

EDUC–K 370 Introduction to Learning Disorders (3 cr.) B Survey of historical development and current status of definitions, classifications, assessment, and treatment procedures for learning-disabled students.

EDUC–K 371 Assessment and Individualized Instruction in Reading and Math (3 cr.) B Emphasizes assessment and remediation procedures that address reading and math problems of mildly handicapped students.

EDUC–K 405 Building Inclusive Middle and Secondary Schools: Approaches and Issues (1 cr.) B Students will compare and contrast apprenticeship/school experiences, address specialized areas, and explore challenges and issues confronting special education at the middle- and high-school level (e.g., theory vs. practice).

EDUC–K 410 Trends and Issues in Special Education (3 cr.) I Provides students with an overview of current movements in the field of special education. Major emphasis is on application and implication of principles mandated by P.L. 94-142 and Section 504 of the Rehabilitation Act of 1973.

EDUC–K 422 Teaching Social Skills (3 cr.) B-I Addresses the social context in which classroom instruction and student interaction take place. The course will provide a framework for 1) observing skills that characterize social competence in school, 2) assessing problems with social behaviors, 3) planning instruction and interventions to teach social skills, and 4) monitoring instruction and interventions.

EDUC–K 426 Assessment and Instruction (3 cr.) B-I Addresses the wide range of learning problems of low-achieving students, including those with mild disabilities, learning disabilities, and other special needs. It will cover development of individualized and group instructional programs such as assessment practices, curriculum design, classroom organization, and effective teaching practices and remedial techniques for teaching.

EDUC–K 430 Medical and Physical Management of Students with Severe Disabilities (3 cr.) I Addresses medical and physical aspects of severe disabilities, and focuses on educational implications of various conditions/disorders. Major topics include (1) the nature of common conditions/ disorders, (2) methods for individual adaptations, and (3) procedures for structural modifications. The course incorporates information from various disciplines into classroom programming. The

goal is to develop the basic vocabulary to communicate effectively with physical, occupational, and communication therapists and other related service personnel.

EDUC–K 441 Transition Across the Lifespan (3 cr.) B-I Gives prospective teachers the information and skills necessary to effectively teach students with disabilities at the high school level. An overview of characteristics of secondary students with mild disabilities, school programs, transition from school life to adult life, curriculum issues, and strategies of effective instruction for students with disabilities will be covered.

EDUC–K 448 Families, School, and Society (3 cr.) B-I Addresses approaches for providing services to families with members who are developmentally disabled, chronically ill, at-risk, or who have other types of impairments. Focusing on the family as a system, it examines the challenges of parents and siblings, presents techniques for parent-professional communication, building collaboration, and increasing family empowerment.

EDUC–K 452 Classroom Management (3 cr.) B-I Shows students how to plan and implement interventions that improve the motivation and self-management skills of students in the classroom. It will focus on procedures for teaching students how to regulate their behavior, and will address the array of skills they need to learn in order to take responsibility for their actions.

EDUC–K 453 Management of Academic and Social Behavior (3 cr.) I Surveys principles of behavior management as they pertain to educational environments. Students will learn how to define, observe, measure, record, and change academic and social behavior.

EDUC–K 461 Curriculum and Methods for Students with Severe Disabilities I (3 cr.) I Introduction to issues in providing educational services to students with severe handicaps across all grade levels. Characteristics, methods, and materials for students traditionally labeled moderately, severely, and profoundly retarded; multiply handicapped; and autistic. Covers design, development, and evaluation of instructional materials for learners with severe disabilities. Emphasis is on basic skill development, task analysis, data-based program modification, and programming generalization and maintenance. Major course activities include readings and class discussion; evaluation of existing curriculum materials; task analysis and program design; and participation in a task force group.

EDUC–K 462 Curriculum and Methods for Students with Severe Disabilities II (3 cr.) I Focuses on the development of instructional programs in the following curriculum areas across all grade levels: reading, math, self-help/personal management, social/leisure, and vocational areas. Emphasis on programming for generalization and maintenance, and on general elements of classroom management (e.g., scheduling, communication). Major course activities include readings and class discussions, reports on selected curriculum materials, the development of complete instructional programs, and participation in a task force group.

EDUC–K 465 Service Delivery Systems and Consultation Strategies (3 cr.) I Reviews methods of implementing service delivery systems; consulting with

professionals and parents; designing in-service training programs; and developing referral systems, curricular and personnel resources, and evaluation techniques used in special education programs.

EDUC–K 473 Communication Interventions for Persons with Severe Disabilities (3 cr.) | Planning and implementing communication intervention in educational settings with individuals who are severely disabled, including those who are severely/profoundly mentally retarded, severely developmentally delayed, autistic and autistic-like, or multiply disabled. Intervention is presented within the framework of the development of social interaction and cognitive ability as part of communication skills within the overall classroom and work setting ecology. Also considered is the role of augmentative and alternative education/intervention.

EDUC–K 480 Student Teaching Special Education (6–15 cr.) P: Senior standing and completion of major requirements. B Provides experiences for each student in his or her respective area of exceptionality, under the direction of a supervising teacher in an educational school setting.

EDUC–K 488 Supervised Teaching in Special Education (3–12 cr.) B Provides students an opportunity to teach exceptional children under the supervision of a licensed special education teacher and a university special education supervisor.

EDUC–K 490 Research in Special Education (1–3 cr.) B-I Individual research.

EDUC–K 490 Topical Seminars for Special Education Dual Certification Program (3 cr.) | Seminar 1: Families in School and Society The purpose of this seminar is to learn the perspectives of individuals with disabilities and their families regarding the impact of disabilities in their daily lives. A life-span approach will be used to discuss issues related to birth and early childhood, school-age years, and adulthood. Additional topics include labeling, legal issues, person-centered planning, academic issues, social/emotional issues, behavioral issues, and environmental issues. Seminar 2: Classroom Management and Behavior Support The purpose of this course is to provide students with basic knowledge and skills for (1) developing and maintaining proactive classroom environments, (2) teaching children social problem-solving and self-control skills, (3) managing and preventing school-based crisis behaviors, and (4) working with parents and other professionals. Seminar 3: Collaboration and Consultation The purposes of this seminar are to explore service delivery options currently available in special education and to assist students to build their collaborative skills, including effective communication and consultation skills. Seminar 4: Assistive Technology Applications This seminar assists students to develop an understanding of assistive technology and its role in assisting individuals with disabilities in all areas of life—including education, employment, housing, recreation, and transportation. Seminar 5: Assessment and Instruction This seminar assists students in gaining knowledge of formal and informal assessment techniques; how to link assessment to curriculum and instruction; and how to effectively choose, construct, deliver, and evaluate curriculum and instruction to students with diverse learning needs. Seminar 6: Transition Across the Lifespan

This course provides an in-depth discussion of issues and strategies related to transitions from preschool through elementary, middle, and high school and into adulthood. Relevant laws, planning, processes, strategies for interagency collaboration, and resources will be highlighted.

EDUC–K 495 Laboratory/Field Experiences in Special Education (cr. arr.: Max. 9 cr.) P: Consent of instructor. B-I Provides the student with a field-based, supervised experience with individuals with severe handicaps. It allows the opportunity to interact within school/ work/ community settings on a daily basis (three hours/day, five days/week). Specific assignments, which are mutually agreed upon between student, cooperating teacher, and practicum supervisor, are also required.

Language Education (L)

EDUC–L 400 Instructional Issues in Language Education (3 cr.) B Reviews the principles and current instructional issues related to learning a first or a second language. Besides the general issues of effects of the environment, developmental stages, and basic instructional methodologies, relationships among reading education, English education, and second language education will be explored.

EDUC–L 407 Instructional Issues in Language Learning for English Teachers (3 cr.) Study of growth in language as a developmental process and how social, cultural, and economic environments are intrinsic parts of language learning. Explores the close relationship between how home language, dialect, and a second language is developed. Addresses how speaking, listening, writing, reading, and observing are interrelated.

EDUC–L 408 Teaching Young Adult Literature in a Diverse Society (3 cr.) Explores the possibilities of reading literature written for, by, and about young adults in the middle and secondary classroom. We will work on engaging diverse young adults so that they become lifelong readers and responsible citizens, creating curricula and instructional activities that enable students to read the word and the world, and connecting with struggling readers while challenging proficient readers.

EDUC–L 441 Bilingual Education: Introduction (3 cr.) B-I Introduction to the development of bilingual/bicultural education in the United States—its antecedents, rationale, theories. Comparison of existing bilingual/bicultural programs.

EDUC–L 442 Teaching English Language Learners: Bilingual and English as a New Language (3 cr.) B Introduces undergraduate student to the theory-based instructional methods and activities that are used in bilingual and English as a New Language education programs. In addition, they are introduced to second language development, theoretical applications, and the sociocultural issues involved in teaching language minority students.

EDUC–L 490 Research in Language Education (1–3 cr.) B-I Individual research in applied linguistics.

EDUC–L 491 Alternative Assessment Applications in Language Education (3 cr.) B This course introduces students to classroom applications of the interdisciplinary

theoretical tenets that underlie alternative assessment practices. Students will use this knowledge in the ongoing assessment of students' content and literacy development in language education, particularly bilingual and ENL programs.

Methods (M)

EDUC–M 101 Laboratory/Field Experience (0–3 cr.) B-I Laboratory or field experience. Grade: S or F.

EDUC–M 130 Introduction to Art Education (3 cr.) B Historical, sociological, and philosophical foundations of education, and the general processes and techniques of teaching as they apply to art teaching.

EDUC–M 135 Self Instruction in Art (1–5 cr.) B A general-interest course in art. Talent and past experience are not important. Students select their own topics from a range of prepared opportunities.

EDUC–M 200 Artifacts, Museums, and Everyday Life (3 cr.) B-I In a combination of museum visits and classroom exercises, students will develop museum-going skills by exploring a range of artifacts reflecting varied media, world cultures, and inquiry disciplines. Discussion, guided conversational techniques, readings, and analytical writing assignments draw on "learning from objects" literature, art history, criticism, and museum education materials.

EDUC–M 201 Laboratory/Field Experience (0–3 cr.) B-I Laboratory or field experience for sophomores. Grade: S or F.

EDUC–M 202 Job Search Strategies for Educators (1 cr.) P: At least junior standing. Provides students entering the job market with the employment skills needed to aid them in their job search, materials processing, interview skill development, and licensure procedures. For many students, this course serves as the capstone experience prior to or during student teaching.

EDUC–M 235 Looking At and Talking About Art (3 cr.) B An introduction to analyzing pictorial images and particular works of art and forming thoughtful opinions about them. The course is specially designed for students with little or no background in art who want to learn how to respond intelligently to what they see.

EDUC–M 300 Teaching in a Pluralistic Society (3 cr.) B-I Introduces students to teaching as a profession. Students focus upon the "self as teacher," learning styles, cultural pluralism, and classroom teaching strategies that respond positively to the personal and ethnic diversity of the learner.

EDUC–M 301 Laboratory/Field Experience (0–3 cr.) B-I Laboratory or field experience for juniors. Grade: S or F.

EDUC–M 302 Mathematics Throughout the Secondary Curriculum (1–3 cr.) Students engage in making connections between the mathematics content of certain required mathematics courses and the teaching and learning of secondary school mathematics. Students analyze important "big ideas" in mathematics. Additionally, students prepare and collect lesson plans for use during student teaching and beyond.

EDUC–M 303 Laboratory/Field Experiences: Junior High/Middle School (0–3 cr.) C: Corequisite with M 314

or M 330 or M 336. B-I Laboratory or field experiences at the junior high or middle school level. Grade: S or F. May be repeated.

EDUC–M 304 Laboratory/Field Experience (0–3 cr.) B-I Laboratory or field experience. Grade: S or F.

EDUC–M 305 Laboratory/Field Experience (0–3 cr.) B Laboratory or field experience. Grade: S or F.

EDUC–M 306 Laboratory/Field Experience (0–3 cr.) B-I Laboratory or field experience. Grade: S or F.

EDUC–M 307 Laboratory/Field Experience (0–3 cr.) B-I Laboratory or field experience. Grade: S or F.

EDUC–M 311 General Methods for Kindergarten/Elementary Teachers (1–3 cr.) I Explores individualized and interdisciplinary learning methods, measurement and evaluation, teaching process and curriculum development, and organization of the elementary schools.

EDUC–M 314 General Methods for Senior High/Junior High/Middle School Teachers (3 cr.) B-I General methodology and organization; knowledge about the teaching process, including general methods, instructional media, measurement, curriculum development and organization of the senior high/junior high/middle school; and techniques to promote individualized and interdisciplinary learning.

EDUC–M 316 Secondary General Methods (1–4 cr.) B Introductory course in general teaching strategies for secondary schools with an emphasis on adolescent learning and current issues in curriculum and instruction.

EDUC–M 317 Student Commonality and Diversity (1–3 cr.) B Examines the implications of diversity and the value of cultural sensitivity in education. Students will become familiar with differences in learning and communication styles on the basis of race, gender, ethnicity, religion, socioeconomic class, and language; and will become familiar with multicultural education in practice and its effects on the curriculum, classroom, and school structure.

EDUC–M 320 Diversity and Learning: Teaching Every Child (6 cr.) I Integrates information from educational psychology, multicultural education, and special education to prepare students to teach children in their early childhood and middle childhood years. The content includes child development, learning theory, motivation, and assessment. Students reflect critically on personal assumptions and develop attitudes and beliefs supportive of multicultural education and inclusion.

EDUC–M 321 Secondary School Mathematics Curriculum and Assessment (3 cr.) C: M 469 and M 303. B-I Critical examination of standards and other influences on secondary mathematics programs. Critical examination of past and current secondary mathematics curricula, text materials, and other resources available to support and guide secondary mathematics programs. Development of knowledge and skills related to assessment tools and strategies in secondary mathematics. Spring semester only.

EDUC–M 322 Diversity and Learning: Reaching Every Adolescent (6 cr.) I Integrates information from educational psychology, multicultural education, and special education to prepare students to teach

adolescents and young adults. The content includes adolescent development, learning theory, motivation, and assessment. Students reflect critically on personal assumptions and develop attitudes and beliefs supportive of multicultural education and inclusion.

EDUC–M 323 The Teaching of Music in the Elementary Schools (2 cr.) P: MUS-Z 241. B-I Not open to music majors. Fundamental procedures of teaching elementary school music, stressing music material suitable for the first six grades.

EDUC–M 324 Teaching About the Arts (1–3 cr.) B-I Introduction to the importance of the arts in elementary school curriculum. Students are given a foundation of methods and materials in art and music that will enable them to integrate the arts into the general curriculum, supplement art lessons given by school art specialists, and encourage student discussion and understanding of art and music in the world today.

EDUC–M 330 Foundations of Art Education and Methods I (3 cr.) P: H 340, P 254, M 300 and 15 credit hours of art. B-I An introduction to art education theory and related social issues. Supervised art teaching in elementary schools is an important part of this course.

EDUC–M 332 Art Experiences for Elementary Teachers, Part I (2 cr.) I Not open to art education majors. The selection, organization, guidance, and evaluation of two- and three-dimensional art activities in the elementary grades. Laboratory experiences with materials and methods.

EDUC–M 333 Art Experiences for the Elementary Teacher (2 cr.) B-I The selection, organization, guidance, and evaluation of individual and group art activities. Includes laboratory experiences with materials and methods of presenting projects.

EDUC–M 341 Foundations of Teaching Social Studies (3 cr.) B-I Introductory course in which students will explore perspectives on selected issues and topics of interest to the informed secondary school social studies teacher.

EDUC–M 342 Methods and Materials for Teaching Elementary Music (3 cr.) P: MUS-E 231, EDUC-M 300, EDUC-P 254. C: EDUC-M 401. Detailed study of current teaching techniques for the elementary school music class. Dalcroze, Kodaly, and Orff techniques; review of current textbooks and other materials; classroom recorder and guitar.

EDUC–M 343 Methods and Materials for Teaching Choral Music (2 cr.) P: MUS-E 231, MUS-G 370, EDUC-M 300, EDUC-P 254. C: A section of EDUC-M 401 Laboratory/Field Experience is corequisite. B A study of vocal pedagogy, development of musicianship, rehearsal techniques, program management, and choral literature for elementary through high school choirs.

EDUC–M 344 Methods and Materials for Teaching Instrumental Music (3 cr.) P: MUS-E 231, MUS-G 370, EDUC-M 300, EDUC-P 254. C: EDUC-M 401. A study of instrumental pedagogy, development of musicianship, rehearsal techniques, and appropriate methods and literature for elementary through high school bands and orchestras.

EDUC–M 346 Exploring Secondary School Science Teaching (2 cr.) B Prerequisite for M 446 in Bloomington. An introduction to the study of teaching science includes a review of the issues currently surrounding science teaching, observation/participation in a local middle or secondary school, and assisting either a student or practicing teacher.

EDUC–M 371 Foundations of Art Education (4 cr.) I Historical, sociological, and philosophical foundations of art education; curriculum development; individualized and interdisciplinary learning; instructing K-12 audiences; K-12 school organization; and general processes and practice of teaching art including the creative problem-solving process and interpreting, understanding, and judging art. School and museum field experiences included.

EDUC–M 400 Laboratory /Field Experience (0–3 cr.) I Laboratory or field experience.

EDUC–M 400 Laboratory/Field Experience for Seniors (0–3 cr.) B-I Laboratory or field experience. Grade: S or F.

EDUC–M 403 Laboratory/Field Experiences (0–3 cr.) C: Corequisite with the required special methods course. B Laboratory or field experiences at the high school level. Grade: S or F. May be repeated.

EDUC–M 408 Laboratory/Field Experience (0–3 cr.) I Laboratory or field experience.

EDUC–M 409 Laboratory/Field Experience (0–3 cr.) I Laboratory or field experience.

EDUC–M 411 Laboratory/Field Experience: Middle and Secondary School (1–3 cr.) C: M 446 (Methods of Teaching Senior High/Junior High/Middle School Science). B Laboratory or field experiences in middle or secondary school science classes. May be repeated.

EDUC–M 412 Teaching of Writing in Middle and Secondary Schools (3 cr.) B Study of current trends, issues, theories, research in literacy; emphasizing the teaching and learning of writing in secondary schools. Addresses linguistic and cultural diversity issues in composition as it explores the complex varied nature of “good” writing and “effective” communication, tracing the implications for composition pedagogy.

EDUC–M 416 Inquiry into Secondary English Methods: High School (1–5 cr.) B-I Study of current trends, issues, theory, and research in teaching and learning English/ Language Arts. Explores language, composition, literature, and media arts; developing multicultural curricula; and engaging students in meaningful inquiry facilitating students’ responsibility for themselves and their world.

EDUC–M 420 The Student Teaching Seminar: Understanding Schools (2 cr.) C: M 423, M 424, M425, and/or M 470. B Seminar taught as a corequisite with early childhood (M 423), kindergarten/primary (M 424), elementary (M 425), kindergarten (M 470), and/or middle/junior high school (M 470) student teaching experiences. This seminar will address several issues related to the process of becoming a teacher. Grade: S or F.

EDUC–M 421 Methods of Teaching Middle/Junior High School Social Studies (3 cr.) B-I Develops concepts and theories from social science, humanities, and education into practices of successful social studies instruction. Integrates social issues and reflective thinking skills into

the social studies curriculum. Emphasis on curriculum development skills and building a repertoire of teaching strategies appropriate for middle/secondary school learners.

EDUC–M 422 Teaching Mathematics in the Secondary School (3 cr.) C: M 403. B-I Development of knowledge and skills related to analysis and design of mathematics instruction in secondary school mathematics with attention to selection of appropriate mathematical tasks and tools and the development of classroom discourse communities. Students will be teaching lessons in the corequisite field experience, M403.

EDUC–M 424 Student Teaching: Kindergarten-Primary (1–16 cr.) B-I Full-time supervised student teaching over a full semester, divided equally between a kindergarten and primary grade in a school accredited by the state of Indiana, or an equivalent approved school out of state. The experience is directed by a qualified supervising teacher and has university-provided supervision. Grade: S or F.

EDUC–M 425 Student Teaching: Elementary (1–16 cr.) B-I Full-time supervised student teaching in grades 1-6 for a minimum of 10 weeks in an elementary school accredited by the state of Indiana or an equivalent approved school out of state. The experience is directed by a qualified supervising teacher and has university-provided supervision. Grade: S or F.

EDUC–M 428 Inquiry into Secondary English Methods: Middle School (1–5 cr.) B-I Methods of English instruction are informed by one's inquiry into one's students and by teacher and students' inquiries into the literacy practices of reading, writing, speaking, listening, viewing and discussing. We will read and discuss pedagogical approaches; then develop, demonstrate and evaluate our own lesson plans and instructional units.

EDUC–M 430 Foundations of Art Education and Methods II (3 cr.) P: M 330. B Advanced study of curriculum developments in art education. Special attention is given to art teaching in secondary schools.

EDUC–M 432 Teaching Foreign Language 5-12 (1–3 cr.) B Development and practice of skills and techniques of teaching foreign language, selection of content and materials, and evaluation of student and teacher performance. Micro and teaching lab included.

EDUC–M 434 Administration of School Bands (2 cr.) P: Senior standing; M 344 (to be taken during the student teaching semester). B Teaching, organization, and administration of school wind and percussion ensembles.

EDUC–M 435 Young Adult Literature (3 cr.) B Highlights and analyzes recent young adult literature, acknowledging significant earlier texts and their distinguished features. It also considers curricular and pedagogical issues salient to the adoption of multicultural curricula.

EDUC–M 436 Administration of School Orchestra (2 cr.) P: Senior standing; M 344 (to be taken during the student teaching semester). Teaching, organization, and administration of school orchestras.

EDUC–M 437 Teaching Science 5-12 (1–3 cr.) B Focuses on curriculum decisions teachers make every day. Specifically, students in this course will examine

current learning theories and apply these theories to instructional practices at the middle grades and high school.

EDUC–M 440 Teaching Problems and Issues Seminar (3 cr.) B-I A comprehensive examination of teaching problems and issues at the junior high school and middle school levels with special emphasis on solution strategies in various contexts.

EDUC–M 441 Methods of Teaching Senior/Junior High/Middle School Social Studies (1–4 cr.) B-I Develops concepts and theories from social science, humanities, and education into practices of successful social studies instruction. Integrates social issues and reflective thinking skills into the social studies curriculum. Emphasis on curriculum development skills and building a repertoire of teaching strategies appropriate for middle/secondary school learners. Includes micro-teaching laboratory.

EDUC–M 442 Teaching Secondary School Social Studies (3 cr.) I Includes consideration of philosophical and psychological perspectives, development and practice of skills and techniques, selection of content and materials, and evaluation of student and teacher performance. Micro-teaching laboratory included.

EDUC–M 445 Methods of Teaching Foreign Language (1–4 cr.) B-I Development and practice of skills and techniques for teaching foreign languages, selecting content and materials, and evaluating student and teacher performance. Micro-teaching laboratory included. This course should be taken during the semester immediately preceding student teaching. (Sem. I only)

EDUC–M 446 Methods of Teaching Senior High/Junior High/Middle School Science (1–5 cr.) P: 35 credit hours of science. Also for Bloomington: M 346. B-I Designed for students who plan to teach biology, chemistry, earth science, general science, or physics in the junior high/middle school or secondary school.

EDUC–M 451 Student Teaching: Junior High/Middle School (1–16 cr.) B-I Full-time supervised student teaching for a minimum of 10 weeks in a junior high or middle school accredited by the state of Indiana or an equivalent approved school out of state. The experience is directed by a qualified supervising teacher and has university-provided supervision. Grade: S or F.

EDUC–M 452 Methods of Teaching English in the Senior High/Junior High/Middle School (1–5 cr.) B-I Methods, techniques, content, and materials applicable to the teaching of English in secondary schools, junior high schools, and middle schools. Experiences provided to assess ongoing programs in public schools and to study materials appropriate for these programs.

EDUC–M 454 Grammar for Teachers (1 cr.) B-I Provides an opportunity for preservice teachers to learn about current insights and strategies in the teaching of grammar from the disciplines of sociolinguistics, composition, and education. The class will examine attitudes and beliefs about grammar in the society at large, as well as investigating trends and research in the teaching of grammar. Students will learn about grammars in oral language as well as written language, with an emphasis on description and diversity. The class will develop a perspective on error through investigation of student

work. Specific classroom strategies for helping students conceptualize a language of wider communication and for helping students learn to edit their work will be the goal.

EDUC–M 456 Methods of Teaching Physical Education (3 cr.) P: M 314. B-I Development and organization of teaching materials for various teaching styles found in the elementary and secondary public schools. Includes demonstration of teaching skills in laboratory sessions and class management concepts.

EDUC–M 457 Methods of Teaching Senior High/Junior High/Middle School Mathematics (2–4 cr.) P: 30 credit hours of mathematics. B-I Study of methodology, heuristics of problem solving, curriculum design, instructional computing, professional affiliations, and teaching of daily lessons in the domain of secondary and/or junior high/middle school mathematics. (Sem. I only)

EDUC–M 458 Methods of Teaching Health and Safety (3 cr.) B For health and safety majors only.

EDUC–M 459 Teaching Mathematics 5-12 (1–3 cr.) B Focuses on the curriculum and instruction issues that teachers make every day in the classroom. Specifically, students in the course will examine current theories and apply these theories to instructional practices.

EDUC–M 463 Methods in Speech and Hearing Therapy (3 cr.) B Emphasis on school organizational patterns and administrative policies, relevant federal and state legislation, caseload determination, and service delivery models. Offered during the first eight weeks of each semester.

EDUC–M 464 Methods of Teaching Reading (3 cr.) B-I Focuses on middle, junior high, and senior high school. Curriculum, methods, and materials for teaching students to read more effectively.

EDUC–M 469 Content Area Literacy (1–3 cr.) B-I Focuses on middle, junior, and senior high school. Curriculum, methods, and materials for teaching students to read and learn more effectively in all content areas.

EDUC–M 470 Practicum (3–8 cr.) Instructional experience under the direction of an identified supervising teacher, with university-provided supervision in the endorsement or minor area, and at the level appropriate to the area, and in an accredited school within the state of Indiana unless the integral program includes experience in an approved and accredited out-of-state site. The practicum may be full- or part time, but in every instance the amount of credit granted will be commensurate with the amount of time spent in the instructional setting. Grade: S or F.

EDUC–M 471 Undergraduate Seminar in Music Education (1 cr.) B A practical orientation to the personal and professional problems that attend the student teaching experience. On-site visitation. Permission of the instructor required.

EDUC–M 472 Teaching Art in the Elementary School (3 cr.) P: M 371, C 311. C: M 301. I Develops understanding and appreciation of teaching, with emphasis on teaching in the elementary schools. Includes curriculum and lesson planning, organization of materials and ideas, and techniques of classroom management. To

be taken concurrently with M 301, which encompasses off-campus experiences in the elementary schools.

EDUC–M 473 Teaching Art in the Secondary Schools (3 cr.) P: M 371, C 311. C: M 401. I Develops understanding and appreciation of teaching, with emphasis on teaching art in the secondary schools. Includes advanced studies of curriculum and lesson planning, classroom organization, and management techniques. Must be taken concurrently with M 401, which encompasses Herron Saturday School experience.

EDUC–M 474 Undergraduate Seminar in Music Education (1–2 cr.) P: Consent of instructor. B An eight-week course taken in the same semester as student teaching. Current literature in music education, with individual projects concerned with music learning in the schools.

EDUC–M 477 Methods of Teaching in Health Occupations Education (3–5 cr.) I Teaching methods and techniques, and choices of material and equipment, with emphasis on evaluation.

EDUC–M 480 Methods of Teaching in Health Occupations Education (1–16 cr.) B-I Full-time supervised student teaching for a minimum of 10 weeks in a junior high/middle school or senior high school accredited by the state of Indiana, or an equivalent approved school out of state. The experience is directed by a qualified supervising teacher and has university-approved supervision. Grade: S or F.

EDUC–M 482 Student Teaching: All Grades (1–16 cr.) Full-time supervised student teaching in the areas of visual arts, music, physical education, special education, or school library/media services for a minimum of 10 weeks at an elementary school, junior high/middle school, and/or senior high school accredited by the state of Indiana, or an equivalent approved school out of state. The experience is directed by a qualified supervising teacher and has university-provided supervision. Grade: S or F.

EDUC–M 483 Teaching Social Studies 5-12 (1–3 cr.) B Historical and contemporary roles of social studies will be explored with an emphasis on roles played by history, the social sciences, and the humanities. Particular attention is given to development of skills essential to successful social studies instruction and a resource bank of instructional ideas.

Mathematics Education (N)

EDUC–N 102 Teaching and Learning Elementary School Mathematics I (3 cr.) B-I Helps preservice teachers develop an understanding of the mathematics content and pedagogy relevant for a successful elementary school teacher. Focus is on content and methods that are consistent with recent recommendations about mathematics learning and teaching, and the state of Indiana academic standards. Pedagogical methods address number theory, data and chance, and algebraic thinking.

EDUC–N 103 Teaching and Learning Elementary School Mathematics II (3 cr.) Helps preservice teachers develop an understanding of mathematics content and pedagogy relevant for a successful elementary

school teacher. Focus is on content and methods that are consistent with recent recommendations about mathematics learning and teaching, and the state of Indiana academic standards. Pedagogical methods address geometry, measurement, and algebra.

EDUC–N 343 Mathematics in the Elementary School (1–6 cr.) B-I Emphasizes the developmental nature of mathematical ideas and processes and the role of mathematics in the elementary school curriculum. Public school participation required.

EDUC–N 443 Teaching Elementary Mathematics Problem Solving (1–6 cr.) B-I The teaching and learning of problem solving. Topics include types of problems, appropriate instructional sequences, strategies for solving problems, factors related to problem difficulty, evaluating problem-solving learning. Work with elementary school children is included. May be repeated.

Educational Psychology (G+P+Y)

EDUC–G 203 Communication in the Classroom (3 cr.) B Students study counseling theories and techniques for application to teaching. They learn methods of building community in the classroom, and ways to encourage student participation and respect for others. Students learn techniques and attitudes of group dynamics and leadership. Other topics of communication covered: conflict resolution, active listening, and parent-teacher communication.

EDUC–P 248 Development of the Healthy Student (3 cr.) B-I Addresses child development in the school context. Promotes understanding of healthy physical, emotional, and social development in a school environment marked by diversity of cultural, social, and personal traits. Includes the role of the teacher in understanding and responding to child needs in this environment.

EDUC–P 249 Growth and Development in Early Childhood (3 cr.) B-I Focuses on the cognitive, social, affective, and physical development of the child during the early years of life. The goal of understanding the growing child from multiple perspectives guides the study of theory and research on child development. Theoretical study is integrated with observations of and experiences with children in a way that increases the insights and competence of the teacher of young children. Addresses the unique developmental problems of special groups of children: handicapped, economically deprived, and members of minority groups.

EDUC–P 251 Educational Psychology for Elementary Teachers (1–4 cr.) B-I The application of psychological concepts to school learning and teaching using the perspective of development from childhood through preadolescence. Special attention is devoted to the needs of the handicapped.

EDUC–P 254 Educational Psychology for Teachers of All Grades (1–4 cr.) B-I The application of psychological concepts to school learning and teaching in the perspective of development from childhood through adolescence. Special attention is devoted to the needs of the handicapped.

EDUC–P 312 Learning: Theory into Practice (3 cr.) C: P 133. This course is concerned with understanding the process of teaching and learning, particularly within a secondary school context. Preservice teachers will be helped to see that learning takes place as an interaction of social, emotional, developmental, and cognitive forces. Units focus on theories of learning and teaching, motivation, the learning process, and assessment.

EDUC–P 313 Adolescents in a Learning Community (3 cr.) C: P 312. Adolescent development in a school context. Understanding adolescents as people and how they function in a community of learners, with particular emphasis on their interaction with others in a school environment marked by a diversity of cultural, social, and personal traits. Includes the role of the teacher in understanding and responding to adolescent needs in this environment. For students seeking admission to a teacher education program.

EDUC–P 314 Life Span Development (3 cr.) P: PSY-P 101 or equivalent. A course surveying human development from infancy through old age, emphasizing the life-span perspective on development. Major theories, current and classical research findings, and educational implications for all life stages from birth to death.

EDUC–P 348 Foundations of Child Growth and Development: Focus on Birth to Age 3 (3 cr.) B Students will examine historical as well as contemporary theories of child growth and development for typically and atypically developing children throughout the early childhood period. All facets of development will be examined, including physical, emotional, social, language, and cognitive development. Particular focus will be on prenatal-to-age 3 development.

EDUC–P 351 Foundations of Child Development: Focus on 3- to 8-year-old children (1 cr.) B Students will examine child growth and development for typically and atypically developing children, including physical, emotional, social, language, and cognitive development. Particular focus will be on 3- to 8-year-old children.

EDUC–P 450 Child Development Seminar (3 cr.) Students will revisit child development theories, issues, and trends; and will discuss the direct application of this information in the preschool, kindergarten, and primary grade classrooms in which they are student teaching.

EDUC–P 490 Research in Educational Psychology (1–3 cr.)

EDUC–Y 420 Approaches and Issues in Educational Research (1–3 cr.) B-I Introduction to basic designs, methods and principles in educational research. Students will learn to interpret and critique published research studies, and will learn rudiments of data collection and analysis.

Science Education (Q)

EDUC–Q 200 Introduction to Scientific Inquiry (1–3 cr.) B-I Provides the elementary education major with background in the science process skills needed to complete required science courses.

EDUC–Q 328 Field Experience/Methods Linkage Elementary (1–6 cr.) Science lesson preparation. Students prepare solutions, assemble equipment, and

perform whatever additional practice is needed to prepare for taking a science lesson into a school.

EDUC–Q 405 Integrated Science Lab/Field Experience (1–4 cr.) Must be taken concurrently with COLL-E 405.

B Lab for integrated science course for elementary education majors with science area of concentration. Lab for 1 credit for elementary certification for grades 1-6. For 3 credits integrates field experience at middle school level for middle school certification with lab component.

EDUC–Q 446 Field Experience/Methods Linkage (0–3 cr.) C: M 446. B Science lesson preparation. Students prepare solutions, assemble equipment, and perform whatever additional practice is needed to prepare for taking a science lesson into a school.

EDUC–Q 490 Research in Science Education (1–6 cr.) B-I Individual research and study in science education.

Secondary Education (A+S)

EDUC–A 308 Legal Issues for Secondary Teachers (3 cr.) B-I Focuses primarily on legal concerns affecting teachers in public secondary schools. Topics addressed include tort liability, church/state relations, expression rights, children with disabilities, conditions of employment, discrimination and harassment, student testing, collective bargaining, teacher lifestyle choices, copyright concerns, teacher contracts and dismissal, record-keeping practices, and student discipline.

EDUC–S 303 Topics in Secondary Education (0.5–3 cr.) Various topics will be covered in this course in order to incorporate timely professional issues in the secondary curriculum. May be repeated.

EDUC–S 400 Field-Based Seminar in Teacher Education (2–4 cr.) Instructor's permission required. Discussion of issues in secondary education and exploration of problems of the field. Students spend approximately one day each week in the schools, satisfying performance standards for teacher certification. Grade: S or F. May be repeated.

EDUC–S 405 The Middle and Junior High School (3 cr.) Provides future middle and junior high teachers with an understanding of how early adolescent students and school structures affect curriculum, instruction, and classroom management decisions. The course meets the middle/junior high school endorsement requirement for elementary school majors.

EDUC–S 420 Teaching and Learning in the Middle School (3 cr.) I Middle schools operate on unique philosophical and organizational foundations. This course will explore the design of middle schools and the ways teachers work to meet the needs of a diverse range of learners, including those with specific needs. Preservice teachers will develop the skills needed to provide challenging learning opportunities for young adolescent learners.

EDUC–S 430 Teaching and Learning in the High School (3 cr.) This course for secondary teachers explores curriculum planning for conceptual learning that is developmentally appropriate for adolescents and young adults. It includes the topics of high school organization and reform, assessment, critical thinking, urban school

settings, risk behaviors, identity development, and importance of the larger community context.

EDUC–S 490 Research in Secondary Education (1–3 cr.) B-I Individual research.

Instructional Systems Technology (R)

EDUC–R 311 Introduction to Instructional Technology (3 cr.) B Offers an introduction to the field and profession of instructional technology. It includes the historical and accepted views of the field as well as direction in applying instructional design processes toward the student's primary field of study.

EDUC–R 341 Multimedia in Instructional Technology (3 cr.) B Focuses on the development of skills using the latest multimedia tools for instructional technology. Significant attention is made to interface design, message design, and appropriate matching of media tools with specific goals and contexts.

EDUC–R 347 Impact of Games and Simulations in Instruction (3 cr.) B Examines the potential of gaming, simulations, and virtual environments for the purpose of instruction. It also addresses their social, cognitive, and affective impact on users. Taxonomies, goals, production roles, and techniques are examined in detail.

EDUC–R 441 Development and Management in Instructional Technology (3 cr.) B Focuses on the role of the instructional technology manager/consultant by observing ongoing projects in a wide variety of contexts and examining management strategies. Students will generate reports and technology prototypes from these observations to satisfy stated goals.

EDUC–R 481 Specialized Project in Instructional Technology (3 cr.) B A capstone course that focuses on an individual or group project. The goal is to bring closure to the knowledge and skills addressed in the cognate course sequence. The project development is to be instructional technology focused with content and context in the student's major.

Multicultural/Urban Education (T)

EDUC–T 450 Cultural/Community Forces and the Schools (3 cr.) B Promotes modification of instructional strategies within diverse educational settings by providing opportunities to analyze community forces and cultures through cultural orientation workshops, culturally focused readings, direct residential participation in community-related activities, and biweekly preparation of cultural summary reports.

Higher Education and Student Affairs (U)

EDUC–U 205 Human Development Opportunities for College Students (1–3 cr.) B-I Opportunities are given for students to better understand their personal development, to learn and use human relations skills, to assess humanistic issues in both personal and societal terms, and to establish goals for the future. Class emphasis will vary, depending upon student needs and the specific topics to be addressed.

EDUC–U 206 Orientation to College Life (1–3 cr.)

P: Freshman or sophomore standing or consent of the instructor. B-I Focuses on transition: advancing from high school to IU, transferring from a two- or four-year college to IU, or returning to academic life as an adult student

EDUC–U 207 Leadership Training (1–3 cr.) B-I

Leadership development and training. Topics may include theories of leadership, group dynamics, organizational theory, and other issues of interest to current or potential student leaders.

EDUC–U 208 Training for Paraprofessionals in Student Affairs (1–3 cr.) B-I

Development of specific skills for paraprofessional student staff such as resident advisors (RAs) and student orientation leaders. Topics may include theories of student development, leadership skills, crisis intervention, confrontation skills, and information about appropriate university policies and resources.

EDUC–U 210 Survival Skills at IU (0–3 cr.)

Focuses on survival skills for new students. Topics may include strategies for building self-esteem, increasing assertiveness, managing time, goal setting, and other nonacademic skills that can assist novice students.

EDUC–U 211 Community Development (1–3 cr.)

Topical seminar focusing on community development for students living in residence halls, Greek-letter housing units, living-learning groups, and other naturally occurring or self-selected living groups. Topics may include community building, conflict resolution, and group dynamics.

EDUC–U 212 Current Issues in Undergraduate Life (1–3 cr.)

Topical seminar addressing issues of interest to new undergraduates. Topics may include student diversity and campus life, the role and status of college women, or college students and alcohol.

EDUC–U 450 The Undergraduate Student Personnel Assistant (1–2 cr.) B

Prepares undergraduate students to serve as student assistants in student personnel administration, e.g., orientation student assistant, undergraduate resident assistants.

EDUC–U 495 Seminar in Leadership Training (1–3 cr.) B

The theory and practice of group work, leadership techniques, communication, human relations, problem solving, and decision making. Cases emphasize the role of the student leader in the total university community.

Computer Education (W)**EDUC–W 200 Using Computers in Education (1–3 cr.) B-I**

Develops proficiency in computer applications and classroom software; teaches principles and specific ideas about appropriate, responsible, and ethical use to make teaching and learning more effective; promotes critical abilities, skills, and self-confidence for ongoing professional development.

EDUC–W 201 Beginning Technology Skills (1 cr.)

Brings the student to a technology skill level that meets minimum-level competencies with technology, including basic functionality with operating systems, file management, e-mail, word processing, presentation

software, and hardware operation. Graded Pass/Fail after completion of standardized assessments.

EDUC–W 204 Programming for Microcomputers in Education (3 cr.) I

Develops programming skills necessary for using a computer and for understanding computer programming as it applies to teaching. Not offered for credit if W 201 or W 202 has been taken.

EDUC–W 205 Microcomputer Graphics for Teachers (3 cr.) P:

EDUC-W 200 or its equivalent. B Includes programming in high- and low-resolution graphics to generate graphs, letter forms, pictures, and diagrams. Students will also work on selected software and peripherals. The primary focus is on the application of computer graphics to teaching in elementary and secondary schools.

EDUC–W 210 Survey of Computer-Based Education (3 cr.) P:

W 200 or permission of instructor. B-I The first course for the computer endorsement program. Students will explore issues of infusing technology into the K-12 curriculum, increase range and depth of computer applications and peripherals, and participate in professional development activities. Learning is assessed through computer-based assignments and teaching portfolio creation.

EDUC–W 220 Technical Issues in Computer-Based Education (3 cr.) P:

W 210. C: W 210. B-I Examines computer hardware, operating systems, software applications, and peripheral devices in classroom settings, including networking, communications, and multimedia. Problem-based laboratory exercises supplement lectures and demonstrations.

EDUC–W 301 Integrating Technology into Teaching Part I (1 cr.) P:

W 201. B-I Provides students with skills and experiences that allow for effective and appropriate integration of technology into teaching and learning activities. Focus will be on reviewing current models of effective technology integration, surveying available technology in schools, and developing classroom lessons and activities.

EDUC–W 310 Integrating Technology Into K-12 Classrooms (3 cr.) P:

W 210. B-I Students will explore various pedagogical approaches, design and implement technology-based lessons for K-12 classrooms, participate in professional development activities, and reflect on the integration of technology in the classroom. Learning will be documented and assessed through written assignments and a teaching portfolio.

EDUC–W 401 Integrating Technology into Teaching Part II (1 cr.) P:

W 201 and W 301. B-I Provides students with skills and experiences that allow for effective and appropriate integration of technology into teaching and learning activities. Students will have the opportunity to implement and evaluate a technology-integrated classroom activity in an advanced field experience.

EDUC–W 410 Practicum in Computer-Based Education (3–8 cr.) B-I

The culminating experience for the candidates seeking to be licensed in computer instruction. Either 8 weeks of full-time fieldwork or 16 weeks of half-time fieldwork in an educational setting that incorporates instructional computing.

EDUC–W 435 Technology Leadership in K-12 (3 cr.)

P: W 210 and W 310. B-I Focuses on issues typically encountered by technology leadership personnel at schools. Topics include planning for, implementing, and integrating technology into classroom activities; staff development and training; acceptable Internet use; acquiring funding for technology initiatives; building stakeholder collaboration; and managing technology systems in school settings.

EDUC–W 450 Internship in Instructional Computing

(1 cr.) P: EDUC-W 210 or permission of instructor. B-I Complete semester-long internship experience with a classroom teacher or other individual or group in an appropriate setting. Exchange regular reflections with the practicum supervisor. A corequisite for the Computer Endorsement Cohort. (Enrollment in this course should be for one credit each semester for up to six credits for the Cohort.)

Reading (X)**EDUC–X 100 Practice in Reading and Study for Self-Improvement (0 cr.)**

Attempts to discover weaknesses in the student's methods of reading and study, and to provide remedial exercises. Much of the work is done on an individual basis. (Offered at regional campuses only.)

EDUC–X 101 Techniques in Textbook Reading (2–3 cr.)

B-I Instruction and guided practice in techniques for learning from printed materials. Emphasis is on gaining information from texts, practicing retrieval, and discussing concepts. Much of the work is done on an individual basis.

EDUC–X 150 Reading/Learning Techniques I

(1–3 cr.) B-I Emphasis on mechanics of reading, flexibility in reading, styles of learning, listening comprehension, vocabulary development, word attack, reading comprehension, and reading rate.

EDUC–X 151 Reading/Learning Techniques II (1–3 cr.)

B-I Develops higher levels of learning skills, with instruction and practice in critical reading and listening, understanding and applying principles, and methods of learning.

EDUC–X 152 Reading/Learning Techniques III (1–3 cr.)

B-I Offered in two options: as a reading rate course with major topics covering reading rate development, comprehension power, skimming, and scanning; or as individualized study for students who want to work in a special area in conjunction with an instructor on an individually designed program. Variable title.

EDUC–X 153 Reading and Reasoning for the New College Student (2–3 cr.)

B Emphasis on transition to college-level analytical and critical reading, including argument analysis; convergent, divergent, and constructive reading of texts; and concept/theme building through reading. Experiences in the main library and career services center are provided. Students will address issues of commitment and persona; responsibility for college learners.

EDUC–X 155 Critical Reading and Research

Seminar (3 cr.) B Focus is on academic literacy for high achieving or honors students, including critical reading on challenging materials, inquiry, acclimation to the environment of high expectations, and both social and

intellectual diversity of a university campus. Readings and inquiry center on a theme selected for particular groups.

EDUC–X 156 College and Life Long Learning (1–2 cr.)

B Students attend 11 public workshops on a wide range of reading, study, and learning skills topics offered by the Student Academic Center and meet for 13 individual conferences with instructors or peer mentors to discuss concepts and application. Emphasis is on developing positive (and eliminating negative) behaviors.

EDUC–X 157 Key Strategies for Academic Success (1–3 cr.)

B Three one-hour modules cover personal aspects of learning, college-level intellectual skills and strategies, and performance on examinations. These modules may be taken singularly or in any combination and/or order for a maximum of three credit hours.

EDUC–X 158 Culture of College (3 cr.)

B Presents a comprehensive view of college as a culture to be learned and understood while developing academic and personal skills that support success. Intended for students on academic probation or entering students who would benefit from sustained support for a full semester.

EDUC–X 159 Connecting with Campus Resources

(2 cr.) B Students construct a plan for academic success in consultation with instructors and peer mentors, seek out resources and experiences to fulfill that plan, and complete collaborative and writing activities to enrich their insights. Focus is on learning to function as active members of the campus learning community.

EDUC–X 160 Mastering Academic Skills for

Reinstated Students (3 cr.) A team approach is taken to support students who have successfully petitioned for reinstatement after academic dismissal. Students meet regularly with an instructor, peer mentor, and counseling intern while completing four course units geared toward developing the academic skills and understanding necessary for success.

EDUC–X 400 Diagnostic Teaching of Reading in the Classroom (3 cr.)

Diagnosis of reading difficulties and solution to problems through research, conference, and practice in the use of materials and equipment.

EDUC–X 401 Critical Reading in the Content Area (1–3 cr.)

B Aids elementary and secondary teachers in the development of instructional strategies that assist students in the comprehension, critical analysis, and integration of ideas presented in print material of various subject matter areas.

EDUC–X 425 Practicum in Reading (1–8 cr.)

P: X 400 or E 339-41 or E 331-32; or consent of instructor. B-I Students will work in selected elementary and secondary classrooms, diagnosing reading problems and developing students' reading competence.

EDUC–X 460 Books for Reading Instruction (3 cr.)

B Examines use of trade books and non-text materials for teaching language arts and reading K-8. Special sections may focus on specific student populations. Section emphasis announced each semester.

EDUC–X 470 Psycholinguistics for Teachers of

Reading (1–3 cr.) B-I Explores the linguistic and cognitive dimensions of language. Discusses relationships among the systems of language and among the various

expressions of language. Always includes topics on semantics, grammar, and dialect.

EDUC–X 490 Research in Language Education (1–6 cr.) B-I Individual research.

Organizations & Services

- Academic Advising
- Alumni Association
- Education Career Services

Academic Advising

Students interested in the teacher education programs can seek information about the School of Education via e-mail at EdHelp@indiana.edu or arrange for an appointment by telephone (812) 856-8500. Academic advisors are available throughout the year. Students should make certain that they understand the requirements for successful completion of the program and have an appropriate plan for each semester. Online Academic Advising Reports (AAR) and program planning sheets are two effective tools used by advisors and students to track academic progress. AARs are available to admitted Indiana University students through [Onestart.iu.edu](http://onestart.iu.edu). AARs allow Indiana University students to view their completed and enrolled course credits in a context that shows completed academic program requirements as well as those requirements that remain unfinished. Detailed program planning sheets are available at SOE 1000 or on the Web at: <http://education.indiana.edu/programsheets>. Program plans specify total credit hours needed for completion of the degree, courses to be taken, GPA requirements and other information. Adhering to stated requirements is the student's responsibility.

Alumni Association

The School of Education Alumni Association was founded in 1951 to advance the mission of the Indiana University School of Education, Bloomington/Indianapolis, through the active, ongoing participation of its 62,000 graduates and former students.

Chalkboard, a semiannual magazine published by the School of Education Alumni Association, is sent to all members of the association. Nonmember alumni receive one issue each year.

Education Career Services

Anyone who has earned a degree from Indiana University or who has successfully completed or will complete 24 credit hours from Indiana University may register for credential and placement assistance. Education Career Services at the School of Education (1) assists registrants in locating teaching, administrative, and special service positions in schools, colleges, and universities, and as appropriate in business, industry, and governmental agencies; (2) assists registrants with the development of an employment credential, and upon request, sends that credential to prospective employers and other eligible agencies; (3) provides career counseling and planning services for students and alumni; (4) conducts research concerning supply-and-demand and employment trends, issues, and procedures; (5) assists employers in finding the better qualified candidates for vacant positions in their respective institutions and agencies; and (6) sponsors on-campus recruiting activities for education students.

In Bloomington, there is no fee for the initial registration, for updating the placement file, or for receiving career development services. The placement year begins October 1 and ends September 30.

We encourage all registrants to complete their placement file early in the placement year because nearly all employers in the field of education request formal credentials as a part of the employment process. Students are encouraged to initiate their placement file early in the year in which they will become available for employment.

Placement counselors are available to advise students in all aspects of the job search. Assistance is provided for resume and interview skill development, as well as helping each student organize, plan, and conduct a successful employment campaign.

The Education Careers Office carefully follows the mandates of PL93-380, the Family Educational Rights and Privacy Act, passed by Congress in 1975. Therefore, the placement file is transmitted only at the request of the registrant. Registrants normally request that files be sent by submitting a written request, e-mail or by going to the office in person. For additional information see: <http://uedcareers.com>.

Campus Interviews

Interviews with educational employers are scheduled for registrants who have active files from any Indiana University campus. In Bloomington, registrants may sign up for interviews in person or by calling (812) 856-8506. Interview times and specific fields of interest as noted by the employer are provided on the weekly vacancy lists; registrants are permitted to interview only in those areas in which they are or will be certified or qualified. Registrants are encouraged to sign up for campus interviews as soon as possible after the interview schedule is announced because most interviewers have limited time to talk to candidates. Each educational interviewer will be provided a copy of the resume file of each registrant being interviewed. Only those individuals who have active files will be permitted to participate in on-campus interviews.

Policies & Procedures

- Academic Policies
- Grading System
- Student Rights and Responsibilities

Academic Policies

- Academic Standing
- Adding/Dropping Courses
- Appeals Processes
- Attendance and Finals
- Course Currency Requirements
- Credit Hour Requirements
- Distance Learning Courses
- Graduation
- Residency Requirement
- Student Records
- Teacher Certification for Non-School of Education Students
- Total Withdrawal

Academic Standing

Academic Good Standing and Retention

Academic Good Standing requires a 2.5 cumulative GPA, and the following:

1. Students must earn a "C or higher" in each professional education course. Any course in this category with a grade of "C- or lower" must be repeated. If the course is part of a cluster or block, the course must be retaken before proceeding to the next cluster or block. If it is a non-authorized professional education course (not part of a cluster or block), it must be retaken before student teaching.
2. To student teach, students must attain a cumulative GPA of 2.5 in all required professional education courses and meet other student teaching requirements as specified by the program.
3. Candidates for the elementary, early childhood, and elementary-exceptional needs students must maintain a minimum GPA of 2.0 in subject matter courses within each of the following areas: mathematics, science, social studies, language arts, and fine arts.
4. Elementary students must attain a 2.5 GPA in the area of concentration.
5. Secondary and K-12 majors must maintain a minimum GPA of 2.5 in each content field. The only exception is mathematics majors who must maintain a minimum 2.0 GPA.
6. To monitor student achievement and pinpoint areas of professional weakness, a system of "alerts" will be used. The purpose of the alert system is to identify students who, for nonacademic or dispositional reasons, may not be successful in teaching. When a student acquires an alert, the Associate Dean for teacher education will determine whether a professional standards committee composed of faculty should review the student's case to recommend appropriate action. In most cases, some corrective action will be recommended, although such a review can result in termination of the student from the program. The intent of this system is to add an important source of professional judgment to the teacher education process. All decisions related to disciplinary action can be appealed by the student to the School of Education's Grievance Hearing Committee.

Students are expected to demonstrate the knowledge, skills, and dispositions expected of beginning teachers. These expectations are set forth by the Interstate New Teacher Assessment and Support Consortium (INTASC) and have been adopted by the Indiana Professional Standards Board.

Failure to meet the minimum standards results in academic probation or in dismissal from the School of Education.

Probation: At the close of each semester and summer sessions the academic progress of students in the School of Education is reviewed. Students will receive notification at their official university e-mail address if they have been placed on probation and are or may be subject to dismissal. Upon receiving notification, the student on probation should see the SOE Academic Support Advisor as soon as possible. Students on academic probation

have one semester to meet the minimum academic standards required.

Voluntary Withdrawal: If a student voluntarily withdraws from school while on probation, that student may reenter school on probation at any time. If the reason for probation is an unacceptable grade point average, the student may reenter in good standing if, by taking course work in other divisions or schools of Indiana University, grades have been earned that raise the cumulative grade point average to a minimum of 2.5.

Dismissal: Students who are academically dismissed from the School of Education are placed on the all-university checklist, which means that they may not enroll in courses on any of Indiana University's eight campuses.

Reinstatement: Students who have been academically dismissed are required to wait at least one semester (summer sessions not included) before applying for reinstatement. Applications for reinstatement are submitted to the Academic Standards Committee. Conditions concerning course load limits or related academic requirements may be required by the ASC if it is in the returning student's best interest.

Adding/Dropping Courses

Schedule Adjustments Drop and Add

The IU Registrar sets calendar deadlines for adding or dropping course work during an academic session. Students can access an electronic or E-drop system through OneStart through the first week of classes to drop and add coursework on a space available basis.

No course may be added by an undergraduate after the first week of a semester or a summer session unless the instructor of the course approves and the request is authorized by both the chairperson of the department and the Associate Dean for Teacher Education. Published decision dates are available online at OneStart in the Schedule of Classes.

Once the automatic (W) deadline has passed, a student must secure the approval of the instructor and the Associate Dean of Teacher Education to drop a course with a (W). If permission is not granted the student will receive an "F" for the course. Ordinarily the only acceptable reason for withdrawal is illness or obligation of employment. It's the student's responsibility to start the withdrawal procedure by getting the form and asking the appropriate people to sign it. The application for withdrawal must be processed within 10 days of its receipt. Important: Students withdrawing from a course to which a laboratory/field experience (M 101, M 201, M 301, M 303, M 401, M 403) is linked must initiate withdrawal from both parts of the course. Withdrawal is not automatic. Failure to do so may result in a grade of F in the laboratory/field experience.

Attendance and Finals

Attendance policy for classes is determined by the instructor. Typically, illness is the only acceptable excuse for an absence. Excused absences must be explained to the satisfaction of the instructor, who will decide whether missed work can be made up.

Final Exams times and locations are determined by the IU Registrar's Office and are published on OneStart in

the Schedule of Classes. Students are responsible for ensuring that they do not have two or more exams that overlap during final exam week.

Course Currency Requirements

All professional and technology course work must be completed within the preceding 10 years of program completion. Course work that is 10 or more years old may be considered in the program if revalidated. The program faculty will establish the requirements for course revalidation and may limit the amount of old course work allowed in a program. The methods of revalidating professional and technology courses may include, but are not limited to: (a) passing an examination specifically covering the material taught in the course; (b) completion of a more advanced course in the same subject area; (c) presenting evidence of extensive professional experience that requires the application of material taught in the course or competence in the requisite skill areas. To be recommended for a license, students must meet the certification standards in place at the time of application to the state.

Credit Hour Requirements

Class Standing is based on total credit hours that count toward minimum degree requirements: Freshman 0-25 credit hours; Sophomore 26-55 credit hours; Junior 56-85 credit hours; Senior 86 or more credit hours.

Full-Time/Part-Time Status: Indiana University students are considered full time when they are enrolled in 12 or more credit hours of course work; students enrolled in fewer than 12 credit hours are considered part-time students. A typical full-time load is approximately 15 credit hours. Students are cautioned to remember that enrollment status can affect financial aid and/or insurance coverage/benefits. Completion of the teacher education programs in four years requires a minimum of 16 credits per semester for most programs.

Credit Hours Required for Graduation: A minimum of 124 credit hours is required for the Bachelor of Science degree. Some education majors require additional credit hours for graduation. Consult an advisor for specific requirements.

Credit by Examination: The school will apply credit earned by departmental examination, College Board Achievement Placement Tests, College Board Advanced Placement Tests, and language placement tests offered by the Bureau of Evaluative Standards and Testing toward appropriate degree requirements. Such credit must be entered on the student's transcript.

Transfer Credit Hours: Acceptance of credit from other institutions and its applicability toward a degree from Indiana University will be determined by the Office of Admissions. Credit toward the degree of Bachelor of Science in Education may be granted for courses taken at an approved institution provided such courses are equivalent to courses offered at Indiana University. No transfer credit is accepted from any school that is not accredited by a regional accrediting agency. No more than 64 credit hours and no course work at the upper division level (300 or above) earned at a junior or community college will apply toward a degree at Indiana University. No transfer credit will be allowed for work that has earned a letter grade lower than C. No passing grades earned

at another institution will be used in computing the grade point average at Indiana University. To maintain the integrity of the teacher education programs, students are strongly urged to complete all professional education requirements on the Bloomington campus.

Note: Unofficial transfer credit evaluations completed by anyone other than the Office of Admissions is not a contract; it is an estimate of whether past coursework and experiences meet current Indiana teaching license requirements. Individual faculty members and advisors do not have the authority to determine program substitutions.

Undergraduate Students Taking Graduate

Coursework: There are two conditions under which undergraduate students may enroll in graduate courses: (1) Undergraduate students in their junior or senior year may take graduate courses that will count in their undergraduate program if the graduate courses are relevant to their program of study and there is no similar undergraduate course available; and (2) undergraduate students in the last semester of their senior year may take graduate courses that may later be applied to a graduate program. Graduate courses taken prior to the last undergraduate semester may not be applied to a graduate program, and no course may be applied to both an undergraduate and a graduate program. Undergraduate students who meet either of these conditions must, further, have an undergraduate GPA of 3.0 or higher, obtain written permission from the course instructor, and obtain the approval of the associate dean for graduate studies. Exceptions may be made for students in the Cultural Projects Program, but must be approved by the director of that program.

Distance Learning Courses

Distance Education Courses: Indiana University students in the Teacher Education Program may use no more than 18 credit hours of distance education course work in meeting the requirements for teacher certification in the major. Distance education strategies include correspondence, on-line, and independent study classes. No authorized or unauthorized professional education courses can be taken through distance education except those offered by Indiana University Bloomington.

Graduation

Application for Degree

Full-time students should file an application for graduation/ Bachelor of Science degree in the School of Education during the first semester of the last year required to complete the requirements of the degree (at the beginning of the senior year). Part-time students should file an application for a degree two semesters before the completion of the requirements. On the Bloomington campus, students must apply online through OneStart. Application for a degree is the student's responsibility, and the School of Education will not be responsible for the graduation of students who fail to file their applications. see <http://education.indiana.edu/GraduationInfo>.

Note: The graduation ceremony is held by the Indiana University Alumni Association two times a year: December and May. Diplomas are mailed to students' home addresses after the degree is formally granted by the faculty and recorded by the University Registrar four times a year December, May, June, and August.

B.S. Degree with Honors

The School of Education recognizes high cumulative GPAs with the designations "Distinction," "High Distinction," and "Highest Distinction." Students must earn a minimum grade point average of 3.6 in all course work taken toward the B.S. in Education degree, must be in the top 10 percent of the class, and must complete at least four full semesters in residence at Indiana University campuses to earn a degree with honors. A 15 credit hour summer session is counted as one semester for this purpose.

Residency Requirement

The student enrolled at Bloomington must complete at least 30 of the last 60 credit hours required for a specific degree program while in residence at the School of Education. At Bloomington, the 30 credit hours should include either one regular semester with a 12 credit hour load or two summer sessions with a 6 credit hour load each session. These 30 credit hours will include methods course(s) in the major and student teaching.

Total Withdrawal

Students seeking a total withdrawal from classes during a semester should complete the process as detailed by the IU Registrar's Office in the Enrollment and Student Academic Information Bulletin. Withdrawals after the deadline require approval of the associate dean of Teacher Education. Approval is usually given only for "urgent reasons" such as extended illness or crises.

Management of Student Records

Confidentiality of Records Indiana University, in compliance with the General Education Provisions Act, Section 438, titled Family Educational Rights and Privacy Act, provides that all student records are confidential. Confidential academic information is released by the School of Education only to the student and to person(s) whom the student authorizes in writing to be appropriate recipients of the information. Students may review their records upon request (within 45 days) and may ask for deletions or corrections of the record in a hearing process described in detail in the Code of Student Rights, Responsibilities, and Conduct distributed at fall registration, available online at www.dsa.indiana.edu/Code or available in the office of the Division of Student Affairs, Franklin Hall 108.

Waiver of Student Access References, recommendations, and other similar documents may carry a voluntary waiver relinquishing the student's right to review this specific material. The student may also release the record to others by signing a written release available in the offices that maintain records. Further details regarding the provisions of the Privacy Act and a list of offices where student records are kept may be found in the Code of Student Rights, Responsibilities, and Conduct.

Release of Information in Student Records Personally identifiable information, including Social Security number, date of birth, student identification number, grades, GPA, credit hours completed, or current class schedule may not be released without written permission of the student. Legislated exceptions include "legitimate educational interest/need to know," parents who can show proof of

IRS dependency, court-issued subpoenas, and medical or police emergencies.

Directory or public information can be made available to third parties by the I.U. Office of the Registrar, including name, address, phone number, major, dates of attendance, admission or enrollment status, campus, school, class standing, degrees and awards, activities, and sports unless restricted by written request of the student.

Transcripts Complete information on transcripts can be found in the I.U. Enrollment and Student Academic Information Bulletin. Requests for transcripts must be made in person or in writing to the Office of the Registrar, Franklin Hall 100, Indiana University, Bloomington, IN 47405 or via e-mail to registrar@indiana.edu.

Appeals Processes

Appeals Concerning School of Education Policy, Practices and Programs.

There are three different types of academic appeals available to undergraduate students through the School of Education.

Type 1: Appeals Regarding Criteria for Admission, Program Requirements and Retention must be submitted in writing as specified in on the School of Education Web site: <http://education.indiana.edu/asc> in the following sequence:

1. Submit a written appeal to the Academic Standards Committee, if that appeal is denied.
2. Submit a written appeal to the Associate Dean for Teacher Education, if that appeal is denied.
3. Submit a written appeal to the University Dean of Education.
4. To ensure due process, all appeals must be made in this order. Contact the Office of Teacher Education for information on preparing an appeal or see the SOE Web site.
5. Appeals based on disabilities: Unlike public school elementary and secondary programs, institutions of higher education are not required to actively seek out and accommodate students with disabilities in academic programs. Institutions are not obligated to accommodate students in meeting any essential program requirement. Students on the Bloomington campus seeking waivers or substitutions to a School of Education or Indiana University academic program or course requirements based on individual disabilities should contact the Office of Disabled Student Services (DSS). The staff of DSS will assist students in documenting recognized disabilities and exploring alternative remedies. Disabled Student Services is located in Franklin Hall 096 (phone 855-7578).

Type 2: Appeals Regarding Teaching Activities; If a student has concerns about the quality of teaching in a course in which he or she is enrolled, the student should follow this process:

1. Discuss those concerns with the course instructor. If that discussion does not resolve the student's concerns, the student should:

2. Schedule a meeting with the appropriate coordinator of that course. If that discussion does not resolve the student's concerns, the student should:
3. Schedule a meeting with the chair of the department through which the course is offered. If that meeting does not resolve the student's concerns, the student should:
4. Schedule a meeting with the Associate Dean for Teacher Education.
5. Submit an appeal to the School of Education's Grievance Hearing Committee. (For more information, see below.)

To ensure due process, all appeals must be made in this order. Contact the Office of Teacher Education for information on preparing an appeal or see the SOE Web site: site.educ.indiana.edu/AcademicStandards/tabid/5509/Default.aspx

Type 3: Appeals Concerning IU Code of Student Rights, Responsibilities, and Conduct are heard by the Student Grievance Hearing Committee. The purpose of the Grievance Hearing Committee is to provide a five-member hearing board for any student who believes that his/her rights as defined in Part One of the Code of Student Rights, Responsibilities, and Conduct have been violated by a member of the faculty or administration. After considering the appeal during a formal hearing, the hearing board votes in private and forwards its recommendation for action to the dean of the School of Education, who makes final disposition of the appeal in the School of Education. If the student wants to appeal further, the Code of Student Rights, Responsibilities, and Conduct provides an avenue through the dean of faculties.

Violations of individual rights and rights related to academic affairs—as defined in Parts I.A., I.B., and I.C. of the Code of Student Rights, Responsibilities, and Conduct—include citizenship, discrimination, sexual harassment, harassment based on sexual orientation, and racial harassment.

Violations of academic affairs include provisions of advising for academic planning, classes conducted in accordance with the IU Code of Academic Ethics, freedom to raise issues and express ideas or opinions relevant to classroom work, sensitivity by faculty to student personal or political beliefs, and protection of privacy of student information, ethical behavior of faculty in relationships with students.

Academic misconduct, as defined in the Code of Student Rights, Responsibilities, and Conduct (Part III), includes cheating, fabrication, plagiarism, interference, violation of course rules, facilitating academic dishonesty, and issues related to grades in a course and the terms and conditions of associate instructor and graduate assistant appointments.

The Code of Student Rights, Responsibilities, and Conduct distinguishes between personal misconduct and academic misconduct. Appeals regarding personal misconduct are not within the jurisdiction of the Grievance Hearing Committee and are handled by the IU Dean of Students. Additional information is available on the IU Web site: profile.educ.indiana.edu/Portals/28/Policy%20Council/Committees/IUBSoE_appeal_policy_revision.pdf

Sexual Harassment Policy

Harassment on the basis of sex is a violation of Title VII. Indiana University does not tolerate sexual harassment of students and responds to every complaint. Individuals who believe that they have been sexually harassed should notify their supervisor and/or the Associate Dean for Teacher Education.

Teacher Certification for Non-School of Education Students

For students not in the School of Education, teacher certification and degree conferral are two separate processes. In secondary and K-12 programs, students may earn certification through the School of Education while enrolled and earning a baccalaureate degree in any of the following schools of the university:

- College of Arts and Sciences
- School of Health, Physical Education, and Recreation
- School of Journalism
- School of Music

Candidates outside the School of Education must meet both the degree-granting school's graduation requirements and the certification requirements for their teacher education program. That is, students earning certification must meet the general-education, professional education, and content field course requirements and any other specific program requirements in the area in which they want to be certified, as outlined in this bulletin; they must also have completed a minimum of 124 credit hours (see specific degree requirements <http://education.indiana.edu/programsheets>). In addition, these students must satisfy all the requirements for the degree, as stipulated by the degree-granting school. It is strongly recommended that students in this program see an academic advisor in each of the schools every semester before registering.

Note: All undergraduate students majoring in elementary education, early childhood education, and elementary exceptional needs, must be enrolled in the School of Education. These students will receive both the degree and certification from the School of Education.

Grading System

- Grade Point Average (GPA)
- Pass/Fail Option (P/F)
- Satisfactory/Fail Grades (S/F)
- Deferred Grades (R)
- Incomplete Grades (I)
- Withdrawn from Course (W)
- Grade Replacement Policy

Deferred Grades

The deferred grade R used on the final grade report indicates that the nature of the course is such that the student's work can be evaluated only after two or more terms. Courses in which the R grade is appropriate will be announced as a deferred grade course in the Schedule of Classes or Enrollment Bulletin.

Grade Point Average (GPA)

The grade point average is determined by multiplying the credit hours by the credit points for each course completed, adding up all the products, and dividing the

sum of the products by the number of credit hours in which credit points were received.

The School of Education calculates two GPAs: the University GPA includes all course work taken at Indiana University. The Degree GPA includes only courses counted in the program. In both cases, a minimum 2.5 GPA is required. Each professional and content or area of concentration course must be completed with a C or higher and a 2.5 overall.

Grading System

A =	4.0 credit points
A- =	3.7 credit points
B+ =	3.3 credit points
B =	3.0 credit points
B- =	2.7 credit points
C+ =	2.3 credit points
C =	2.0 credit points
C- =	1.7 credit points
D+ =	1.3 credit points
D =	1.0 credit point
D- =	0.7 credit points
F =	0 credit points = Failed
S or P =	Satisfactory or Passing: Credit hours are awarded for S and P.
R =	Deferred: No credit hours awarded.
I =	Incomplete: No credit hours awarded.
W =	Withdrawn: No credit hours awarded.
FN =	Failure: Not attending
NC =	No credit

All Professional Education coursework in the School of Education must be completed with a grade of C or higher. Any student who receives a grade of C- or lower in a Professional Education course must retake the course prior to proceeding in the program. Students who are under the "conditional admission" category to the School of Education must complete any Professional Education admission course with a C or higher letter grade in order to remain eligible for authorized courses.

Incomplete Grades

If a student is not in attendance during the last several weeks of a semester, the instructor may report a grade of I (indicating that the work submitted is satisfactory but that the entire course has not been completed) if the instructor has reason to believe that the absence was beyond the student's control; if not, the instructor shall record a grade of F or FN.

The time allowed for the removal of an I grade is one calendar year from the date of its recording, the dean of the student's college or school may authorize adjustment of this period in exceptional circumstances. By assigning an I, an instructor implicitly authorizes and requires that the registrar automatically change an I to an F at the end of the appropriate time period if the student fails to complete the course work to the instructor's satisfaction.

Both the student and the instructor in whose course the student received the I will be notified of this change of grade.

Pass/Fail Option (P/F)

Within certain restrictions, students in good standing may choose to take some elective courses or general-education courses on a P/F basis. The instructor is not notified of the student's decision to take the course P/F.

The decision to take a class Pass/Fail must be made on or before the end of the first three weeks of class during the regular semester and on or before the end of two weeks in a summer session. Check the Schedule of Classes or Enrollment Bulletin for the exact dates. Appropriate forms are available in the Office of Teacher Education.

There are two restrictions to the Pass/Fail option:

1. The P/F option may not be used for any course in a subject in which the student wishes to be certified to teach. That is, all courses in the content field and all courses in professional education must be taken for a letter grade. Note: Elementary education and early childhood education majors may use the P/F option only for credit hours over and above the minimum hours required in the areas of language arts, science, social studies, mathematics, and the arts. Secondary and K-12 students may use the P/F option only for elective credit hours or for courses that satisfy the general-education requirements. CMCL-C 121, COMM-C 110, and ENG-W 131 or their approved substitutions may not be taken P/F.
2. A maximum of two courses per academic year may be taken on a P/F basis. The academic year begins in the fall and includes the following year's summer sessions.

If a student earns a passing grade, a P is recorded on the transcript; this grade of P cannot be replaced by the actual letter grade earned in the course. The grade of P is assigned no grade points and is not considered in computing the grade point average.

If a student earns an F in the course, an F is entered on the transcript. The grade of F is treated as a regular letter grade and is used in computing the grade point average.

Satisfactory/Fail Grades (S/F)

This grading option is initiated by the professor teaching a particular course. The professor must obtain permission from the dean of the faculties to grade the class on an S/F basis, and the class must be notified during the first class session that the course will be graded on an S/F basis.

The grade of S carries no grade points and consequently is not considered in figuring grade point averages. The grade of F is used in GPA calculations.

There is no limit to the number of courses or credit hours a student may take on an S/F basis because the option is initiated by a professor. For student-initiated Pass/Fail grading option information, see the Pass/Fail section.

Withdrawn from Course (W)

Withdrawing from a course does not result in a grade or figure into the hours of credit or GPA calculations. A student must refer to the date published online at

OneStart or the Schedule of Classes/enrollment bulletin to determine the last date for an automatic W from a class for each semester or summer session, or call the Office of Teacher Education for more details. After the automatic withdrawal date has passed, the instructor and the associate dean for teacher education make a determination about whether to give a W or a WF withdrawn failing. Ordinarily, the only acceptable reason for withdrawal is illness or obligation of employment. It's the student's responsibility to start the withdrawal procedure by getting the form and asking the appropriate people to sign it. The application for withdrawal must be processed within 10 days of its receipt.

Note: Students withdrawing from a course to which a laboratory/field experience is linked (M 101, M 201, M 301, M 303, M 401, M 403) must initiate withdrawal from both the academic class and the field experience. Withdrawal is not automatic. Failure to do so may result in a grade of F in the laboratory/field experience.

Grade Replacement Policy

Any undergraduate student may retake a course for which he/she received a grade below an A during the first 45 hours of course work. A student may exercise this option for no more than three courses, totaling no more than 10 credits. A student may use this option only once for a given course.

The student's transcript shall record both grades. For the course retaken, only the second grade shall be counted in the determination of the student's grade point average (GPA). Any GPA calculated in accord with this policy shall be marked with an asterisk, denoting that a lower grade has been replaced by a second grade in the course. Note: This policy was implemented first semester 2001-2002. Courses taken prior to that term do not apply.

The following is a statement of the decision made by the Bloomington Faculty Council in March 2001, with regard to initial implementation of the new Bloomington campus grade forgiveness policy. A statement of the policy appears above.

1. Only courses attempted during or after the fall 2001 term will be eligible for replacement under the new policy.
2. Through summer 2004, students enrolled at IU prior to fall 2001 may replace courses under the new policy or under the grade replacement policy; the total of replaced courses may not exceed three courses (maximum of 10 credits).
3. Students may replace any course taken before or during the term in which their 45th credit hour is earned.
4. All IU course work and any transferred course credits earned at another institution will be included in calculating the first 45 hours.
5. The following grades cannot be replaced under the expanded grade replacement policy: S, P, W, I, R, NC.
6. GPA credit hours for the replaced course will be removed at the point at which the course is replaced.
7. Courses repeatable with different content are not eligible for replacement under this policy unless a unit chooses to permit this by means of a specific authorization procedure.

8. A student may not request reversal after asking for and applying for the GPA exclusion.
9. A student may not replace a grade with a second grade of W, I, R, or NC.
10. Students who re-enroll in a course must indicate to the school of their major or to University Division, as appropriate, their intent to apply the GPA exclusion policy to a specific course by the date of automatic withdrawal.
11. Initially, the extended-X policy will adhere to grade replacement policy administrative practice and guidelines regarding exceptional cases, where these are not in conflict with the provisions of the extended-X policy nor with these implementation policies. A statement of the applicable practices has been compiled and is on file with the Dean of Faculties and with the Office of the Registrar.
12. In initial implementation of the extended-X policy, as under the grade replacement policy, Bloomington joins all other campuses in honoring the principle that the grade forgiveness policy on the degree granting campus is applicable for each student. Hence, if an IUB student transfers to another campus with more liberal grade replacement policies, IUB will honor requests from that campus, on behalf of the student, to replace an IUB grade that may not be replaceable under IUB policy. Were the student to return to IUB for graduation, however, that course exclusion would not apply.

Students in education must gain approval of a grade replacement petition form before the grade replacement policy can take effect. Forms are available in the Office of Teacher Education.

For more information regarding the extended-X policy, see the Office of the Registrar's Web site at www.registrar.indiana.edu.

Student Rights and Responsibilities

- Academic and Personal Conduct
- Access to Educational Opportunities
- Responsibilities for Program Completion

Academic and Personal Conduct

Indiana University and the School of Education expect students to follow the fundamental principles of academic and personal integrity in the pursuit of learning and behavior.

Indiana University Code of Student Rights, Responsibilities, and Conduct requires university personnel to report all incidents of academic misconduct to the IU 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, especially Part II: Student Responsibilities and Part III: Procedures for Implementation of the Code. Copies of the code can be obtained from the Dean of Students. The code is also accessible at dsa.indiana.edu/Code/index1.html.

School of Education Student Alerts are designed to provide faculty and staff a system to identify student

behavior that for nonacademic or dispositional reasons may not be successful in teaching. Students are expected to demonstrate the knowledge, skills, and dispositions expected of beginning teachers. These expectations are set forth by the Interstate New Teacher Assessment and Support Consortium (INTASC) and have been adopted by the Indiana Professional Standards Board.

When a student acquires an alert, the Associate Dean for Teacher Education will determine whether a personal meeting with the student is required or whether a professional standards committee composed of faculty should review the student's case to recommend appropriate action. In most cases, some corrective action will be recommended, although such a review can result in termination of the student from the program. All decisions related to disciplinary action can be appealed by the student to the School of Education's Grievance Hearing Committee.

Access to Educational Opportunities

Academic Access/Nondiscrimination Policy

Access to Educational Opportunities Consistent with Indiana University's Equal Opportunity Policy, the Indiana University School of Education affirms and conducts all aspects of its teaching, scholarship, service activities, field experience, student teaching, and educational placement without discrimination on the basis of race, color, gender, socioeconomic status, marital status, national or ethnic origin, age, religion/creed, disability, or political or sexual orientation.

Students who believe that any of their rights have been violated should follow the guidelines established in the School of Education student grievance and appeals procedures.

Students with Disabilities Students with learning disabilities, hearing impairments, speech impairments, or other disabilities that may affect their ability to fulfill a requirement of the school should contact Disability Services for Students, Franklin Hall 006 at Bloomington, (812) 855-7578, prior to registering. Requirements will not be waived for students with disabilities; however, some modifications may be made within specific courses. Students seeking such modifications should do so early in their academic career to ensure timely progress to degree completion.

Federal laws that govern the provision of accommodations and assistance to students with disabilities at the college level are quite different from those that apply to students in high school. College students with disabilities and their parents should become familiar with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 to better understand what their rights and responsibilities are as a disabled college student.

Responsibilities for Program Completion

The School of Education, in cooperation with the Indiana Professional Standards Board, has established certain academic requirements for earning a degree and/or licensure. The requirements vary according to the chosen field of study. Advisors and directors assist students in planning a program of study to satisfy requirements, but

each student assumes final responsibility for meeting all deadlines and completing all requirements for certification and graduation. It is therefore essential to be familiar with the licensing requirements set forth in the School of Education Bulletin. If a student in the senior high/junior high/middle school or all school settings (K-12) education program earns certification while enrolled in a degree-granting program in another school of the university, requirements for graduation in the degree-granting school and requirements for certification in the School of Education must both be satisfied. See the section of this bulletin entitled "Completing Teacher Education Program Requirements While Enrolled Outside of the SOE."

Faculty

- Current Faculty
- Adjunct Faculty
- Faculty Emeriti

Current Faculty

- Adomat, Donna, Ed.D. (University of Pennsylvania, 2005) Assistant Professor (Graduate School Member) (IUB)
- Akerson, Valarie, Ph.D. (Oregon State University, 1997), Professor (Graduate School Endorsed Member) (IUB)
- Alant, Erna, Ph.D. (University of Pretoria, South Africa, 1984), Professor and Otting Chair (Graduate School Endorsed Member) (IUB)
- Alexander, Joyce, Ph.D. (University of Georgia, 1992), Professor and Executive Associate Dean (Graduate School Endorsed Member) (IUB)
- Anderson, Jeffrey, Ph.D. (University of South Florida, 1998), Associate Professor (Graduate School Endorsed Member) (IUB)
- Baird, Kate A., Ph.D. (Indiana University, 1994), Clinical Assistant Professor (IUPUC)
- Banta, Trudy, Ed.D. (University of Tennessee, 1967), Professor (Graduate School Endorsed Member) (IUPUI)
- Barton, Keith, Ed.D. (University of Kentucky, 1994), Professor (Graduate School Endorsed Member) (IUB)
- Bellini, Scott, Ph.D. (Indiana University, 2002), Assistant Professor (Graduate School Member) (IUB)
- Berghoff, Beth, Ph.D. (Indiana University, 1995), Associate Professor (Graduate School Endorsed Member) (IUPUI)
- Bichelmeyer, Barbara, Ph.D. (University of Kansas, 1991), Professor and Associate Vice President for Planning & Policy (Graduate School Endorsed Member) (IUB)
- Blackwell, Jacqueline, Ph.D. (University of Maryland, 1977), Associate Professor (Graduate School Endorsed Member) (IUPUI)
- Boling, Elizabeth, M.F.A. (Indiana University, 1983), Professor and Associate Dean of Graduate Studies (Graduate School Endorsed Member) (IUB)
- Bonk, Curtis J., Ph.D. (University of Wisconsin, 1989), Professor (Graduate School Endorsed Member) (IUB)

- Borden, Victor, Ph.D. (University of Massachusetts at Amherst, 1987), Professor (Graduate School Endorsed Member) (IUB)
- Boyle-Baise, Marilynne, Ph.D. (University of Wisconsin, 1982), Professor (Graduate School Endorsed Member) (IUB)
- Brown, Catherine, Ed.D. (University of Georgia, 1985), Professor (Graduate School Endorsed Member) (IUB)
- Brown, Nathaniel, Ph.D. (University of California Berkley, 2009), Assistant Professor (IUB) (Graduate School Member)
- Brush, Thomas, Ph.D. (Indiana University, 1995), Professor, Associate Dean for Teacher Education, and Jacobs Chair (Graduate School Endorsed Member) (IUB)
- Buck, Gayle, Ph.D. (Kent State University, 1998), Associate Professor (Graduate School Endorsed Member) (IUB)
- Bull, Barry L., Ph.D. (Cornell University, 1979), Professor (Graduate School Endorsed Member) (IUB)
- Butera, Gretchen, Ph.D. (University of California, Santa Barbara, 1992), Associate Professor (Graduate School Endorsed Member) (IUB)
- Buzzelli, Cary A., Ph.D. (Georgia State University, 1985), Professor (Graduate School Endorsed Member) (IUB)
- Carspecken, Phil, Ph.D. (Aston University, England, 1987), Professor (Graduate School Endorsed Member) (IUB)
- Carter, Stephanie, Ph.D. (Vanderbilt University, 2001), Associate Professor (Graduate School Endorsed Member) (IUB)
- Chapin, G. Keith, Ph.D. (Michigan State University, 1995), Clinical Associate Professor (IUB)
- Chism, Nancy, Ph.D. (The Ohio State University, 1982), Professor (Graduate School Endorsed Member) (IUPUI)
- Cho, Yonjoo, Ph.D. (University of Texas, 1995), Assistant Professor (Graduate School Member) (IUB)
- Conner, Jennifer M., Ph.D. (Indiana University, 1999), Clinical Assistant Professor (Graduate School Member) (IUPUC)
- Coronel-Molina, Serafin, Ph.D. (University of Pennsylvania, 2006), Assistant Professor (Graduate School Member) (IUB)
- Cross, Dionne, Ph.D. (University of Georgia, 2007), Assistant Professor (Graduate School Member) (IUB)
- Crow, Gary, Ph.D. (University of Chicago, 1985), Professor (Graduate School Endorsed Member) (IUB)
- Cummings, Jack, Ph.D. (University of Georgia, 1980), Professor (Graduate School Endorsed Member) (IUB)
- Damico, James, Ph.D. (Michigan State University, 2003), Associate Professor (Graduate School Endorsed Member) (IUB)
- Danish, Joshua, Ph.D. (University of California Los Angeles, 2009), Assistant Professor (Graduate School Member) (IUB)
- Danna, Dionne, Ph.D. (University of Illinois, 2001), Associate Professor (Graduate School Member) (IUB)
- Dare, Mary Jo, Ed.D. (Indiana University, 2001), Clinical Associate Professor (IUPUI)
- Delandshere, Ginette, Ph.D. (University of California, Los Angeles, 1986), Professor (Graduate School Endorsed Member) (IUB)
- Dennis, Barbara, Ph.D. (University of Houston, 1998), Associate Professor (Graduate School Endorsed Member) (IUB)
- DeSawal, Danielle, Ph.D. (Indiana University, 2007), Clinical Assistant Professor (IUB)
- Eckes, Suzanne, Ph.D. (University of Wisconsin, 2002), Associate Professor (Graduate School Endorsed Member) (IUB)
- Edmonds, Ben, Ph.D. (Indiana University, 2010), Clinical Assistant Professor and Director, Secondary Transition to Teacher Program (IUB)
- Erwin, Barbara, Ed.D. (Indiana University, 1987), Clinical Associate Professor (IUB)
- Essex, Nancy Kathryn, Ph.D. (Indiana University, 2006), Assistant Professor (Graduate School Member) (IUPUC)
- Estell, David, Ph.D. (University of North Carolina at Chapel Hill, 2001), Associate Professor (Graduate School Endorsed Member) (IUB)
- Flinders, David, Ph.D. (Stanford University, 1987), Professor (Graduate School Endorsed Member) (IUB)
- Flowers, Natasha, Ph.D. (Indiana State University, 2007), Clinical Assistant Professor (IUPUI)
- Frick, Theodore, Ph.D. (Indiana University, 1984), Professor (Graduate School Endorsed Member) (IUB)
- Galindo, Enrique, Ph.D. (The Ohio State University, 1994), Associate Professor (Graduate School Endorsed Member) (IUB)
- Gill, Lonni, Ph.D. (Indiana University, 2005), Clinical Assistant Professor (IUPUI)
- Gilman, Lynn, Ph.D. (Indiana University, 2009), Clinical Assistant Professor (IUB) (Graduate School Member)
- Glazewski, Krista, Ph.D. (Arizona State University, 2003), Associate Professor (IUB) (Graduate School Endorsed Member)
- Gonzalez, Gerardo, Ph.D. (University of Florida, 1978), Professor and University Dean (Graduate School Endorsed Member) (IUB/IUPUI)
- Goodman, Jesse, Ph.D. (University of Wisconsin, 1982), Professor (Graduate School-Endorsed Member) (IUB)
- Gray, E. Catherine, M.A. (University of Texas at Austin, 1986), Clinical Lecturer (IUB)
- Gresalfi, Melissa, Ph.D. (Stanford University, 2004), Assistant Professor (Graduate School Member) (IUB)
- Guarino, Cassandra, Ph.D. (Michigan State University, 1999) Associate Professor (IUB) (Graduate Student Endorsed Member)
- Hackenberg, Amy, Ph.D. (University of Georgia, 2005), Assistant Professor (Graduate School Member) (IUB)

- Hall, D. Ted, Ph.D. (Michigan State University, 2005), Assistant Professor (Graduate School Member)(IUB)
- Hay, Kenneth, Ph.D. (The Ohio State University, 1991), Associate Professor (Graduate School Endorsed Member) (IUB)
- Haynes, Ray, Ph.D. (University of Louisville, 2003), Assistant Professor (Graduate School Member) (IUB)
- Helfenbein, Robert J., Ph.D. (University of North Carolina at Chapel Hill, 2004), Associate Professor (Graduate School Endorsed Member) (IUPUI)
- Hickey, Daniel, Ph.D. (Vanderbilt University, 1996), Associate Professor (Graduate School Endorsed Member) (IUB)
- Hill, Crystal, Ph.D. (University of North Carolina at Chapel Hill, 2008), Assistant Professor (Graduate School Member) (IUPUI)
- Hines, Mary Beth Ph.D. (University of Iowa, 1992), Associate Professor (Graduate School Endorsed Member) (IUB)
- Hossler, Carol-Anne, Ed.D. (Indiana University, 1997), Clinical Associate Professor (IUB)
- Hossler, Donald, Ph.D. (Claremont Graduate School, 1979), Professor (Graduate School Endorsed Member) (IUB)
- Howland, Allison A., Ph.D. (Indiana University, 2009), Assistant Professor (Graduate School Member) (IUPUC)
- Huberty, Thomas J., Ph.D. (University of Missouri, 1980), Professor (Graduate School Endorsed Member) (IUB)
- Hughes, Robin, Ph.D. (Texas A&M, 2001), Associate Professor (Graduate School Endorsed Member) (IUPUI)
- Jamison, Sharon, Ph.D. (The Ohio University, 2000), Clinical Lecturer (IUPUI)
- Kelceoglu, Ilknur, Ph.D. (The Ohio State University, 2006), Clinical Assistant Professor (IUPUC)
- Keller, Deborah Ph.D. (Purdue University, 2004), Lecturer (IUPUI)
- Keller, Melissa, Ph.D. (Indiana University 2002), Clinical Assistant Professor (IUB)
- King Thorius, Kathleen A., Ph.D. (Arizona State University, 2009) Assistant Professor (Graduate School Member) (IUPUI)
- Kloosterman, Peter, Ph.D. (University of Wisconsin, 1984), Professor and Armstrong Chair (Graduate School Endorsed Member) (IUB)
- Kunzman, Robert, Ph.D. (Stanford University, 2003), Associate Professor (Graduate School Endorsed Member) (IUB)
- Lackey, Lara, Ph.D. (University of British Columbia, 1997), Associate Professor (Graduate School Endorsed Member) (IUB)
- Lambdin, Diana, Ph.D. (Indiana University, 1988), Professor and Armstrong Chair (Graduate School Endorsed Member) (IUB)
- Leftwich Anne, Ph.D. (Purdue University, 2007), Assistant Professor (Graduate School Member) (IUB)
- Leland, Christine, Ed.D. (Boston University, 1986), Professor (Graduate School Endorsed Member) (IUPUI)
- Lesh, Richard, Ph.D. (Indiana University, 1971), Rudy Professor of Learning Sciences (Graduate School Endorsed Member) (IUB)
- Levinson, Bradley, Ph.D. (University of North Carolina at Chapel Hill, 1993), Professor (Graduate School Endorsed Member) (IUB)
- Lewison, Mitzi, Ph.D. (University of Southern California, 1994), Professor (Graduate School Endorsed Member) (IUB)
- Magee, Paula, Ph.D. (City University of New York, 1992), Clinical Associate Professor (IUPUI)
- Maltese, Adam, Ph.D. (University of Virginia, 2008), Assistant Professor (Graduate School Member) (IUB)
- Manifold, Marjorie, Ph.D. (Indiana University, 1999), Associate Professor (Graduate School Endorsed Member) (IUB)
- Mank, David, Ph.D. (University of Oregon, 1985), Professor and Director of the Indiana Institute on Disability and Community (Graduate School Endorsed Member) (IUB)
- Mart#nez Reid, Rebecca, Ph.D. (University of Texas at Austin, 2002), Associate Professor (Graduate School Endorsed Member) (IUB)
- Mart#nez, Sylvia, Ph.D. (University of Chicago, 2006), Assistant Professor (Graduate School Member) (IUB)
- Mason, Terrance C., Ph.D. (University of California, Los Angeles, 1986), Professor (Graduate School Endorsed Member) (IUB)
- Matern, Carol, M.A. (Ball State University, 1980), Senior Lecturer (IUPUI)
- Maxcy, Brendan, Ph.D. (University of Texas at Austin, 2004), Associate Professor (Graduate School Endorsed Member) (IUPUI)
- McCarty, Luise P., Ph.D. (Florida State University, 1990), Associate Professor (Graduate School Endorsed Member) (IUB)
- McClain, Leana, M.S. (Indiana University, 1996), Clinical Senior Lecturer (IUB)
- McCormick, Alexander C., Ph.D. (Stanford University, 1996), Associate Professor (Graduate School Endorsed Member) (IUB)
- McMullen, Mary B., Ph.D. (Florida State University, 1992), Professor (Graduate School Endorsed Member) (IUB)
- Medina, Carmen, Ph.D. (The Ohio State University, 2000), Assistant Professor (Graduate School Endorsed Member) (IUB)
- Medina, Monica, M.S. (Indiana University, 1979), Clinical Lecturer (IUPUI)
- Mikulecky, Larry J., Ph.D. (University of Wisconsin, 1970), Professor (Graduate School Endorsed Member) (IUB)
- Morran, Keith Ph.D. (Indiana University, 1980), Professor (Graduate School Endorsed Member) (IUPUI)
- Morrone, Anastasia S., Ph.D. (University of Texas, 1992), Associate Professor and Associate Dean for Teaching and Learning Information Technologies (Graduate School Endorsed Member) (IUPUI)
- Murtadha, Khaula, Ph.D. (Miami University, 1994), Associate Professor and Associate Vice Chancellor for Lifelong Learning and Executive Director of the

- Community Learning Network (Graduate School Endorsed Member) (IUPUI)
- Mutegi, Jomo, Ph.D. (Florida State University, 1997), Associate Professor (Graduate School Member) (IUPUI)
 - Nelson Laird, Thomas, Ph.D. (University of Michigan, 2003), Associate Professor (Graduate School Endorsed Member) (IUB)
 - Nguyen, Thu Suong Thi, Ph.D. (University of Texas at Austin, 2006), Assistant Professor (Graduate School Member) (IUPUI)
 - Nyikos, Martha, Ph.D. (Purdue University, 1987), Associate Professor (Graduate School Endorsed Member) (IUB)
 - Ochoa, Theresa, Ph.D. (University of California-Santa Barbara, 1999), Associate Professor (Graduate School Endorsed Member) (IUB)
 - Ociepa, Anna T., Ph.D. (Indiana University, 2003), Clinical Assistant Professor (IUPUI)
 - Parades Scribner, Samantha, Ph.D. (University of California-Riverside, 2006), Assistant Professor, (Graduate School Member) (IUPUI)
 - Park Rogers, Meredith, Ph.D. (University of Missouri, 2006), Assistant Professor (Graduate School Member) (IUB)
 - Pawan, Faridah, Ph.D. (Indiana University, 1995), Associate Professor (Graduate School Endorsed Member) (IUB)
 - Peng, Chao-Ying Joanne, Ph.D. (University of Wisconsin, 1979), Professor (Graduate School Endorsed Member) (IUB)
 - Pepler, Kylie, Ph.D. (University of California, Los Angeles, 2007) Assistant Professor (Graduate School Member) (IUB)
 - Pike, Gary, Ph.D. (The Ohio State University, 1985), Associate Professor and Executive Director of Information Management & Institutional Research and Planning (Graduate School Endorsed Member) (IUPUI)
 - Plankis, Brian J., Ed.D. (University of Houston, 2009), Assistant Professor (IUPUI) (Graduate School Member)
 - Plucker, Jonathan A. Ph.D. (University of Virginia, 1995), Professor (Graduate School Endorsed Member) (IUB)
 - Pocock, Aija, Ph.D. (Ball State University, 1984), Clinical Assistant Professor (IUPUC)
 - Priest, Douglas, Ed.D. (Indiana University, 1984), Associate Professor (Graduate School Endorsed Member) (IUB)
 - Reigeluth, Charles M., Ph.D. (Brigham Young University, 1977), Professor (Graduate School Endorsed Member) (IUB)
 - Robison, Floyd F., Ph.D. (Indiana University, 1982), Associate Professor and Associate Dean of Academic Affairs (Graduate School Endorsed Member) (IUPUI)
 - Rogan, Patricia M., Ph.D. (University of Wisconsin, 1987), Professor and Executive Associate Dean (Graduate School Endorsed Member) (IUPUI)
 - Rosario, Jose R., Ph.D. (University of Wisconsin, 1976), Professor (Graduate School Endorsed Member) (IUPUI)
 - Ross, Heidi, Ph.D. (University of Michigan, 1987), Professor (Graduate School Endorsed Member) (IUB)
 - Rutkowski, David, Ph.D. (University of Illinois, 2007), Assistant Professor (Graduate School Member) (IUB)
 - Rutkowski, Leslie, Ph.D. (University of Illinois, 2007) Assistant Professor (Graduate School Member) (IUB)
 - Sailes, Jadora, Ed.D. (Indiana University, 1996), Clinical Assistant Professor (IUPUI)
 - Samuelson, Beth, Ph.D. (University of California Berkley, 2004), Assistant Professor (Graduate School Member) (IUB)
 - Schertz, Hannah, Ph.D. (Indiana University, 2005), Assistant Professor (Graduate School Member) (IUB)
 - Schuster, Dwight, Ph.D. (Pennsylvania State University, 2005), Assistant Professor (Graduate School Member) (IUPUI)
 - Sexton, Thomas, Ph.D. (Florida State University, 1986), Professor (Graduate School Endorsed Member) (IUB)
 - Seybold, Joy, Ph.D. (Purdue University, 2004), Clinical Assistant Professor (IUPUI)
 - Sherwood, Robert, Ph.D. (Indiana University, 1980), Professor and Associate Dean for Research and Development (Graduate School Endorsed Member) (IUB)
 - Siegel, Martin A., Ph.D. (University of Illinois, 1973), Professor (Graduate School Endorsed Member) (IUB)
 - Skiba, Russell, Ph.D. (University of Minnesota, 1987), Professor (Graduate School Endorsed Member) (IUB)
 - Smith, Joshua, Ph.D. (University at Albany, 2002), Associate Professor (Graduate School Endorsed Member) (IUPUI)
 - Smith, W. Raymond, Ph.D. (University of Missouri, 1992), Clinical Associate Professor (Graduate School Member) (IUB)
 - Stachowski, Laura, Ph.D. (Indiana University, 1994), Clinical Professor (IUB)
 - Steinfeldt, Jesse, Ph.D. (University of Wisconsin, Milwaukee, 2007), Assistant Professor (Graduate School Member) (IUB)
 - Stephenson, Jane, Ed.D. (The George Washington University, 2008), Assistant Professor (Graduate School Member) (IUPUI)
 - Stockton, Rex A., Ed.D. (Ball State University, 1968), Chancellor's Professor (Graduate School Endorsed Member) (IUB)
 - Stright, Anne, Ph.D. (University of Wisconsin, 1994), Associate Professor (Graduate School Endorsed Member) (IUB)
 - Sutton, Margaret, Ph.D. (Stanford University, 1991), Associate Professor (Graduate School Endorsed Member) (IUB)
 - Svetina, Dubravka, Ph.D. (Arizona State University, Tempe, 2011) Assistant Professor (Graduate School Member) (IUB)
 - Teemant, Annela, Ph.D. (The Ohio State University, 1997), Associate Professor (Graduate School Endorsed Member) (IUPUI)

- Theobald, Neil D., Ph.D. (University of Washington, 1988), Professor, Vice President, and Chief Financial Officer for Indiana University, (Graduate School Endorsed Member) (IUB)
- Thompson, Chalmer E., Ph.D. (University of Maryland, 1988), Associate Professor (Graduate School Endorsed Member) (IUPUI)
- Tillema, Erik, Ph.D. (University of Georgia, 2007), Assistant Professor (Graduate School Member) (IUPUI)
- Torres, Vasti, Ph.D. (University of Georgia, 1997), Professor (Graduate School Endorsed Member) (IUB)
- Tracy, Michael L. Ph.D. (University of Michigan, 1969), Associate Professor (Graduate School Endorsed Member) (IUB)
- Vallance, Elizabeth (Beau), Ph.D. (Stanford University, 1975), Associate Professor (Graduate School Endorsed Member) (IUB)
- Vaughan, Ellen, Ph.D. (University of Miami, 2006), Assistant Professor (Graduate School Member) (IUB)
- Walcott, Crystal Y.I., Ph.D. (Indiana University, 2006), Assistant Professor (Graduate School Member) (IUPUC)
- Waldron, Mary, Ph.D. (University of Virginia, 2004) Assistant Professor (Graduate School Member) (IUB)
- Walton, Andrea, Ph.D. (Columbia University, 1995), Associate Professor (Graduate School Endorsed Member) (IUB)
- Weis, Patricia, M.S. (Indiana University, 1987), Clinical Lecturer (IUPUI)
- Weiss, Stacy, Ph.D. (North Carolina State University, 2008), Assistant Professor (Graduate School Member) (IUB)
- Whiston, Susan, Ph.D. (University of Wyoming, 1986), Professor (Graduate School Endorsed Member) (IUB)
- Willey, Craig, BS (Butler University, 2002), Acting Assistant Professor (IUPUI)
- Wilson, Sherree, Ph.D. (Indiana University, 2003), Clinical Assistant Professor (IUPUI)
- Winikates, Deborah L., Ed.D. (University of Houston, 1995), Clinical Assistant Professor (IUPUC)
- Wohlwend, Karen, Ph.D. (University of Iowa, 2007), Assistant Professor (Graduate School Endorsed Member) (IUB)
- Wong, Y. Joel, Ph.D. (University of Texas at Austin, 2007), Assistant Professor (Graduate School Member) (IUB)
- Wood, Elizabeth, Ph.D. (University of Minnesota, 2005), Associate Professor (Graduate School Endorsed Member) (IUPUI)
- Yazzie-Mintz, Tarajeon, Ed.D. (Harvard University, 2002), Assistant Professor (Graduate School Member) (IUB)
- Yoder, Gina B., Ph.D. (Indiana University, 2008), Clinical Assistant Professor (IUPUI)
- Adams, Karen, Ed.D. (Indiana University, 1995) Adjunct Assistant Professor
- Adamson, Susan, Ph.D. (Indiana University, 2004) Academic Specialist
- Akey, Terri, Ph.D. (University of Kansas, 1995) Visiting Assistant Scientist
- Albright, Mary, M.S. (Indiana University, 1976) Adjunct Lecturer
- Anderson, Kathy, M.A. (Syracuse University, 1986) Research Associate
- Ansaldo, James, M.A.T. (Quinniprac College, 1994) Adjunct Professor
- Bagwell, Dave, M.S. (Indiana University, 1997) Adjunct Lecturer
- Ballard, Kathy, M.S. (Indiana University—Purdue University Indianapolis, 2001) Adjunct Lecturer
- Baratta, Ana, M.S. (Indiana University, 2003) Adjunct Lecturer
- Baron, Lynne, M.S. (Butler University, 1969) Adjunct Lecturer
- Baxter, Jacquelyn, M.A. (Indiana University, 1972) Adjunct Lecturer
- Becker, Chad, M.A. (Purdue University, 2002) Adjunct Lecturer
- Beebe, E. Rick, Ed.D. (Indiana University, 1972) Visiting Scholar
- Beebe, Ronald, Psy.D. (University of Indianapolis, 2005) Adjunct Assistant Professor
- Benbow, Larry, Ph.D. (Walden University, 1980) Adjunct Lecturer
- Berg, Kathleen, M.S. (Indiana University—Purdue University Indianapolis, 1978) Adjunct Lecturer
- Beriswill, Joanne, Ph.D. (Indiana University, 2007) Adjunct Assistant Professor
- Berry, Linda, M.S. (Syracuse University, 1960) Adjunct Lecturer
- Bill, Brian, M.S. (Indiana University, 2003) Adjunct Lecturer
- Binford, Paul, M.A. (Florida Atlantic University, 1990) Adjunct Lecturer
- Bizzari, Janice, Ed.D. (Indiana University, 1973) Adjunct Assistant Professor
- Bobay, Keith, M.S. (Indiana University, 1981) Adjunct Lecturer
- Bragg, Anna, M.S. (Indiana University, 2003) Adjunct Lecturer
- Branon, Rovy, Ph.D. (Indiana University, 2006) Adjunct Lecturer
- BrckaLorenz, Allison, M.A. (University of Iowa, 2004) Research Associate
- Brinklow, Nancy, M.S. (Purdue University, 1974) Adjunct Lecturer
- Briscoe, Howard, Ed.S. (Indiana University, 1983) Adjunct Lecturer
- Brown, Courtney, Ph.D. (University of Virginia, 1997) Assistant Scientist
- Burnell, Kathleen, Ed.D. (Indiana University, 1991) Adjunct Lecturer
- Burroughs, Nathan, M.P.A. (University of Georgia, 1998) Visiting Research Associate
- Butera, Alexis, M.S. (Indiana University, 2005) Adjunct Lecturer

Adjunct Faculty

- Adams, Don, M.S. (Indiana State University, 1966) Visiting Lecturer

- Butler, Jeannine, M.S. (Indiana University, 1962) Adjunct Lecturer
- Byers, Julia, Ph.D. (Indiana University, 1997) Adjunct Assistant Professor
- Calabrese, Joann, M.S. (Indiana University, 1969) Adjunct Lecturer
- Carroll, Stephen, B.A. (University of Texas, 1980) Adjunct Lecturer
- Kecic, Osman, Ph.D. (Indiana University, 2008) Visiting Lecturer
- Chamberlain, Todd, Ph.D. (Indiana University, 2006) Research Associate
- Chamness, Mary, M.S. (Indiana University, 1981) Adjunct Lecturer
- Chang, Young, Ph.D. (Kyung Hee University [South Korea], 1993) Research Associate
- Chapa, Jorge, Ph.D. (University of California, Berkeley, 1988) Adjunct Professor
- Chapin, G. Keith, Ph.D. (Michigan State University, 1995) Part-time Clinical Associate Professor
- Chen, Chien-han, M.A. (Tawkwawg University, 2006) Adjunct Lecturer
- Chen, Pu-Shih, Ph.D. (Florida State University, 2005) Assistant Scientist
- Chen, Shu-Min, Ph.D. (University of Wisconsin, 1995) Visiting Scholar
- Chia-Smith, Yun-Dih, Ph.D. (State University of New York, Albany, 2004) Adjunct Lecturer
- Chung, Choong-Geun, M.A. (Indiana University, 1995) Research Associate
- Cole, Cassandra, Ed.D. (Indiana University, 1995) Adjunct Assistant Professor
- Cole, James, Ph.D. (University of Missouri, Columbia, 2007) Research Associate
- Cole, Mary, M.S. (Indiana University, 2006) Academic Specialist
- Conn-Powers, Michael, Ph.D. (University of Wisconsin, 1982) Adjunct Assistant Professor
- Cotton, Eileen, Ph.D. (University of Maryland, 1979) Adjunct Assistant Professor
- Courtney, Robert, M.Ed. (Indiana University, 1980) Adjunct Lecturer
- Crowe, Terry, M.S. (Purdue University, 1973) Adjunct Lecturer
- Danyluk, Catherine J., M.S. (Indiana University, 1984) Adjunct Lecturer
- Davidson, Nathan, M.S. (Indiana University—Purdue University Indianapolis, 2003) Adjunct Lecturer
- Davis, Carol, M.Ed. (University of Cincinnati, 1998) Adjunct Assistant Professor
- Davis, John, M.S. (Indiana University, 1976) Adjunct Lecturer
- Deckard, Kathy, M.A. (Indiana Wesleyan University, 2002) Research Associate
- DeVaney, Cynthia, M.S. (Ball State University, 1972) Adjunct Lecturer
- Dever, Matt, J.D./M.S. (Indiana University) Visiting Scholar
- Diersing, Catherine, M.S. (Butler University, 1995) Visiting Lecturer
- Dormant, Diane, Ph.D. (Indiana University, 1976) Adjunct Associate Professor
- Dorsey, Denise, M.Ed. (Indiana Wesleyan University, 1993) Adjunct Lecturer
- Dunn, Kelly, M.S. (Indiana University, 1996) Adjunct Lecturer
- East, Debra, Ph.D. (Indiana University, 2005) Adjunct Lecturer
- Edington, Michelle, M.A. (Ball State University, 1991) Adjunct Lecturer
- Elkins, Hope, Ph.D. (Indiana University, 1992) Adjunct Assistant Professor
- Emmert, Dave, J.D. (Indiana University, 1977) Adjunct Lecturer
- Essex, Kathy, Ph.D. (Indiana University, 2006) Visiting Research Associate
- Fallah, Finda Betty-Connie, M.S. (Southern Illinois University, 2002) Adjunct Lecturer
- Fish, Deborah, M.S. (Indiana University, 1976) Adjunct Lecturer
- Fleck, Matthew, M.A. (Indiana University, 1994) Adjunct Lecturer
- Flynn, Sarah, M.S. (Indiana University, 2004) Visiting Lecturer
- Frymier, Barbra, M.A. (Indiana State University, 1966) Adjunct Lecturer
- Frymier, Brook, M.A.T. (Indiana University, 1968) Adjunct Lecturer
- Gallagher, Kevin, M.S. (Indiana University, 1995) Adjunct Lecturer
- Gaskill, Saraj, M.A. (American University, 1984) Research Associate
- Gates, Melvinda, M.S. (Indiana University, 1980) Adjunct Lecturer
- Genth, Gene, M.A. (Indiana State University, 1975) Visiting Lecturer
- Gerdt, Cheryl, M.S. (Indiana University, 1986) Adjunct Lecturer
- Gibboney, Pamela, M.S. (Indiana University, South Bend, 1974) Adjunct Lecturer
- Giles, Frank, Ph.D. (Indiana University, 2004) Adjunct Lecturer
- Gill, Lonni, Ph.D. (Indiana University, 2004) Visiting Lecturer
- Glesing, Linda Lou, M.A. (Indiana University, 1977) Adjunct Lecturer
- Gonyea, Robert, Ed.D. (Indiana University, 2005) Assistant Scholar
- Gould, Karen, Ed.D. (Indiana University, 1986) Adjunct Lecturer
- Green, Ruth, Ph.D. (North Carolina State University, 1998) Visiting Research Associate
- Grimes, Robbie, M.S. (Indiana University, 1997) Adjunct Lecturer
- Gross, Paul, M.P.A. (Indiana University, 2004) Visiting Research Associate
- Grossi, Teresa, Ph.D. (The Ohio State University, 1991) Adjunct Assistant Professor
- Gunkel, Patricia, M.A. (Ball State University, 1972) Adjunct Lecturer
- Hagedorn, James, M.S. (Indiana State University, 1977) Adjunct Lecturer
- Hallett, Karen, Ph.D. (Indiana University, 1997) Adjunct Assistant Professor

- Halter, Leroy (Bill), M.S. (Indiana University, 1971) Adjunct Lecturer
- Hanna, Ruth, M.A. (Indiana University, 1977) Adjunct Lecturer
- Hansen, John, M.S. (Indiana University, 2003) Visiting Research Associate
- Harris, Laura, M.S. (Indiana University, 1979) Adjunct Lecturer
- Hau, Sun Kuo, Ph.D. (National Kaohsiung Normal University [Taiwan], 1997) Visiting Scholar
- Hauss, Sharon, M.A. (Indiana University, 1997) Adjunct Lecturer
- Hegarty, Charles Boyd, Ph.D. (Indiana University, 2007) Visiting Research Associate
- Henderson, Michelle, M.S. (Indiana University—Purdue University Indianapolis, 1987) Visiting Research Associate
- Hoagland, Matthew, M.A. (Indiana University, 2004) Adjunct Lecturer
- Hobson, Kristin, M.P.H. (Indiana University, 2005) Research Associate
- Hoffman, Lauren, Ed.D. (Indiana University, 2007) Visiting Instructor
- Honebein, Peter, Ph.D. (Indiana University, 1994) Visiting Scholar
- Hornibrook, Lisa, Ph.D. (Indiana University, 1994) Adjunct Assistant Professor
- Horvath, Barbara, M.A. (Indiana University, 1981) Adjunct Lecturer
- Houser, Linda L., Ph.D. (Indiana State University, 1993) Assistant Dean
- Howland, Allison, M.S.Ed. (Indiana University, 2004) Visiting Assistant Professor
- Hudson, Judy, Ed.S. (Indiana University, 1990) Adjunct Lecturer
- Huh, Seonmin, M.A. (Hankuk University [South Korea], 2004) Adjunct Lecturer
- Hume, Kara, Ph.D. (Indiana University, 2007) Adjunct Assistant Professor
- Hung, Shao-Ting, Ph.D. (Indiana University, 2006) Adjunct Assistant Professor
- Icenogle, Andrea, M.S. (Indiana University, 1996) Adjunct Lecturer
- Jacobs, Bruce A., Ed.D. (Indiana University, 1995) Adjunct Associate Professor
- Jacobs, R. Denise, Ed.S. (Indiana University, 1987) Adjunct Assistant Professor
- Jameson, Ellen, M.S. E.S. (Indiana University, 2007) Visiting Research Associate
- Jin, Sung Hee, M.A. (Seoul National University [South Korea], 2003) Visiting Scholar
- Keefer, Robert, M.A. (Indiana University, 2005) Adjunct Lecturer
- Kelley, Bonnie, M.A. (College of Mount Saint Joseph, 1987) Adjunct Lecturer
- Kelley, Kenneth III, Ph.D. (University of Notre Dame, 2005) Assistant Professor
- Kim, Dae Hyun, Ph.D. (Pusan National University [South Korea], 1992) Visiting Scholar
- Kim, Joeng-Kyoum, Ph.D. (Chungnam National University [South Korea], 1997) Visiting Scholar
- Kim, Myonghee, Ph.D. (Indiana University, 2006) Adjunct Assistant Professor
- King, Claire, M.A.E. (Arcadia University, 1998) Academic Specialist
- King, Mindy Hightower, Ph.D. (University of California, Irvine, 1999) Assistant Scientist
- Kinzie, Jillian, Ph.D. (Indiana University, 2000) Assistant Research Scientist
- Kirkley, Jamie, Ph.D. (Indiana University, 2006) Adjunct Assistant Professor
- Kizer, Stacey, M.S. (Middle Tennessee State University, 2003) Visiting Research Associate
- Knuth, Randy, Ph.D. (Indiana University, 1992) Visiting Professor
- Korkmaz, Ali, Ph.D. (Indiana University, 2006) Research Associate
- Ku, Ta-Teh, M.A. (New York University, 1997) Visiting Lecturer
- Lagoni, Sandra, M.A. (University of Indianapolis, 1966) Adjunct Lecturer
- Lambert, Amber, Ph.D. (Penn State, 2008) Assistant Scientist
- Lanz, Ellyn, M.A.T. (Indiana University, 1970) Visiting Lecturer
- Lee, Duwon, Ph.D. (Southern Illinois University, 1993) Visiting Scholar
- Lee, Ji-Yon, Ed.D. (Pusan National University [South Korea], 2006) Visiting Scholar
- Lee, Yoo-Jean, M.A. (Indiana University, 2006) Adjunct Lecturer
- Leeth, Jane, M.S. (Indiana University—Purdue University Indianapolis, 2004) Adjunct Lecturer
- Lehmann, Donna, M.S. (Indiana University, 2007) Adjunct Lecturer
- Lemming, Emily, Ed.S. (Indiana University, 1989) Visiting Lecturer
- Lieber, Frederic, M.S. (Indiana University, 1983) Adjunct Assistant Professor
- Lilley, Shelley, M.S. (Jacksonville State, 1991) Visiting Lecturer
- Lin, Nai-Hui, Ph.D. (National Kaohsiung Normal University [Taiwan], 1999) Visiting Scholar
- Lipford, Sharon C., M.A. (Indiana University, 1995) Adjunct Lecturer
- Little, Charles, M.A.T. (Binghamton University, 1971) Academic Specialist
- Logterman, Beverly, M.S. (Purdue University, 1969) Adjunct Lecturer
- Lorenzen-Huber, Lesa, Ph.D. (University of Nebraska, Lincoln, 1989) Part-time Clinical Assistant Professor
- Magee, Barry, B.A. (University of Arizona, 1985) Adjunct Lecturer
- Mannell, David B., M.S. (Indiana University, 2002) Adjunct Lecturer
- Mayfield, Jon, M.S. (Indiana State University, 1967) Adjunct Lecturer
- McLaughlin, Sky, Ph.D. (University of Liverpool (United Kingdom), 2006) Academic Specialist
- Meunier, Lisa, M.S. (Indiana University, 2000) Adjunct Lecturer
- Michael, Robert, Ph.D. (Indiana University, 1994) Assistant Research Scientist
- Middendorf, Joan K., Ph.D. (Indiana University, 1991) Adjunct Assistant Professor

- Miller, Tammy, M.S. (Butler University, 1991) Adjunct Lecturer
- Mongold, Gregory, M.S. (Indiana University, 1980) Adjunct Lecturer
- Moon, Young-In, Ph.D. (Indiana University, 1996) Visiting Scholar
- Morgan, Jill, M.S. (Indiana University, 1977) Adjunct Lecturer
- Moss, Marcey, Ph.D. (South Dakota University, 2001) Assistant Scientist
- Mullendore, Susan, Ed.D. (Indiana University, 1988) Adjunct Assistant Professor
- Muller, Patricia A., Ph.D. (Indiana University, 1999) Assistant Research Scientist
- Murzyn, Debbie, Ed. S. (Indiana University, 1992) Research Associate
- Odom, Samuel, Ph.D. (University of Washington, 1982) Adjunct Professor
- Ouimet, Judith, Ph.D. (University of Texas, Austin, 1998) Assistant Scientist
- Oxley, Amy, M.S. (Indiana University—Purdue University Indianapolis, 1998) Adjunct Lecturer
- Palmer, Megan, Ph.D. (Indiana University, 2003) Adjunct Lecturer
- Pappas, Victoria, Ph.D. (Indiana University, 1982) Adjunct Assistant Professor
- Payne, Tim, M.S. (Indiana University, 1970) Adjunct Lecturer
- Pedersen, Joan, Ed.D. (George Mason University, 1988) Visiting Lecturer
- Peek, Erika, B.S. (Indiana University, 1997) Adjunct Lecturer
- Perry, Jon D., Ph.D. (Indiana University, 1992) Adjunct Assistant Professor
- Pillar, David, M.S. (Indiana Wesleyan University, 2005) Adjunct Lecturer
- Pizzo, Rosemarie, M.S. (Indiana University, 2002) Visiting Lecturer
- Poage, Kristin, M.A. (Indiana University, 2003) Adjunct Lecturer
- Poindexter, Betty S., Ed.D. (Ball State University, 1985) Part-time Associate Professor
- Pomeroy, Kathleen Harpole, M.S. (Indiana University, 1999) Adjunct Lecturer
- Prapinwong, Maline, M.S. (Southern Illinois University, 2001) Adjunct Lecturer
- Pratt, Cathy, Ph.D. (Indiana University, 1992) Adjunct Assistant Professor
- Price, Janis, M.A.T. (DePauw University, 1984) Adjunct Lecturer
- Puthikanon, Nunthik, M.A. (California State University, Northridge, 1999) Adjunct
- Qargha, Ghulam, M.S. (George Mason University, 2006) Academic Specialist
- Quimby, Kara, B.S. (Indiana University, 2004) Adjunct Lecturer
- Ray, Joanna, M.S. (Indiana University—Purdue University Indianapolis, 2005) Adjunct Lecturer
- Raymond, Cathy, M.A. (Indiana University, 1996) Academic Specialist
- Reagan, Roberta, M.S. (Indiana University, 2003) Adjunct Lecturer
- Reed, Richard B., Ed.D. (Indiana University, 1976) Adjunct Assistant Professor
- Reiner, Rise, M.A. (Indiana Wesleyan University, 1994) Adjunct Lecturer
- Rhoda, Jennifer, M.S. (Indiana University, 2004) Adjunct Lecturer
- Richardson, Ruth, M.S. (Indiana University, 1978) Adjunct Lecturer
- Richhart, Billie, B.S. (Indiana University, 1999) Adjunct Lecturer
- Richter, Kurt, Ed.D. (Indiana University, 2007) Post-Doc
- Rickerby, Kari, M.Ed. (Indiana University, 2005) Adjunct Lecturer
- Ricklin, Bruce, M.A.T. (Indiana University, 1992) Adjunct Lecturer
- Ritter, Shana, M.A. (State University of New York, Buffalo, 1976) Research Associate
- Roames, Richard, Ed.D. (University of Akron, 1986) Visiting Assistant Professor
- Roberts, Elizabeth, Ed.S. (Butler University, 1996) Adjunct Lecturer
- Robillard, Margaret, M.S. (Indiana University—Purdue University Indianapolis, 2004) Adjunct Lecturer
- Robinson, Sharon, M.W. (Indiana University, 1973) Adjunct Lecturer
- Ropa, Stephanie, M.S. (Butler University, 1985) Adjunct Lecturer
- Rouge, Emily, PhD. (University of Illinois, Urbana-Champaign, 2006) Visiting Assistant Scientist
- Sarraf, Shimon, M.S. (Indiana University, 1999) Research Associate
- Saxman, Ray (Francis), Ed.D. (Ball State University, 1971) Adjunct Lecturer
- Schaaf, Larry, M.S. (Indiana University—Purdue University Indianapolis, 2002) Adjunct Lecturer
- Schmaleensee, Stephanie, B.S. (University of Illinois, Urbana-Champaign, 2004) Visiting Research Associate
- Schultz, Virginia, M.S. (Butler University, 1977) Adjunct Lecturer
- Schuyler, Paul, Ed.S. (Purdue University, 1981) Adjunct Lecturer
- Schwartzkopf, Marilyn, M.Ed. (Mercer University, 1982) Adjunct Lecturer
- Shedd, Jill, Ph.D. (Indiana University, 1987) Research Associate
- Shields, Margaret, M.S. (Indiana University, 1996) Adjunct Lecturer
- Shoup, Dennis, M.S.Ed. (Indiana University, 2006) Adjunct Lecturer
- Shoup, Thomas, M.A. (University of North Carolina, Charlotte, 2000) Research Associate
- Simmons, Ada, Ed.D. (Indiana University, 1996) Assistant Research Scientist
- Skirvin, Donald, M.S. (Indiana University, 1978) Adjunct Lecturer
- Smith, Victor, Ed.D. (Indiana University, 1977) Part-time Lecturer
- Sokol, Jacqueline, M.A. (California State University, Northridge, 1981) Adjunct Lecturer

- Soto, Nelson, M.Ed. (University of Cincinnati, 2000) Adjunct Lecturer
- Sparks, Tyler, M.S. (Indiana University, 2005) Visiting Research Associate
- Spradlin, Terry, M.Ed. (Indiana University, 1980) Research Associate
- Stafford, Phil, M.S. (Indiana University, 1961) Adjunct Lecturer
- Strange, Rebecca, Ed.D. (Indiana University, 1986) Adjunct Assistant Professor
- Stuckey, Bronwyn E., Ph.D. (University of New South Wales [Australia], 2005) Visiting Scholar
- Sun, Chia-Ho, M.A.E. (Western Kentucky University, 2005) Adjunct Lecturer
- Sweeney, Elizabeth, M.S. (Indiana University, 2007) Adjunct Lecturer
- Temple, Karen, M.S. (Indiana University, 1976) Adjunct Lecturer
- Thinsan, Snea, M.Ed. (University of Sydney [Australia], 1994) Visiting Scholar
- Timmons, Mike, M.A. (Ball State University, 1972) Adjunct Lecturer
- Toth, Paul, Ph.D. (Indiana University, 1994) Part-time Assistant Professor
- Wachtel, Roger, M.S. (Butler University, 1990) Adjunct Lecturer
- Walters, Jennifer, M.S. (Indiana University, 1978) Adjunct Lecturer
- Watkins, Lindsay, J.D. (Indiana University, 2005) Research Associate
- Watson, Thomas, M.F.A. (Vermont College, 1995) Adjunct Lecturer
- White, Nancy, Ed.S. (Indiana University, 1985) Adjunct Lecturer
- Whitmore, Wendy, M.S. (Indiana University, 2004) Adjunct Lecturer
- Whitney, Karen, Ph.D. (University of Texas, Austin, 2003) Adjunct Assistant Professor
- Williams, Harold, Ed.D. (Indiana University, 1984) Adjunct Assistant Professor
- Williams, Howard, M.S. (Ball State University, 1972) Adjunct Lecturer
- Williams, Janice, M.S. (Saint Francis College, 1968) Adjunct Lecturer
- Williams, Julie M., M.Ed. (Loyola University, Chicago, 1997) Research Associate
- Wilson, Patricia, M.S. (Indiana University, 1978) Adjunct Lecturer
- Wishmeyer, Gary, M.A. (Northeast Missouri State University, 1967) Adjunct Lecturer
- Woodward, Gina, M.S. (Butler University, 1976) Adjunct Lecturer
- Wylie, Barbara, M.S. (Southwest State University, 2001) Adjunct Lecturer
- Yazzie-Mintz, Ethan, Ed.D. (Harvard University, 2003) Assistant Scientist
- Yi, Xiaoming, Ed.D. (Nanjing Normal University [China], 2004) Visiting Scholar
- Ziskin, Mary, Ph.D. (University of Michigan, 2004) Research Associate
- Aldrich, Anita, Ed.D. (Pennsylvania State University, 1957) (IUB)
- Andersen, Hans O., Ed.D. (Indiana University, 1966) (IUB)
- Anderson, Jean, Ed.D. (Indiana University, 1968) (IUB)
- Appleman, Robert, Ph.D. (Indiana University, 1993) (IUB)
- Arrove, Robert, Ph.D. (Stanford University, 1969) (IUB)
- Barman, Charles, Ed.D. (University of Northern Colorado, 1974) (IUPUI)
- Bean, John P., Ph.D. (University of Iowa, 1978), (IUB)
- Barnes, Ronald, Ed.D. (Indiana University, 1978) (IUB)
- Becker, James M., M.A. (University of Minnesota, 1949) (IUB)
- Bennett, Christine, Ph.D. (University of Texas, 1972) (IUB)
- Best, William P., Ph.D. (Purdue University, 1968) (IUPUI)
- Bhola, Harbans, Ph.D. (The Ohio State University, 1965) (IUB)
- Brantlinger, Ellen, Ph.D. (Indiana University, 1978) (IUB)
- Brill, Arthur D., Ed.D. (Indiana University, 1969) (IUPUI)
- Britton, Ronald B., Ed.D. (University of Missouri, 1972) (IUPUI)
- Brown, Lawrence D., Ed.D. (University of Illinois, 1962) (IUB)
- Buffie, Edward G., Ed.D. (Indiana University, 1962) (IUB)
- Burello, Leonard, Ed.D. (Syracuse University, 1969) (IUB)
- Campbell, Larry, Ed.D. (Indiana University, 1968) (IUB)
- Carter, Ledford C., M.S., (Indiana University, 1954) (IUB)
- Chafel, Judith A., Ph.D. (University of Illinois, 1979) (IUB)
- Chiappetta, Michael, Ph.D. (University of Michigan, 1950) (IUB)
- Clark, Gilbert A., Ph.D. (Stanford University, 1972) (IUB)
- Cohen, Michael R., Ph.D. (Cornell University, 1968) (IUPUI)
- Cunningham, Donald, Ph.D. (University of Illinois, 1969) (IUB)
- Davies, Ivor K., Ph.D. (University of Nottingham, England, 1967) (IUB)
- Davis, Betty Joe, Ph.D. (Wayne State University, 1975) (IUPUI)
- Dehnke, Ronald E., Ed.D. (Wayne State University, 1966) (IUPUI)
- Dever, Richard, Ph.D. (University of Wisconsin, 1968) (IUB)
- Draper, Merle R., Ed.D. (Indiana University, 1965) (IUPUI)
- Duffy, Thomas M., Ph.D. (University of Illinois, 1969) (IUB)

Faculty Emeriti

- Abel, Billy, Ed.D. (Indiana University, 1970) (IUPUI)

- Dvorak, Earl A., Ed.D. (Indiana University, 1951) (IUB)
- Ebbert, J. Marvin, Ph.D. (Purdue University, 1964) (IUPUI)
- Ehman, Lee, Ph.D. (University of Michigan, 1969) (IUB)
- Eklund, Susan, Ph.D. (George Peabody College, 1970) (IUB)
- Englander, Meryl E., Ph.D. (University of Michigan, 1957) (IUB)
- Faris, K. Gene, Ed.D. (Indiana University, 1959) (IUB)
- Farr, Roger, Ed.D. (State University of New York, 1967) (IUB)
- Fink, Albert, Ph.D. (University of Michigan, 1970) (IUB)
- Fleming, Malcolm L., Ed.D. (Indiana University, 1960) (IUB)
- Froehle, Thomas D., Ph.D. (The Ohio State University, 1967) (IUB)
- Gabel, Dorothy L., Ph.D. (Purdue University, 1974) (IUB)
- Gibson, Robert L., Ed.D. (Teachers College, Columbia University, 1956) (IUB)
- Goud, Nelson H., Ph.D. (Michigan State University, 1967) (IUPUI)
- Gousha, Richard P., Ed.D. (Indiana University, 1960), (IUB)
- Gregory, Thomas, Ph.D. (University of Texas, 1969) (IUB)
- Grigsby, Clifford E., Ed.D. (Indiana University, 1971) (IUPUI)
- Guskin, Samuel L., Ph.D. (University of North Carolina, 1958) (IUB)
- Hall, Dale J., Ed.D. (Indiana University, 1965) (IUB)
- Harris, Robert, Ed.D. (University of Illinois, 1970) (IUB)
- Harste, Jerome, Ph.D. (University of Minnesota, 1971) (IUB)
- Hart, Stuart, Ph.D. (Indiana State University, 1972) (IUPUI)
- Heinrich, Robert, Ph.D. (University of Southern California, 1967) (IUB)
- Holland, Ruth E., Ed.D. (Indiana University, 1967) (IUPUI)
- Horn, Ernest W., Ed.D. (Indiana University, 1956) (IUB)
- Ingersoll, Gary M., Ph.D. (Pennsylvania State University, 1970) (IUB)
- Jacobs, Lucy C., Ph.D. (Indiana University, 1961) (IUB)
- Jenkinson, Edward B., M.A. (Indiana University, 1956) (IUB)
- Jwaideh, Alice R., Ph.D. (Indiana University, 1968) (IUB)
- Kinman, David, Ed.D. (Indiana University, 1972) (IUB)
- Klein, Susan, Ph.D. (University of Illinois, 1968) (IUB)
- Knapczyk, Dennis, Ph.D. (University of Kansas, 1972) (IUB)
- Kuh, George D., Ph.D. (University of Iowa, 1975) (IUB)
- Kurpius, DeWayne J., Ed.D. (University of North Dakota, 1964) (IUB)
- LeBlanc, John F., Ph.D. (University of Wisconsin, 1968) (IUB)
- Lester, Frank K., Ph.D. (The Ohio State University, 1972) (IUB)
- Lynch, William W., Jr., Ph.D. (Yale University, 1950) (IUB)
- Maccia, George S., Ph.D. (University of Southern California, 1952) (IUB)
- Mahan, James M., Ed.D. (Syracuse University, 1968) (IUB)
- Mannan, Golam, Ph.D. (Indiana University, 1967) (IUPUI)
- Marker, Gerald W., Ed.D. (Indiana University, 1970) (IUB)
- McBurney, Wendell F., Ed.D. (Indiana University, 1967) (IUPUI)
- McCarthy, Martha M., Ph.D. (University of Florida, 1975) (IUB)
- McClellan, B. Edward., Ph.D. (Northwestern University, 1967) (IUB)
- McIntosh, Jerry A., Ed.D. (Indiana University, 1963) (IUB)
- McKinley, John, Ed.D. (Indiana University, 1960) (IUB)
- McQuigg, R. Bruce, Ed.D. (University of Colorado, 1962) (IUB)
- Mehlinger, Howard, Ph.D. (University of Kansas, 1964) (IUB)
- Mitchell, Marianne, Ed.D. (University of Toledo, 1964) (IUB)
- Molenda, Michael H., Ph.D. (Syracuse University, 1971) (IUB)
- Mueller, Daniel J., Ph.D. (University of Illinois, 1969) (IUB)
- Newman, Anabel P., Ed.D. (State University of New York at Buffalo, 1971) (IUB)
- Ochoa, Anna, Ph.D. (University of Wisconsin, 1970) (IUB)
- Overly, Norman V., Ph.D. (The Ohio State University, 1966) (IUB)
- Pace, Vernon D., Ed.D. (Indiana University, 1967) (IUB)
- Patrick, John J., Ed.D. (Indiana University, 1969) (IUB)
- Perisho, M. Joan, M.Ed. (Indiana University, 1950) (IUB/IUPUI)
- Pershing, James A. Ph.D. (University of Missouri, 1975) (IUB)
- Polsgrove, Lewis, J., Ed.D. (University of Kentucky, 1974) (IUB)
- Prentice, Joan L., Ed.D. (Indiana University, 1964) (IUB)
- Preusz, Gerald, Ed.D. (Indiana University, 1970) (IUPUI)
- Pugh, Sharon L., Ed.D. (Indiana University, 1978) (IUB)
- Robbins, Edward L., Ed.D. (Indiana University, 1971) (IUPUI)
- Scannell, Dale, Ph.D. (University of Iowa, 1958) (IUB)

- Schwen, Thomas, Ph.D. (Indiana University, 1970) (IUB)
- Scott, Myrtle, Ph.D. (George Peabody College, 1969) (IUB)
- Shaffer, Robert H., Ph.D. (New York University, 1945) (IUB)
- Sherman, Mendel, Ed.D. (University of Southern California, 1955) (IUB)
- Silk, David, Ph.D. (University of Maryland, 1972) (IUPUI)
- Simich-Dudgeon, Carmen, Ph.D. (Georgetown University, 1984) (IUB)
- Small, Don M., Ed.D. (Indiana University, 1980) (IUB)
- Smith, Carl B., Ph.D. (Case Western Reserve University, 1967) (IUB)
- Smith, Frederick R., Ph.D. (University of Michigan, 1960) (IUB)
- Smith, Gerald, Ed.D. (Columbia University, 1964) (IUB)
- Smith, Vernon H., Ed.D. (University of Colorado, 1966) (IUB)
- Spear, Josephine, Ed.D. (Indiana University, 1952) (IUB)
- Steiner, Elizabeth, Ph.D. (University of Southern California, 1957) (IUB)
- Walden, James D., Ed.D. (University of Illinois, 1963) (IUB)
- Warren, Donald, Ph.D. (University of Chicago, 1968) (IUB)
- Weigand, James E., Ed.D. (Indiana University, 1964) (IUB)
- Wilcox, Barbara L., Ed.D. (University of Illinois, 1972) (IUPUI)
- Wolf, Barbara, Ph.D. (University of Illinois, 1977) (IUB)
- Wolf, Hugh A., Ed.D. (Indiana University, 1971) (IUPUI)
- Wood, Leslie A., Ed.D. (Stanford University, 1962) (IUPUI)
- Woodward, Virginia, Ed.D. (Columbia University, 1967) (IUB)
- Zimmerman, Enid, Ed.D. (Indiana University, 1979) (IUB)