School of Education Graduate Programs

Administration

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KEITH BARTON, Ed.D., *Associate Dean for Teacher Education*

JILL SHEDD, Ph.D., *Assistant Dean for Teacher Education*

MICHAEL TAYLOR, *Director of Education Technology Services*

JEFF BUSZKIEWICZ, *Director of Business Affairs and Budget*

MARY DWYER, *Executive Director of Development and Alumni Relations*

Overview

Welcome to the School of Education at Indiana University Bloomington

As our state and nation work to ensure students of all backgrounds receive a high-quality education that prepares them for the challenges of the 21st century, there have never been more exciting opportunities for educators.

Improving the quality of education takes passionate, committed, and creative leaders. At the IU School of Education, we will prepare you for careers that are high-tech, high-growth, and awe-inspiring. You will take part in history-making research, prepare for unique work environments, and be inspired to share your knowledge and skills with others. You will also gain skills, credentials, and experiences that will help you throughout your professional career.

By choosing to pursue your degree or certificate here, you will have the opportunity to learn from some of the best professors and practitioners in the field. You will learn about the latest educational technologies. You will work side-by-side with education students from all over the world who bring a variety of experiences and perspectives to classroom discussions. Most important, you will discover a wide range of possibilities for your future—from working in schools, museums, and public institutions to positions in government, corporate environments, and technology companies.

Mission and Objectives of the School of Education

The mission of the Indiana University School of Education is to improve teaching, learning, and human development in a diverse, rapidly changing, and increasingly technological society. We prepare reflective, caring, and highly skilled educational practitioners and scholars who lead in their chosen professions; inform educational theory and practice through research; and work in partnership with a range of constituents to effect change at both local and national levels and throughout the world.

The following five goals comprise the strategic plan for the school:

- Continue the school's commitment to strong pre-service teacher education.
- Strengthen partnerships with P-12 schools and communities.
- Enhance and expand the school's research and other scholarly and creative activities, and strengthen the quality of graduate programs.
- Provide leadership in the appropriate use of technologies to enhance teaching and learning experiences.
- Promote diversity.

To fulfill its mission, the school strives to achieve the following objectives:

- To promote and execute disciplined inquiry in all sectors of education.
- To provide service to the state of Indiana, the nation, and the world in developing the finest possible school systems.
- To prepare elementary and secondary teachers in all subject areas and in special education.
- To prepare administrators and supervisors for the public schools of Indiana.
- To prepare faculty members and administrators for colleges and universities throughout the world.
- To prepare administrators, supervisors, and coordinators of special programs.
- To prepare counselors, school psychologists, and reading specialists.
- To prepare researchers, evaluators, and policy analysts in the field of education.
- To prepare educators and trainers in the use of technology for educational programs in schools, business, industry, and government.

While the primary goal of undergraduate education at the School of Education is the preparation of teachers, a number of graduate programs prepare and provide continuing professional development to teachers and other professional school personnel at the advanced level. These advanced programs are guided by a conceptual framework that supports and integrates the mission, purposes, and vision of the two units that constitute IU's core campus (IUB and IUPUI). This framework is built upon four core beliefs which align with each campus's Principles of Teacher Education for initial professional licensure, as well embracing the guiding principles of the Interstate New Teacher and Support Consortium (INTASC) and the core propositions of the National Board for Professional Teaching Standards (NBPTS).

The advanced professional programs in the School of Education are committed to improving schooling by enhancing academic, social, and emotional learning, with the ultimate goal of improving social justice for all. The four beliefs that guide this work are as follows:

- **Comprehensive Knowledge Base:** Professional educators must have a comprehensive knowledge base that includes content and pedagogical and practical forms of knowledge.
- **Intellectual Skills and Abilities:** Professional educators must possess discipline-specific skills that allow them to plan, implement, inquire about, and assess practices related to their field of concentration.
- **Focus on Diversity, Culture, Community, and Context:** Professional educators must focus on the community context in which education takes place (from school community to our global society), understanding the role of family, culture, and community and their impact on the learner.
- **Commitment to Personal and Professional Growth:** Professional educators must make a commitment to education, to their particular discipline, and to all learners.

History

From its start, the IU School of Education has worked to advance education in Indiana, the United States, and around the world. While the roots of the instituion are in teacher education, the institution has grown to produce not just some of the finest K-12 classroom teachers but outstanding educational leaders, researchers, and innovators in all fields of education.

More than 150 years ago, in 1852, the Indiana General Assembly took the initial step in the development of the School of Education by providing for the establishment at Indiana University of "a Normal Department for instruction in the theory and practice of teaching." Discontinued in 1870, the Normal Department was reinstated in 1886 as the Department of Pedagogy, later renamed the Department of Education. This department was part of what is now the College of Arts and Sciences. In 1908, following the enactment of a law that required formal training for public school teachers, the Department of Education became the School of Education. At that time, there were four faculty members and 189 students. In May 1923 the School of Education became autonomous from the College of Arts and Sciences. In 1925 the first B.S. in education was granted, in 1929 the first M.S., and in 1932 the first Ed.D. The Ph.D. with a major in education has been awarded through the University Graduate School since 1924.

In 1951 the School of Education moved into a three-story limestone building on the corner of Third Street and Jordan Avenue on the Bloomington campus. This building also housed the education laboratory school (grades K-12). The School of Education grew rapidly, and eventually the laboratory school was moved to a new facility at the corner of Tenth Street and the Highway 45-46 Bypass. In 1979 the education building was named the W. W. Wright Education Building in honor of Wendell W. Wright, the second dean of the School of Education (1946-1959) and a university vice president.

Education classes have been taught in Indianapolis since 1914, when the Extension Division of Indiana University was established. As the Indianapolis campus grew and course offerings became more numerous, the Extension Division was renamed the Division of Regional Campuses. In 1969 it was possible to earn a bachelor's degree in education through what had become known as the Indianapolis campus of Indiana University. The following year the branch campuses of Indiana University and Purdue University at Indianapolis were unified in the establishment of Indiana University-Purdue University Indianapolis (IUPUI). At that time, the education program was located at the 38th Street campus.

In 1972 the IUPUI Division of Education was formally established, with faculty offices and classrooms in the Marrott Building on North Meridian Street. Three years later, in 1975, the Indianapolis and Bloomington units merged into a single School of Education. In 1982 the school at Indianapolis moved into a new building on the main IUPUI campus, the Education/Social Work Building, at 902 W. New York Street.

In the 1960s and 1970s, the Indiana University School of Education grew to become one of the largest schools of education in the United States. It currently has approximately 110 full-time faculty members and an enrollment of over 1,000 graduate students enrolled in degree programs, including almost 500 in doctoral programs.

In 1992 the School of Education in Bloomington moved into a new W. W. Wright Education Building, at 201 N. Rose Avenue. This modern facility offers the latest in technological facilities for instruction, training, and research.

The School has a strong research focus with more than $10M per year in research expenditures through its seven research centers:

- The Center for Research and P-16 Collaboration
- The Center for Evaluation and Education Policy
- The Center for International Education, Development and Research
- The Center for Postsecondary Research
- The Center for Research on Learning and Technology
- The Center for Human Growth
- The Institute for Child Study

Faculty with externally funded projects work through one or more of these centers, which occupy space in several buildings near the Wright Education Building. The majority of research work takes place in Eigenmann Hall.

Accreditation & Membership

The Indiana University School of Education is accredited by two of the nation's leading bodies for teacher education and higher education:

- Council for the Accreditation of Educator Preparation (CAEP)
- North Central Commission on Institutions of Higher Education (NCCIHE)

We are also a member of the American Association of Colleges for Teacher Education (AACTE).

Accreditation means that we meet the high standards outlined by these organizations, and that we are engaged in ongoing efforts to offer the highest quality programs available in education anywhere.

To read the most recent reports from the nation's leading accrediting bodies, see the "Accreditation & Membership" page of the School of Education website.

Organization of the School and Program Advisors

Bloomington Campus (Area Code 812)

Counseling and Educational Psychology	
Chair	Ginette Delandshere, Education 4038, 856-8347
Counseling (Masters and Specialist)	Sue Whiston, Education 4014, 856-8305
Counseling Psychology (Doctoral)	Y. Joel Wong, Education 4052, 856-8293
Developmental Psychology (Masters and Doctoral)	David Estell, Education 4010, 856-8308
Educational Psychology (Masters specialization of Learning Sciences and Doctoral)	David Estell, Education 4010, 856-8308
Human Development (Doctoral)	David Estell, Education 4010, 856-8308
Inquiry Methodology (Masters specialization of Learning Sciences and Doctoral)	Barbara Dennis, Education 4036, 856-8142
Learning Science (Masters)	Kylie Peppler, Education 4024, 856-8381
Learning Science (Certificate and Doctoral)	Joshua Danish; Education 4040; 856-8330
School Psychology (Specialist and Doctoral)	Scott Bellini; Education 4046; 856-8325
Director of Center for Human Growth	Lynn Gilman, Education 0032, 856-8348
Director of Institute for Child Study	Scott Bellini, Education 0026, 856-8325

Curriculum and Instruction	
Chair	Lara Lackey, Education 3204, 856-8150
Art Education (Masters and Doctoral)	Marjorie Manifold, Education 3135, 856-8133
Community of Teachers (CoT)	Gretchen Butera, Education 3211, 856-8153
Curriculum Studies	Robert Kunzman, Education 3288, 856-8122
Early Childhood Education	Mary McMullen, Education 3206, 856-8393 and Cary Buzzelli, Education 3208, 856-8184
Elementary Education (Masters)	Mary McMullen, Education 3206, 856-8393
Mathematics Education (Masters and Doctoral)	Amy Hackenberg, Education 3060, 856-8223
Preparing Educators for Students with Autism (PESA)	Hannah Schertz, Education 3220, 856-8146
Science Education (Doctoral)	Meredith Park Rogers, Education 3072, 856-8168
Science Education (Masters)	Adam V. Maltese, Education 3054, 856-8116
Secondary Education	David J. Flinders, Education 3131, 856-8189
Secondary Transition to Teaching	Ben Edmonds, Education 3258; 856-8162
Social Studies Education (Masters and Doctoral)	Keith Barton, Education 1000, 856-8058
Special Education (Certificate and Masters)	Gretchen Butera, Education 3211, 856-8153
Special Education (Doctoral)	Erna Alant, Education 3238, 856-8055

Educational Leadership and Policy Studies	
Chair	Dionne Danns, Education 4226, 856-8398
Educational Foundations	Bradley Levinson, Education 4250, 856-8359
Educational Leadership (Masters and Specialist)	Barbara Erwin, Education 4222, 856-8254
Educational Leadership (Doctoral)	Janet Decker, Education 4256, 856-8394
Educational Law (Certificate)	Suzanne Eckes, Education 4234, 856-8376
Higher Education (Doctoral)	Gary Pike, Education 4268, 856-0855
Higher Education and Student Affairs (Masters)	Danielle DeSawal, Education 4272, 856-8382
History and Philosophy of Education (Masters)	Andrea Walton, Education 4218, 856-8358
History, Philosophy and Policy in Education (Doctoral-Specialization in Education Policy Studies)	Margaret Sutton, Education 4254, 856-8368
History, Philosophy and Policy in Education (Doctoral-Specialization in History of Education)	Andrea Walton, Education 4218, 856-8358
History, Philosophy and Policy in Education (Doctoral-Specialization in Philosophy of Education)	Quentin Wheeler-Bell, Education 4236, 856-8385
International and Comparative Education (Masters)	Bradley Levinson, Education 4250, 856-8359

Instructional Systems Technology	
Chair	Thomas Brush, Education 2276, 856-8458
Adult Education	Marjorie Treff, Education 2234, 856-8239
Instructional Systems Technology (Ed.D.)	Krista Glazewski, Education 2228, 856-8457

Instructional Systems Technology (Certificate, Masters, Ph.D.)	Thomas Brush, Education 2276, 856-8458

Literacy, Culture, and Language Education	
Chair	James Damico (Fall 17) Mary Beth Hines (Spring 18), Education 3038, 856-8290
Literacy, Culture, and Language Education (Master's, Specialist, and Doctoral)	Mary Beth Hines, Education 3038, 856-8290
Elementary Literacy	Donna Adomat, Education 3010, 856-8258
English Education	Mary Beth Hines, Education 3038, 856-8290
English as a Foreign/ Second/New Language (EFL/ESL/ENL)(Graduate Level)	Faridah Pawan, Education 3030, 856-8274
World Languages/ENL	Martha Nyikos, Education 3020, 856-8272

Indiana University Bloomington

Indiana University Bloomington is a residential campus of approximately 40,000 students. Woods and streams interlacing the 1,800-acre campus make it one of the most picturesque in the country. Set in the rolling, wooded hills of southern Indiana, the city of Bloomington has been ranked by the New York Times as one of the "Big 10 of College Towns."

The university features a wide array of superior cultural offerings, including nearly 1,000 concerts and performances each year from the world-renowned Indiana University School of Music. Students enjoy Bloomington's excellent recreational facilities and the excitement generated by Indiana University's top-ranked athletic teams. Within an hour's drive from Bloomington are several national forests, state parks, and lakes. Indianapolis, the state capital, is 50 miles away; Louisville and Cincinnati are both about 100 miles from Bloomington.

Contact Information

School of Education, IUB
W. W. Wright Education Building
201 North Rose Avenue
Bloomington, IN 47405-1006
Phone: (812) 856-8500
Email: educate@indiana.edu
Website: http://education.indiana.edu

Bloomington Departments: See also Program Coordinators

Counseling and Educational Psychology
201 North Rose Avenue
Room 4000
Bloomington, IN 47405-1006
Phone: (812) 856-8300
Fax: (812) 856-8333
Email: cep@indiana.edu
Website: http://education.indiana.edu/about/departments/counseling/index.html

Curriculum and Instruction
201 North Rose Avenue
Room 3140
Bloomington, IN 47405-1006
Phone: (812) 856-8100
Fax (812) 856-8116
Email: curric@indiana.edu
Website: http://education.indiana.edu/about/departments/curriculum/index.html

Educational Leadership and Policy Studies
201 North Rose Avenue
Room 4228
Bloomington, IN 47405-1006
Phone: (812) 856-8370
Fax: (812) 856-8394
Email: elps@indiana.edu
Website: http://education.indiana.edu/about/departments/leadership/index.html

Instructional Systems Technology
201 North Rose Avenue
Room 2276
Bloomington, IN 47405-1006
Phone: (812) 856-8450
Fax: (812) 856-8239
Email: istdept@indiana.edu
Website: http://education.indiana.edu/about/departments/instructional/index.html

Literacy, Culture and Language Education
201 North Rose Avenue
Room 3044
Bloomington, IN 47405-1006
Phone: (812) 856-8270
Fax: (812) 856-8287
Email: lcle@indiana.edu
Website: http://education.indiana.edu/about/departments/literacy/index.html

Admissions

- Application Procedures
- Application Deadlines
- Admission Criteria
- Special Admission Status
- Financial Support

Application Procedures

All prospective students seeking admission to a graduate degree, certificate, or licensure program must submit a complete application file according to the requirements set by each program. Incomplete applications will not be reviewed.

Depending on the program specifications and on the applicant's citizenship (U.S. or international), applicants to degree, certificate, or licensure programs may be required to submit any or all of the following:

- A completed online application (required of all applicants). The online application is campus-specific and non-transferable. Applicants are responsible for submitting an application to the

campus where they wish to pursue a degree, certificate, or licensure program.
- An application fee (required of all applicants). Online applications require a nonrefundable payment by credit card and cannot be processed before the fee is paid in full.
- A personal goal statement (required of all applicants) addressing academic and professional background and objectives.
- A current resume or curriculum vitae (required of all international applicants; also required of domestic applicants to some programs).
- Official transcripts (required of all applicants). International applicants must provide official transcripts and degree certificates from every institution of higher education attended. Domestic applicants to degree programs must submit official transcripts from every institution of higher education where they earned a degree or took credits that counted towards a degree. Domestic applicants to non-degree (certificate or licensure) programs must submit official transcripts from every institution of higher education where they have earned a degree or took credits that counted towards a degree.
- Letters of recommendation (required of all applicants) that address the applicant's academic and/or professional capabilities. The number of letters required (one, two, or three) may vary depending on the program.
- An academic writing sample (required for a few select programs).
- Official GRE Scores (required of all international applicants and most domestic applicants). Some master's programs and licensure programs may waive the GRE requirement for U.S. citizens whose cumulative undergraduate GPA meets a pre-defined minimum. Applicants who are required to submit GRE scores must submit official scores from a test taken within five years prior to the date an application is submitted.
- Official TOEFL/IELTS Scores (required of all international applicants whose native language is not English). International applicants who are current degree-seeking students at a U.S. institution of higher education may be exempted from the TOEFL/IELTS requirement. U.S. citizens who have been educated primarily outside the U.S. in a language other than English may be required to submit TOEFL/IELTS scores. Applicants who are required to submit TOEFL/IELTS scores must submit official scores from a test taken within two years prior to the date an application is submitted.
- Praxis or Indiana CORE Assessment Scores (required for teacher preparation programs, including the Secondary Transition to Teaching program and other initial licensure programs).

More details about these requirements, including which materials are required for each specific program, and where and how to submit required documents, can be found in the How to Apply section of the School of Education website.

Admission Deadlines

In order to be fully considered for admission to a degree, certificate, or licensure program, prospective students must submit all required application materials prior to the posted application deadline. Early submission of application materials is highly encouraged.

The table below lists application deadlines for the School of Education's graduate certificate, degree, and licensure programs. Where there is no deadline listed, that program does not accept applications for that semester.

Some programs have earlier deadlines for international applicants. Where there is no separate international deadline listed, the deadlines are the same for all applicants; however, due to additional processing time required for international documents, international applicants are encouraged to submit application materials early.

Application Deadlines

Counseling and Educational Psychology	Fall	Spring	Summer
Certificate in Learning Sciences, Media, and Technology (online) International Applicants	Mar 1 Mar 1	Nov 1 Sep 1	May 1 May 1
M.S.Ed. in Counseling & Counselor Education (School Track)	Mar 1	N/A	N/A
M.S.Ed. in Learning & Developmental Sciences (Educational Psychology Track)	May 1	Nov 1	Mar 1
M.S.Ed. in Learning & Developmental Sciences (Inquiry Methodology Track)	May 1	Nov 1	Mar 1
M.S.Ed. in Learning & Developmental Sciences (Learning Sciences Track)	May 1	Nov 1	Mar 1
M.S.Ed. in Mental Health Counseling and	Mar 1	N/A	N/A

Counselor Education			
Ed.S in Mental Health Counseling	Mar 1	Oct 1	N/A
Ed.S. in School Psychology	Jun 30	N/A	N/A
Ph.D. in Counseling Psychology	Dec 1	N/A	N/A
Ph.D. in Inquiry Methodology	Dec 1	N/A	N/A
Ph.D. in Learning & Developmental Sciences (Human Development Specialization)	Dec 1	N/A	N/A
Ph.D. in Learning & Developmental Sciences (Learning Sciences Specialization)	Dec 1	N/A	N/A

Curriculum and Instruction	**Fall**	**Spring**	**Summer**
Certificate in Preparing Educators of Students with Autism	Jun 1	Nov 1	Mar 1
M.S.Ed. in Art Education International Applicants	Mar 1 Mar 1	Nov 1 Sep 1	Mar 1 Mar 1
M.S.Ed. in Elementary Education (Early Childhood Education Track) International Applicants	Mar 1 Mar 1	Nov 1 Sept 1	Mar 1 Mar 1
M.S.Ed. in Elementary Education (Elementary Education Track) International Applicants	Mar 1 Mar 1	Nov 1 Sept 1	Mar 1 Mar 1
M.S.Ed. in Secondary Education (General Track) International Applicants	Mar 1 Mar 1	Nov 1 Sep 1	Mar 1 Mar1
M.S.Ed. in Secondary Education (Mathematics Education Track) International Applicants	Mar 1 Mar 1	Nov 1 Sep 1	Mar 1 Mar 1
M.S.Ed. in Secondary Education (Science Education Track) International Applicants	Mar 1 Mar 1	Nov 1 Sep 1	Mar 1 Mar 1
M.S.Ed. in Social Studies Education International Applicants	Mar 1 Mar 1	Nov 1 Sep 1	Mar 1 Mar 1
M.S.Ed. in Special Education (Online) International Applicants	Jun 1 Jun 1	Nov 1 Nov 1	Mar 1 Mar 1
M.S.Ed. in Special Education (Residential/ Hybrid) International Applicants	Mar 1 Mar 1	Nov 1 Sep 1	Mar 1 Mar 1
Ed.S.-Elementary Education Track International Applicants	Mar 1 Mar 1	Nov 1 Sep 1	Mar 1 Mar 1
Ed.S.-Secondary Education Track International Applicants	Mar 1 Mar 1	Nov 1 Sep 1	Mar 1 Mar 1
Ed.D. in Curriculum & Instruction (Art Education Track)	Jan 15	N/A	N/A
Ed.D. in Curriculum & Instruction (Curriculum Studies Track)	Jan 15	N/A	N/A
Ed.D. in Curriculum & Instruction	Jan 15	N/A	N/A

(Science Education Track)			
Ph.D. in Curriculum & Instruction (Art Education Specialization)	Jan 15	N/A	N/A
Ph.D. in Curriculum & Instruction (Curriculum Studies Specialization)	Jan 15	N/A	N/A
Ph.D. in Curriculum & Instruction (Mathematics Education Specialization)	Jan 15	N/A	N/A
Ph.D. in Curriculum & Instruction (Science Education Specialization)	Jan 15	N/A	N/A
Ph.D. in Special Education International Applicants	Jan 15 Dec 1	N/A N/A	N/A N/A

Educational Leadership and Policy Studies	**Fall**	**Spring**	**Summer**
Certificate in Education Law (online) International Applicants	Jun 1 May 1	Nov 1 Oct 1	Apr 1 Mar 1
Certificate in Higher Education & Student Affairs	N/A	N/A	Apr 15
Certificate in Institutional Research	Mar 1	Nov 1	Mar 1
M.S.Ed. in Educational Leadership (Hybrid) International Applicants	Jun 1 May 1	Nov 1 Oct 1	Apr 1 Mar 1
M.S.Ed. in Educational Leadership (Online) International Applicants	Jun 1 May 1	Nov 1 Oct 1	Apr 1 Mar 1
M.S.Ed. in Higher Education and Student Affairs	Dec 1	N/A	N/A
M.S.Ed. in History & Philosophy of Education International Applicants	Mar 1 Mar 1	Nov 1 Sep 1	Mar 1 Mar 1
M.S.Ed. in International & Comparative Education International Applicants	Mar 1 Mar 1	Nov 1 Sep 1	Mar 1 Mar 1
Ed.S. in Educational Leadership International Applicants	Jun 1 May 1	Nov 1 Oct 1	Apr 1 Mar 1
Ed.D. in Educational Leadership International Applicants	Apr 1 Mar 1	N/A	N/A
Ed.D. in Higher Education	Dec 1	N/A	N/A
Ph.D. in Higher Education	Dec 1	N/A	N/A
Ph.D. in History/ Philosophy/ Policy in Education (Specialization in Education Policy Studies) International Applicants	Dec 1 Dec 1	Nov 1 Sep 1	Mar 1 Dec 1
Ph.D. in History/ Philosophy/ Policy in Education (Specialization in History of Education) International Applicants	Dec 1 Dec 1	Nov 1 Sep 1	Mar 1 Dec 1
Ph.D. in History/ Philosophy/ Policy in Education (Specialization in Philosophy of Education)	Dec 1 Dec 1	Nov 1 Sep 1	Mar 1 Dec 1

International Applicants			
Certification in Director of Curriculum International Applicants	Jun 1 May 1	Nov 1 Oct 1	Apr 1 Mar 1
Certification in Director of Exceptional Needs International Applicants	Jun 1 May 1	Nov 1 Oct 1	Apr 1 Mar 1
Certification in Principal Licensure (Online) International Applicants	Jun 1 May 1	Nov 1 Oct 1	Apr 1 Mar 1
Certification in Superintendent International Applicants	Jun 1 May 1	Nov 1 Oct 1	Apr 1 Mar 1

Instructional Systems Technology	**Fall**	**Spring**	**Summer**
Certificate in Adult Education (online)	Mar 1	Nov 1	Mar 1
Certificate in Instructional Systems Technology (online) International Applicants	Mar 1 Mar 1	Nov 1 Sep 1	Mar 1 N/A
M.S.Ed. in Adult Education (online) International Applicants	Jul 1 Mar 1	Nov 1 Sept 1	N/A N/A
M.S.Ed. in Instructional Systems Technology (online) International Applicants	Mar 1 Mar 1	Nov 1 Sep 1	Mar 1 N/A
M.S.Ed. in Instructional Systems Technology (residential) International Applicants	Mar 1 Mar 1	Nov 1 Sep 1	Mar 1 N/A
Ed.D. in Instructional Systems Technology (online)	Jan 15 Dec 1	N/A N/A	N/A N/A
International Applicants			
Ph.D. in Instructional Systems Technology International Applicants	Jan 15 Dec 1	N/A N/A	N/A N/A

Literacy, Culture, and Language Education	**Fall**	**Spring**	**Summer**
Certificate in Children's and Young Adult Literature	Mar 1	Nov 1	Mar 1
Certificate in EFL/ESL Teacher Prep International Applicants	Mar 1 Mar 1	Nov 1 Nov 1	Mar 1 N/A
Certificate in EFL/ESL Teaching International Applicants	Mar 1 Mar 1	Nov 1 Nov 1	Mar 1 N/A
M.S.Ed. in Literacy, Culture, and Language Education (online)	Mar 1	Nov 1	Mar 1
M.S.Ed. in Literacy, Culture, and Language Education (residential) International Applicants	Mar 1 Mar 1	Nov 1 Nov 1	Mar 1 N/A
Ed.S. - Literacy, Culture, and Language Education Track International Applicants	Mar 1 Mar 1	Nov 1 Sep 1	Mar 1 Mar 1
Ed.D. in Literacy, Culture, and Language Education (online) International Applicants	Jan 15 Dec 1	N/A N/A	N/A N/A
Ed.D. in Literacy, Culture, and Language Education (residential)	Jan 15 Dec 1	Nov 1 Sep 1	Mar 1 Dec 1

International Applicants			
Ph.D. in Literacy, Culture, and Language Education (residential) International Applicants	Jan 15 Dec 1	Nov 1 Sep 1	Mar 1 Dec 1

Admission Criteria

The following are the minimum criteria for admission to the School of Education's graduate degree, certificate, and licensure programs offered on the Bloomington campus.

- A four-year bachelor's degree (or equivalent), requiring four years of full-time study or equivalent, from a college or university holding full regional or national accreditation, is required for admission to all graduate programs. Applicants with a bachelor's degree from an institution holding only state accreditation may be granted conditional admission if their other application credentials are strong. Applicants in the last semester of a four-year undergraduate program may be granted conditional admission until such time as the bachelor's degree has been awarded. International applicants are generally expected to be bachelor equivalent to be admitted to a program. They are encouraged to confirm with OIS that they have satisfied this requirement after submitting their application and transcripts.
- The minimum acceptable undergraduate grade point average (GPA) varies by program. Graduate degree programs typically require a minimum GPA of 2.75 (on a 4.00 scale) in all undergraduate coursework. Some programs may require a higher undergraduate GPA. Graduate licensure (non-degree, certification only) programs typically require a GPA of 2.5 or higher in all undergraduate coursework. Exceptions may be made when undergraduate coursework is judged to have been especially rigorous, and when other application credentials are very strong. Individual programs may set their own GPA requirements. Meeting the minimum GPA requirement does not guarantee admission.
- Most master's and specialist programs require applicants to have a minimum GPA of 3.30 in any graduate coursework taken prior to application. Doctoral programs usually require a minimum GPA of 3.50 in any prior graduate coursework. Licensure programs typically require a minimum GPA of 3.00 in any previous graduate coursework. Individual judgments are made about the rigor of grading in the graduate work presented.
- GRE scores are required for all Ed.S., Ed.D., and Ph.D. applicants. Most M.S.Ed. programs and the Secondary Transition to Teaching program (with some exceptions) also require GRE scores. The GRE is required for all international applicants. Applicants to doctoral programs in the School of Education typically must have a total GRE (combined verbal and quantitative) score of 302 or higher and an analytical writing score of 4.0 or higher. Applicants to specialist programs and most master's programs typically must have a total GRE (combined verbal and quantitative) score of 291 or higher and an analytical writing score of 3.5 or higher. GRE scores must be from a test date no more than five years prior to the date an application is submitted. Some exceptions to the GRE requirement exist. For details, please refer to current program-specific application instructions on the "How to Apply" page of the School of Education website.
- TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) scores are required for all international applicants whose first language is not English. TOEFL or IELTS scores must be from a test date no more than two years prior to the date an application is submitted. The School of Education typically requires a score of 79 on the TOEFL internet-based test or 6.5 on the IELTS for admission to its graduate programs:, Prospective students whose TOEFL or IELTS scores do not meet the standard listed above may still apply. Exceptions may occasionally be made when other application credentials are strong.
- Admission to all graduate programs is subject to availability of space. Program faculty size, the number of students already in a program, and the number and strength of new applicants all affect selection ratios in a given year.

Admission Categories

Admission

An offer of full admission is valid for two years. If an admitted student fails to matriculate within the allowed time, the admission status is terminated, and the student must reapply. Student must notify their department before the start of the semester if they wish to defer.

Conditional Admission

The faculty admissions committee may grant conditional admission to a student who fails to meet one or more of the admission requirements listed above, if, in the judgment of the committee members, there is sufficient other evidence of probable success in the degree program. Conditional admission carries certain requirements that will be specified in the admission letter. Admission conditions may include but are not limited to: maintaining a certain GPA for the duration of the program, successfully completing certain courses during the first semester in the program, or submitting supplementary materials before beginning the program. The student's progress will be monitored throughout the program to ensure that the conditions are maintained. If, at any time in the program, the student does not meet the conditions of the probation, admission can be terminated.

Applicants who are denied admission to a graduate degree, certificate, or licensure program may not take courses in that program area without the written permission of the department chair.

Re-application to School of Education Graduate Programs following Academic Dismissal

Application to any School of Education program will not be accepted for a period of two years from the date of an academic dismissal.

Special Admission Status

Auditing

Some Education courses are available for auditing. Classes taken as audits are not counted as completed academic credit, but they will be reflected on your grade report and on your transcript as “NC” (no credit). Audit classes are excluded from consideration for official IU certification purposes.

If you are not taking any classes for credit, you can register as an audit-only student on or after the first day of classes. You will need to get a Memorandum for Course Audit signed by each course department and return it to Student Central on Union.

For an estimate of tuition expenses for audit-only enrollment, see the Office of the Bursar's Tuition Estimator. Under the Level dropdown, be sure to select "Auditing (no credit)".

Temporary Intercampus Transfer

Students admitted to a program on one campus of Indiana University may be permitted to take courses on other IU campuses through a Temporary Intercampus Transfer. To take courses on another campus for one semester or a summer session, students should contact the graduate studies/student services office for the School of Education on the campus where they have already been admitted to a graduate program. School of Education students on another campus may request temporary intercampus transfer status on Bloomington by completing the Temporary Intercampus Transfer form on the Graduate Student Portal.

Switching Campuses (Permanent Transfer)

Students admitted to a graduate degree or licensure program that is offered on more than one campus may request to permanently transfer to a different campus. Transfer requests will be treated as new applications for admission. Students wishing to switch campuses must submit a new application form. Specific admissions policies and procedures vary by campus. For details about transfer application procedures, students should contact the graduate admissions office of the School of Education on the campus they wish to transfer to.

Financial Support

Masters and doctoral students have access to a range of financial assistance from the School of Education, Indiana University, and outside sources such as the federal government and private institutions and lenders. These funding opportunities include fellowships and awards, student academic appointments (assistantships), and loans.

The School of Education offers a variety of student academic appointments (assistantships) to our graduate students, as well as a limited number of highly competitive recruitment fellowships. All students that apply to a School of Education PhD program by the priority deadline, and are admitted to the program are automatically considered for these recruitment fellowships. In addition, the School of Education partners with the University Graduate School (UGS) at Indiana University Bloomington to offer a number of recruitment fellowships specifically to underrepresented students. Students are nominated by their academic department chair for consideration. Your academic department can inform you about fellowship and student academic appointment (assistantship) opportunities.

Admitted, currently enrolled graduate students in the School of Education may be eligible for internal and external fellowships and awards. Graduate students at Indiana University find support through internal fellowships and awards available at the University Graduate School (UGS). In many cases, you will need to apply within and be nominated by your School of Education academic department to be considered for these fellowships and awards. External fellowships and awards are also available to Indiana University graduate students. These fellowships and awards can come from organizations and corporations unaffiliated with the university. Additionally, each academic department in the School of Education offers a variety of internal fellowships and awards. Decisions regarding most fellowships and awards are made by individual academic departments. Your academic department can inform you about internal, academic department specific fellowships and awards.

Student loans can be considered to be an investment in your future. As a domestic graduate student you have the potential to receive federal loans. Student Central on Union provides the resources you need to make an informed decision on student loans.

As an international student, you are not eligible for student loans through the U.S. federal government. However, you still have options for borrowing money for funding graduate school.

Programs Offered

The School of Education offers over 90 licenses, certificates, master's, specialist, and doctoral programs. These programs provide the tools necessary to take your career to the next level.

Degree Programs

The following tables indicate all majors in graduate degree programs in the School of Education."

Counseling and Educational Psychology	**M.S.Ed.**	**Ed.S.**	**Ed.D.**	**Ph.D.**
Counseling and Counselor Education	C			
Counseling Psychology				C
Inquiry Methodology				C
Learning and Developmental Sciences-Educational Psychology	C[T]			C[S]

Learning and Developmental Sciences-Human Development				C[S]
Learning and Developmental Sciences-Inquiry Methodology	C[T]			
Learning and Developmental Sciences-Learnng Science	C[T]			C[S]
Mental Health Cousenling		C		
School Psychology		C		C

Curriculum and Instruction	**M.S.Ed.**	**Ed.S.**	**Ed.D.**	**Ph.D.**
Art Education	C			
Curriculum and Instruction-Art Education			C[T]	C[S]
Curriculum and Instruction-Curriculum and Studies			C[T]	C[S]
Curriculum and Instruction-Elementary Education			C[T]	C[S]
Curriculum and Instruction-Mathematics Education			C[T]	C[S]
Curriculum and Instruction-Science Education			C[T]	C[S]
Curriculum and Instruction-Social Studies Education			C[T]	C[S]
Elementary Education		C[T]		
Elementary Education with Certification in Elementary Education	C			
Elementary Education-Early Childhood	C[T]			
Elementary Education-Elementary Education	C[T]			
Secondary Education	C[T]		C[T]	
Secondary Education-Mathematics Education	C[T]			
Secondary Education-Science Educaton	C[T]			
Social Studies Education	C			
Special Education	O, H			C

Educational Leadership and Policy Studies	**MSEd**	**EdS**	**EdD**	**PhD**
Educational Leadership	O, H	C	C	
Higher Education			C	C
Higher Education and Student Affairs	C			
History and Philosophy of Education	C			
History, Philosophy, and Policy in Education-Education Policy Studies				C[S]
History, Philosophy, and Policy in Education-				C[S]

History of Education				
History, Philosophy, and Policy in Education-Philosophy of Education				C[S]
International and Comparative Education	C			
International and Comparative Education-Educational Leadership		C[T]		
International and Comparative Education-Higher Education		C[T]		

Instructional Systems Technology	**M.S.Ed.**	**Ed.S.**	**Ed.D.**	**Ph.D.**
Adult Education	O			
Instructional Systems Technology	C, O	C[T]	C, O	C

Literacy, Culture, and Language Education	**M.S.Ed.**	**Ed.S.**	**Ed.D.**	**Ph.D.**
Literacy, Culture, and Language Education	C, O	C[T]	C	C

The title of the degree as it appears on the transcript and diploma may differ from that of the major or subject area. For details please consult the various sections in the latter part of the bulletin.

C = Program is offered on-campus.

H = Program is offered as a hybrid: meets both on-campus and online.

O = Program is offered online.

[T]These majors are tracks in their respective masters, specialist, or doctoral program.

[S]These majors are specializations in their respective doctoral program.

Doctoral Minors

The following table lists all doctoral minors offered in the School of Education.

Counseling and Educational Psychology	**On-Campus**	**Online**
Counseling Psychology	X	
Educational Psychology	X	
Gerontology	X	
Inquiry Methodology	X	
Learning and Developmental Science	X	
School Psychology	X	
Curriculum and Instruction	**On-Campus**	**Online**
Curriculum and Instruction	X	
Special Education	X	
Teacher Education	X	
Educational Leadership and Policy Studies	**On-Campus**	**Online**
College Pedagogy	X	
Education Law	X	
Education Policy Studies	X	
Educational Leadership	X	
Higher Education	X	
History of Education	X	
International and Comparative Education	X	
Philosophy of Education	X	
Social Foundations of Education	X	
Instructional Systems Technology	**On-Campus**	**Online**
Adult Education		X
Instructional Systems Technology	X	
Literacy, Culture, and Language Education	**On-Campus**	**Online**
Language Education	X	

Certificate Programs

The following table lists all graduate certificates offered in the School of Education.

Counseling and Educational Psychology	**On-Campus**	**Online**
Learning Sciences, Media and Technology		X
Curriculum and Instruction	**On-Campus**	**Online**
Preparing Educators of Students with Autism		X
Educational Leadership and Policy Studies	**On-Campus**	**Online**
Education Law		X
Higher Education and Student Affairs		X
Institutional Research	X	
Instructional Systems Technology	**On-Campus**	**Online**
Adult Education		X
Instructional Systems Technology		X
Literacy, Culture, and Language Education	**On-Campus**	**Online**
Children's and Young Adult Literature	X	
English As a Foreign Language/ English as a Second Language Teacher Trainer		X
English As a Foreign Language/English as a Second LanguageTeaching		X

Counseling and Educational Psychology

What are the emotional, social, developmental, and structural factors that affect learning? How can we design curriculum to support teaching and learning in a particular context? How do different research methodologies affect our research claims and findings?

Students and faculty in counseling and educational psychology study issues such as identity, culture, motivation, well-being, socialization, addiction, psychological interventions, learning, social development, design of learning environments, research designs and strategies, and different methods of data analysis. Faculty and student research interests are broad and include the areas of counseling, counseling psychology, school psychology, family psychology, learning and developmental sciences, and inquiry methodology.

Certificate in Learning Sciences, Media, and Technology (Online)

Students from all disciplines can improve their understanding of the factors that make a thriving learning environment through this 12-credit hour online certificate program. You'll get a strong foundation in learning theory as you examine how learning, media, and technology intersect to create more effective learning environments. No matter your chosen career or industry, this certificate can make you a stronger teacher, manager, or trainer.

The Graduate Certificate in Learning Sciences, Media, and Technology is NOT the equivalent of a state teaching license nor preparation to earn a teaching license.

If you choose to pursue a master's degree in Learning and Developmental Sciences or doctoral degree in Learning and Developmental Sciences, these certificate courses may apply to your degree requirements. Completion of the certificate programs does not guarantee admission to the master's program.

Certificate Requirements (12 cr.)

Major Requirements (12 cr.)

- P507 Assessment in Education (3 cr.)
- P540 Learning and Cognition in Education (3 cr.)
- P574 Topical Seminar in Learning Sciences (6 cr.) (Choose two of the following):
  - Computational Technology in Education (3 cr.)
  - Games and Learning (3 cr.)
  - Learning in New Media (3 cr.)

M.S.Ed. in Counseling and Counselor Education- School Track

The Bloomington M.S.Ed. program offers a school track, leading to a school counselor license. The school counseling program provides entry-level training in accordance with the licensure requirements of the Indiana Department of Education.

Degree Requirements

Major Requirements (39 cr.)

- G502 Professional Orientation and Ethics (3 cr.)
- G505 Individual Appraisal: Principles and Procedures (3 cr.)
- G522 Counseling Theories (3 cr.)
- G523 Laboratory in Counseling and Guidance (3 cr.)
- G524 Practicum in Counseling (3 cr.) (Pre-requisite: G522 and G523, or equivalents.)
- G532 Introduction to Group Counseling (3 cr.)
- G542 Organization and Development of Counseling Program (3 cr.)
- G550 Internship in Counseling (6 cr.)
- G552 Career Counseling: Theory/Practice (3 cr.)
- G562 Intervention, Consultation and Program Development (3 cr.)

- G575 Multicultural Counseling (3 cr.)
- G598 Seminar in Professional Issues (3 cr.)

Inquiry (3 cr.)

- Y520 Strategies for Educational Inquiry (3 cr.)

Human Growth and Development (3 cr.)

- P514 Life Span Development: Birth-Death (3 cr.)

Elective Requirements (3 cr.)

Three graduate credit hours outside the counseling and counselor education major are required. The course should broaden understanding in psychological foundations. Specific course selection must have the approval of your academic advisor.

M.S.Ed. in Learning and Development Sciences-Educational Psychology Track

Examine how teachers, classroom environments, and schools can enhance or diminish student motivation and performance. You will gain insight into cognitive and emotional changes in children, adolescents, and adults and develop a solid foundation in the theoretical frameworks that guide different styles of teaching.

This 36-credit hour program teams you with nationally known researchers exploring motivation, learning, social development of children, aggression and bullying in schools, and family influences on child development. It also includes a strong emphasis on statistical analysis, assessment, and inquiry methodology.

Degree Requirements (36 cr.)

Educational Psychology Requirements (12 cr.)

Courses are selected from one or more of the sub-areas of psychological studies, which include human development or learning and instructional cognition. Select 12 credit hours of EDUC-P courses in consultation with your academic advisor.

Inquiry Methodology Requirements (9 cr. minimum)

Select from the following courses in consultation with your academic advisor:

- Y502 Intermediate Statistics Applied to Education (3 cr.)
  (Must be taken concurrently with Y500.)
- Y520 Strategies for Educational Inquiry (3 cr.)
- Y527 Educational Assessment and Psychological Assessment (3 cr.)
- Y535 Evaluation Models and Techniques (3 cr.)
- Y603 Statistical Design of Educational Research (3 cr.)
  (Must be taken concurrently with Y500.)
- Y604 Applied Multivariate Statistics (3 cr.)
  (Must be taken concurrently with Y500.)
- Y611 Qualitative Inquiry in Education (3 cr.)
- Y617 Psychometric Theory (3 cr.)
- Y635 Methodology of Educational Evaluation (3 cr.)

Foundations (3 cr.)

The usual course to fulfill this requirement is:

- P601 Educational and Historical Foundations of Psychology (3 cr.)

Other options for this requirement, in consolation with your academic advisor, can be selected from the following:

- A560 Political Perspectives of Education (3 cr.)
- H504 History of American Education (3 cr.)
- H525 Anthropology of Education (3 cr.)
- H540 Sociology of Education (3 cr.)
- H560 Education and Change in Societies (3 cr.)
- H631 Social and Political Philosophy and Education (3 cr.)

Curriculum Theory or Methods Requirement (3 cr.)

In consultation with your academic advisor, select 3-credit hours from the following:

- E505 Organization and Administration of Early Childhood Programs (3 cr.)
- E506 Curriculum in Early Childhood Education (2-6 cr.)
- E507 Evaluation of Classroom Behavior (3 cr.)
- E508 Seminar in Early Childhood Education (1-3 cr.)
- J500 Instruction in the Context of Curriculum (3 cr.)
- J511 Methods of Individualizing Instruction (3 cr.)
- J602 Introduction to Curriculum Studies (1-3 cr.)
- J630 Curriculum Theory and Practice (3 cr.)
- J637 Curriculum Development Process (3 cr.)
- J661 Materials and Methods in Teacher Education (3 cr.)
- K505 Introduction to Special Education for Graduate Students (3 cr.)
- P650 Topical Seminar in Educational Psychology: College Teaching (3 cr.)
- P670 Behavior Analysis and Consultation for School Psychologists (3 cr.)
- R503 Application of Instructional Media and Technology (3 cr.)
- W551 Education and Psychology of the Gifted and Talented (3 cr.)
- W552 Curriculum for the Gifted and Talented (3 cr.)
- W553 Methods and Materials for the Gifted and Talented (3 cr.)

This requirement may be waived for students with undergraduate coursework in education and for students who will not seek a position in public education. Otherwise, courses in pedagogical theory or application, as well as curriculum theory or design, are acceptable.

Elective Requirements (9 cr.)

Students may take electives in any area of interest with faculty advisor approval to complement their program of study. Electives taken must bring the total to 36 credit hours and must contribute to the integrity of the student's program.

M.S.Ed. in Learning and Developmental Sciences-Inquiry Methodology Track

Students specializing in the 36 credit-hour Inquiry Methodology program complement their learning and developmental sciences studies with a focus on how approaches to inquiry are utilized for the study of learning

and development. For example, a student might study educational and psychological measurement, and how research might be evaluated.

Degree Requirements (36 cr.)

Major Requirements (21 cr.)

Select from the following courses in consultation with your academic advisor:

- P501 Statistical Methods Applied to Education (3 cr.)
- Y502 Intermediate Inferential Statistics (3 cr.) (Must be taken concurrently with Y500.)
- Y510 Introduction to Action Research (3 cr.)
- Y520 Strategies for Educational Inquiry (3 cr.)
- Y527 Educational Assessment and Psychological Measurement (3 cr.)
- Y535 Evaluation Models & Techniques (3 cr.)
- Y590 Independent Study or Research in Inquiry Methodology (1-3 cr.)
- Y603 Statistical Design of Educational Research (3 cr.) (Must be taken concurrently with Y500.)
- Y604 Applied Multivariate Statistics (3 cr.) (Must be taken concurrently with Y500.)
- Y611 Qualitative Inquiry in Education (3 cr.)
- Y615 Introduction to Discourse Analysis (3 cr)
- Y617 Psychometric Theory (3 cr.)
- Y635 Methodology of Educational Evaluation (3 cr.)
- Y650 Topics in Inquiry Methodology: Research Design and Analysis (3 cr.)

Select from the following courses in consultation with your academic advisor:

- P513 Gerontology: Multidisciplinary Perspectives (3 cr.)
- P514 Life Span Development: Birth to Death (3 cr.)
- P515 Child Development (3 cr.)
- P516 Adolescent Development (3 cr.)
- P517 Adult Development and Aging (3 cr.)
- P540 Learning and Cognition in Education (3 cr.)
- P544 Applied Cognition and Learning Strategies (3 cr.)
- P545 Educational Motivation (3 cr.)
- P566 Social Psychology in Education (3 cr.)
- P590 Independent Study or Research in Educational Psychology (3 cr.)
- P600 Topical Seminar in Learning, Cognition & Instruction (3 cr.)
- P623 Child Development (3 cr.)
- P640 Thinking and Learning in Social Contexts (3 cr.)
- P650 Topical Seminar in Educational Psychology (3 cr.)

Philosophy, Sociology, History or Anthropology of Education (3 cr.)

An H-prefixed education courses or anthropology/ sociology course selected in consultation with your academic advisor.

Curriculum Theory or Methods Requirement (3 cr.)

A 500 or 600 level J-prefixed education course selected in consultation with your academic advisor. This requirement may be waived for students with undergraduate coursework in education and for students who do not plan to work in a school setting.

Elective Requirements (9-12 cr.)

Electives may be from fields inside or outside the School of Education that are outside the Learning and Developmental Sciences. Students may take electives in any area of interest to complement their program of study. Elective courses must bring the total to 36 credit hours and must contribute to the integrity of the student's program.

M.S.Ed. in Learning and Development Sciences-Learning Sciences Track

Take a science-based approach to education in a discipline that welcomes people with backgrounds in psychology, sociology, computer science, mathematics, and anthropology, as well as education.

In the Learning Sciences program, you'll assess learning environments and create environments which include digital media, games, and other technologies. Join our research team and investigate the use of technology to help people learn in formal settings, such as K-12 schools and universities, as well as informal environments, such as after-school and museum education programs.

This 36 credit hour degree program prepares you for a career as an educational consultant or researcher, among many other possibilities.

Degree Requirements (36 cr.)

Learning Sciences Core Requirements (15 cr.)

Required Courses (6 cr.)

- P544 Applied Cognition and Learning Strategies (3 credits)
- P640 Thinking and Learning in Social Contexts (3 credits)

Electives in Major (9 cr.)

Students complete three additional courses in the major with at least one at the 600 level. Courses are typically selected from the following list, with substitutions relevant to the major at the discretion of the advisor and department chair:

- P507 Assessment in Education (3 credits)
- P540 Learning and Cognition in Education (3 credits)
- P545 Educational Motivation (3 credits)
- P573 Learning Sciences Apprenticeship (1-3 credits, max of 3 credits)
- P574 Topical Seminar in Learning Sciences (3-6 credits)
- P600 Topical Seminar in Learning, Cognition, and Instruction (3-6 credits)
- P631 Studying Learning in Context (3-6 credits)
- P632 Designing for Learning in Context (3-6 credits)
- P633 Theorizing Learning in Context (3-6 credits)
- P650 Topical Seminar in Educational Psychology (3-6 credits)
- P674 Advanced Topical Seminar in Learning Sciences (3-6 credits)

Inquiry Requirements (9 cr.)

Select three courses from the approved Inquiry Course list. (9 cr.)

A list of approved inquiry courses may be found at https://education.indiana.edu/docs/graduate-program-documents/approved-inquiry-courses.pdf.

Philosophy, Sociology, History or Anthropology of Education (3 cr.)

Choose among any education course, typically with an H- prefix, or an alternative agreed to by the advisor.

Curriculum and Instructions (3 cr.)

Choose from any Curriculum and Instruction course, or an alternative agreed to by the advisor.

Elective Requirements (6-12 cr.)

Electives may be from fields inside or outside the School of Education that are outside the Learning and Developmental Sciences. Students may take electives in any area of interest to complement their program of study. Electives must bring the total to 36 credit hours and must contribute to the integrity of the student's program.

M.S.Ed. in Mental Health Counseling and Counselor Education

The M.S.Ed. in Mental Health Counseling and Counselor Education is a 60 credit hour program that focuses on counseling in mental health settings. Students will take courses in (a) the major, (b) inquiry or research, (c) human growth and development, (d) the biological basis of behavior, and (e) electives.

Degree Requirements (60. cr)

Major Requirements (45 cr.)

- G502 Professional Orientation and Ethics (3 cr.)
- G505 Individual Appraisal: Principles and Procedures (3 cr.)
- G510 Introduction to Alcohol and Drug Counseling (3 cr.)
- G522 Counseling Theories (3 cr.)
- G523 Laboratory in Counseling and Guidance (3 cr.)
- G524 Practicum in Counseling (3 cr.)
- G532 Introduction to Group Counseling (3 cr.)
- G550 Internship in Counseling (6 cr.)
- G552 Career Counseling: Theory/Practice (3 cr.)
- G563 Mental Health Counseling (3 cr.)
- G567 Marriage and Family Counseling (3 cr.)
- G575 Multicultural Counseling (3 cr.)
- G615 Psychopathology and Advanced Diagnosis (3 cr.)
- G647 Advanced Internship in Counseling (3 cr.)

Inquiry (3 cr.)

- Y520 Strategies for Educational Inquiry (3 cr.)

Human Growth and Development (3 cr.)

- P514 Life Span Development: Birth-Death (3 cr.)

Biological Basis of Behavior (3 cr.)

- P624 The Biology of Behavior: Implications for Educational & Clinical Work (3 cr.)

Elective Requirements (6 cr.)

Three graduate credit hours outside the counseling and counselor education major are required. The course should broaden understanding in psychological foundations. Specific course selection must have the approval of your academic advisor. The second elective can be inside or outside of the counseling and counselor education major.

The following five courses from the Department of Psychological and Brain Sciences can be used as electives:

- PSY-P530 Introduction to Clinical Science
- PSY-P624 Principles of Psychopathology
- PSY-P631 Intervention and Evaluation
- PSY-P641 Assessment
- PSY-P667 Neuropsychopharmacology

Ed.S. in Mental Health Counseling

Students who wish to become licensed mental health counselors should pursue the mental health counseling Ed.S. This 65-credit degree program will prepare students to earn licensure and provide counseling and therapy services to individuals, groups, couples, and families in an agency or private-practice setting. This degree program is only available on the Bloomington campus.

Students gain advanced competence through experience in:

- Clinical assessment of individuals, couples, and families
- Case conceptualization
- Intervention skills from a wide range of theoretical systems
- Research experience through a qualifying project or comprehensive examination

Degree Requirements (65 cr.)

Major Requirements (45 cr.)

- G502 Professional Orientation and Ethics (3 cr.)
- G505 Individual Appraisal: Principles and Procedures (3 cr.)
- G510 Introduction to Alcohol and Drug Counseling (3 cr.)
- G522 Counseling Theories (3 cr.)
  (Must be taken concurrently with G523.)
- G523 Laboratory in Counseling and Guidance (3 cr.)
  (Must be taken concurrently with G522.)
- G524 Practicum in Counseling (3 cr.)
  (Pre-requisite: G522 and G523, or equivalents.)
- G532 Introduction to Group Counseling (3 cr.)
- G550 Internship in Counseling (6 cr.)
- G552 Career Counseling: Theory/Practice (3 cr.)
- G563 Mental Health Counseling (3 cr.)
- G575 Multicultural Counseling (3 cr.)
- G598 Seminar in Professional Issues (3 cr.)
- G615 Psychopathology and Advanced Diagnosis (3 cr.)
- G647 Advanced Internship in Counseling (3 cr.)

Inquiry (6 cr.)

- Y520 Strategies for Educational Inquiry (3 cr.)

Select one course from the approved Inquiry Course list. (3 cr.)

A list of approved inquiry courses may be found at http://education.indiana.edu/students/graduates/_docs/ApprovedInquiryCoreCourses.pdf.

Cognate Requirements (9 cr.)

The cognate must have integrity in its own right and must complement the major. The cognate field must demonstrate wholeness within itself and contribute to the student's overall program. Cognates are usually formulated within a single program area. Major area courses may not be used in the cognate.

Elective Requirements (5 cr.)

- P514 Life Span Development: Birth-Death (3 cr.) (If not included in the cognate)

Other coursework in Anthropology, Evaluation, Sociology, and Psychology may be used. Courses may include but are not limited to:

- G567 Marriage and Family Counseling (3 cr.)
- G581 Workshop in counseling and Guidance (1-3 cr.)
- G590 Research in Counseling and Guidance (1-3 cr.)
- G622 Advanced Theories of Counseling (3 cr.)
- G632 Advanced Group Leadership (3 cr.)
- G654 Seminar in Career Development: Theory and Research (3 cr.)
- G672 Human Sexuality: Introduction to Therapy (3 cr.)
- G785 Topical Seminar in Counseling and Guidance (1-3 cr.)

Capstone Project or Comprehensive Examination

At the end of coursework, students will complete a comprehensive examination or capstone project which constitutes the capstone/culminating experience for the Ed.S. program.

Ed.S. in School Psychology

Students are given preparation in foundations of psychology and education, practices and methodologies of school psychology, the multicultural context of the school, and research inquiry techniques through coursework and practical experience. Practicum and experiential aspects of the profession begin from the first semester of enrollment, and students will have a variety of opportunities to expand and apply acquired skills. Practica are offered concurrently with theoretical and applied coursework. Practicum is required each semester. Students may receive credit for prior graduate work, depending on relevance to the curriculum. A one-year, full-time internship is required, which typically is completed in the third year. A cognate area concentration is required, with counseling being the most frequent selection. This program leads to licensure as a school psychologist in Indiana as well as in other states.

Graduates of this program provide psychological services in public or private school settings.

Degree Requirements (65 cr.)

Major Requirements (36-40 cr.)

Courses here are in the area of specialization; 18 credit hours must be taken on the campus awarding the degree. Required courses include:

- P655 Cognitive Assessment and Intervention (4 cr.)
- P656 Practicum in School Psychology (4 cr.)
- P657 Academic Assessment and Intervention (4 cr.)
- P670 Behavioral Analysis and Consultation for School Psychologists (3 cr.)
- P680 Ethical, Legal, and Professional Issues in School Psychology (3 cr.)
- P681 Psychology of Cultural Diversity (3 cr.)
- P682 Developmental Psychopathology of Childhood and Adolescence (3 cr.)
- P691 Personality Assessment and Intervention (3 cr.)
- P692 Seminar in Therapeutic Interventions with Children (3 cr.)
- P695 Practicum in Personality and Behavioral Assessment (2 cr.)
- P696 Practicum in Therapeutic Interventions with Children (2 cr.)
- P596 Internship in School Psychology I (2-6 cr.)

Inquiry (6 cr.)

- Y502 Intermediate Statistics Applied to Education (3 cr.)
  (Must be taken concurrently with Y500.)
- Y520 Strategies for Educational Inquiry (3 cr.)

Psychological Foundations Requirements (12 cr.)*

Human Development (3 cr.)
- P514 Lifespan Development: Birth to Death (3 cr.)

Social Bases of Behavior (3 cr.)
Select one course from the following:
- P622 Social Development (3 cr.)
- P566 Social Psychology in Education (3 cr.)
- G656 Social Bases of Behavior (3 cr.)

Cognitive/Learning Bases of Behavior (3 cr.)
Select one course from the following:
- P540 Learning and Cognition in Education (3 cr.)
- P544 Applied Cognition and Learning Strategies (3 cr.)

Counseling Course (3 cr.)
Select a counseling course in consultation with the advisory committee. (3 cr.)

Cognate Requirements (9 cr.)

The cognate must have integrity in its own right and must complement the major. The cognate field must demonstrate wholeness within itself and contribute to the student's overall program. Cognates are normally formulated within a single program area. Major area courses may not be used in the cognate. Most students select counseling for their cognate, which provides a foundation for internships in school settings. The

cognate should be selected to prepare for internship and professional positions upon graduation.

Elective Requirements (2-12 cr.)

Electives may be taken in fields inside or outside the School of Education. Students may take electives in any area of interest to complement their program of study. Elective courses must be approved by the advisory committee and must be relevant to the field of School Psychology. The electives category may be used to add to the major, research/inquiry, or minor components to bring the total program credits earned to at least 65 hours.

Capstone Project or Comprehensive Examination

Students develop and maintain a Professional Development Portfolio throughout their program. At the end of the second year, the portfolio will be reviewed and evaluated by the advisory committee during an oral examination that includes coverage of coursework, practica, and ethics.

The Ed.S. program is approved by the National Association of School Psychologists (NASP), which provides the graduate with the opportunity to become a Nationally Certified School Psychologist (NCSP). Students are required to take and pass the National School Psychology Examination (Praxis II) as a condition for graduation. This examination is most often taken in June of the second year of study, just before the start of the internship.

Ed.S. Internship

Upon completion of coursework and the oral examination, students are ready to complete an internship. The internship is overseen by a site supervisor and a university-based supervisor. The internship is a minimum of 1200 hours or the equivalent of a full time (nine-month) academic year. Students are expected to complete the internship under conditions established by the internship site. After the internship is completed satisfactorily, graduation occurs. Because the internship timeline is beyond the regular IU academic year, official graduation is most often in June of the third year, and graduates should be able to obtain a license to work in the schools the following year.

- P596 Internship in School Psychology I (2-6 cr.)

Ph.D. in Counseling Psychology

The Ph.D. program in counseling psychology is accredited by the American Psychological Association. Graduates of this program are prepared to work as (a) psychologists and administrators in mental health centers, college counseling centers, and in business and industry; (b) college faculty members; (c) private practitioners; (d) psychologists and in other positions where counseling psychology competencies are needed. The doctoral program in counseling psychology includes courses in the following areas: (1) psychological measurement, statistics, and research design; (2) biological, cognitive, affective, social, and individual bases of behavior; (3) leading to competence in an area of specialization; and (4) intervention strategies and service delivery systems. The application deadline is December 1 for matriculation in the fall semester.

The intent of the sequence of courses in the major area is to help ground students in counseling psychology and prepare them as effective scientist-practitioners. Courses from related areas of study may be added if their relevance to the major can be demonstrated,and if approval is secured.

Degree Requirements (115 cr.)

Major Requirements (52 cr.)

- G522 Counseling Theories (3 cr.) (Must be taken concurrently with G523.)
- G523 Laboratory in Counseling and Guidance (3 cr.) (Must be taken concurrently with G522.)
- G524 Practicum in Counseling (3 cr.) (Pre-requisite: G522 and G523, or equivalents.)
- G532 Introduction to Group Counseling (3 cr.)
- G552 Career Counseling: Theory/Practice (3 cr.)
- G567 Marriage and Family Counseling (3 cr.)
- G575 Multicultural Counseling (3 cr.)
- G600 Pro-Seminar in Counseling Psychology (3 cr.) (This course may be credited toward the substantive core requirement but cannot double count in computing total credit hours.)
- G615 Psychopathology and Advanced Diagnosis (3 cr.)
- G622 Advanced Theories of Counseling (3 cr.)
- G624 Advanced Practicum in Counseling Psychology (2 cr.)
- G625 Advanced Practicum: Individual Supervision (1 cr.)
- G650 Topical Seminar in Counseling Psychology: Advanced Multicultural Counseling, Career Development and Consultation (3 cr.)
- G685 Seminar in Counseling Research Methods (Inquiry Linkage) (3 cr.)
- G699 Internship in Counseling Psychology (1 cr. each fall, spring and summer) (3 cr.)
- G763 Advanced Practicum in Counseling Supervision (3 cr.)
- P655 Cognitive Assessment and Intervention (4 cr.)
- P691 Personality Assessment and Intervention (3 cr.)

Psychological Foundations Courses (15 cr.) These courses meet APA requirements for foundations in the respective areas.

History and Systems

- P601 Educational and Historical Foundations of Psychology (3 cr.)

Biological Aspects of Behavior Select one course from the following:

- P624 The Biology of Behavior: Implications for Educational & Clinical Practice (3 cr.)
- PSY-P667 Neuropsychopharmacology (3 cr.)

Cognitive Aspects of Behavior Select one course from the following:

- P540 Learning and Cognition in Education (3 cr.)
- P544 Applied Cognition and Learning Strategies (3 cr.)

Social Aspects of Behavior

- G656 Social Bases of Behavior (3 cr.)

Human Development
- P514 Lifespan Development: Birth - Death (3 cr.)

Inquiry Requirements (15 cr.)

- Y502 Intermediate Statistics Applied to Education (3 cr.)
  (Must be taken concurrently with Y500)
- Y527 Educational Assessment and Psychological Measurement (3 cr.)
- Y604 Multivariate Analysis in Educational Research (3 cr.)
  (Must be taken concurrently with Y500)

Select two courses from the following:

- Y611 Qualitative Inquiry in Education or any other inquiry qualitative course (3 cr.)
- One other approved Inquiry Course (3 cr.)

A list of approved inquiry courses may be found at http://education.indiana.edu/students/graduates/_docs/ApprovedInquiryCoreCourses.pdf.

Minor Requirements (12 cr.)

The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office prior to enrolling in the minor courses. Major area courses may not be used in the minor.

Elective Requirements (6 cr. minimum)

The School of Education requires a minimum of 6 elective credit hours intended to ensure that students have flexibility in their programs from stipulating all of the minimum 90 credit hours of the doctoral program. It is expected that most students will have more than six elective credit hours. It should also be noted that at least 27 hours in the student's program must come from outside the major.

Early Inquiry Experience

To satisfy the program requirements the student must carry out an independent research project as an early inquiry experience. The resulting research report must be read and approved by the major members of the program of studies committee. This project must be completed before advancing to candidacy and is expected to be completed in the first three years. A master'"s thesis can be considered, but must meet the same approval process.

Dissertation Requirements (15 cr.)

- G795 Dissertation Proposal Preparation (3 cr.)
- G799 Doctoral Thesis in Counseling Psychology (12 cr.)

Ph.D. in Inquiry Methodology

The Ph.D. Inquiry Methodology Program is dedicated to the advancement of social and behavioral research by critically evaluating, improving, and developing methodological theory and methodologies so that phenomena of interest can be more soundly investigated and better understood. Students can choose to focus on a quantitative, qualitative, or an integrated program of study. The program is designed to be flexible enough to handle a wide variety of student interests (e.g., statistical modeling, measurement, advanced psychometrics, methodological theory, evaluation, ethnography, philosophy of social science, hermeneutic-reconstructive analysis, discourse and narrative analysis, critical ethnography and feminist research), but rigorous so as to ensure that its graduates can meaningfully contribute to the study of social and behavioral research.

Degree Requirements (90 cr.)

The degree requires 75 credit hours completed before 15 dissertation hours. To reach 75 credit hours, the student will exceed the minimum credit requirements identified below. The additional hours will be determined through consultation with the advising committee.

Major Requirements (39 cr. minimum)

Inquiry Requirements (9 cr.)
All Inquiry students must take the following three courses for their inquiry core:
- Y521 Methodological Approaches to Educational Inquiry (3 cr.)
- Y515 Foundations of Educational Inquiry (3 cr.)
- Y600 Methodological Implications of Social & Psychological Theories (3 cr.)

Qualitative, Quantitative, or Integrated Track (30 cr.)
Inquiry methodology students can opt for a qualitative, a quantitative or an integrated track combining both qualitative and quantitative courses. For the qualitative and quantitative tracks, the students must select a reasonable sequence of courses (30 hours minimum) from among the list below or their equivalent in other Indiana University–Bloomington schools or departments. At least 18 hours have to be selected from the track of emphasis, and at least two courses must be taken in the opposite track course listing (not to include courses listed as focusing on integrated methodologies. For an integrated track, students must select at least 12 credit hours in the qualitative track and 12 credit hours in the quantitative track.

Qualitative Courses:
- Y510 Action Research I (3 cr.)
- Y611 Qualitative Inquiry in Education (3 cr.)
- Y612 Critical Qualitative Inquiry I (3 cr.)
  (Must be taken concurrently with Y500.)
- Y613 Critical Qualitative Inquiry II (3 cr.)
  (Must be taken concurrently with Y500.)
- Y624 Discursive Psychology Approaches to Discourse Analysis (3 cr.)
- Y630 Narrative Theory and Inquiry (3 cr.)
- Y631 Discourse Theory and Analysis (3 cr.)
- Y633 Feminist Theory and Methodology (3 cr.)
- Y671 Knowledge, Reflection & Critique in Methodological Theory (3 cr.)
- Y672 Communicative Action Theory (3 cr.)
- Y673 Discursive Psychology as Theory (3 cr.)

Quantitative Courses:

- Y502 Intermediate Statistics Applied to Education (3 cr.)
  (Must be taken concurrently with Y500.)
- Y527 Educational Assessment and Psychological Measurement (3 cr.)
- Y603 Statistical Design of Educational Research (3 cr.)
  (Must be taken concurrently with Y500.)
- Y604 Multivariate Analysis in Educational Research (3 cr.)
  (Must be taken concurrently with Y500.)
- Y617 Psychometric Theory (3 cr.)
- Y627 Seminar in Educational and Psychological Measurement I (3 cr.)
- Y637 Categorical Data Analysis (3 cr.)
- Y639 Multilevel Modeling (3 cr.)
- Y645 Covariance Structure Analysis (3 cr.)
- Y655 Longitudinal Data Analysis (3 cr.)

Courses Common to Both Tracks

- Y500 Computer Lab for Educational Inquiry (1 cr.)
- Y650 Topics in Inquiry Methodology (3 cr.)
- Y660 Affinity Research Group (3 cr.)
- Y590 Independent Study or Research in Inquiry Methodology (1-3 cr.)
- Y690 Advanced Independent Study in Inquiry Methodology (1-3 cr.)
- Y750 Seminar in Inquiry Methodology (3 cr.)

Courses Focusing on Integrated Methodologies

- Y525 Survey Research Methodology (3 cr.)
- Y535 Evaluation Models & Techniques (3 cr.)
- Y635 Methodology of Educational Evaluation (3 cr.)

Minor Requirements (12-18 cr.)

The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office prior to enrolling in the minor courses.

Students will select a minor field of study to complement their study of inquiry methodology. Because inquiry methodology interfaces with substantive areas of study it is important for students in inquiry methodology to develop understandings in at least one such area so that they grasp the complexity of methodology in use. The minor serves to develop students' substantive area of interest. Major area courses (those within the Inquiry Methodology program) may not be used in the minor.

Elective Requirements (6 cr. minimum)

Educational research is multidisciplinary, and students have a broad range of research interests and career plans which requires flexibility for their programs of studies. The program, therefore, enables students to tailor their electives in consultation with their Advisory Committees. Electives may be taken in fields inside or outside the School of Education.

Early Inquiry Experience

To satisfy the program requirements, the student must carry out an independent research project as an early inquiry experience. The resulting research report must be read and approved by the major members of the program of studies committee. This project must be completed before advancing to candidacy and is expected to be completed in the first three years. A master's thesis can be considered but must meet the same approval process.

Dissertation Requirements (15 cr.)

- Y795 Dissertation Proposal Preparation (3 cr.)
- Y799 Doctoral Thesis in Inquiry Methodology (12 cr.)

Ph.D. in Learning and Developmental Science-Specialization in Educational Psychology

Educational Psychology students learn to approach decision making and to problem-solve from a data-based orientation, to apply critical and reflective analysis to all knowledge production, and to work toward the overall intellectual and affective betterment of humankind. Graduates of this program secure positions as university faculty members, as psychological and educational researchers, and as program evaluators in research and consulting firms, foundations, public schools, industry, state and federal departments of education, and the military.

Degree Requirements

Major Requirements (36 cr.)

In addition to the 18 hours required below the student will work with their advisor to select 18 additional hours to meet the minimum needed.

Required Course (3 cr.)

All doctoral students are required to take the following course:

- P601 Educational and Historical Foundations of Psychology (3 cr.)

Students are expected to acquire basic knowledge in the Core Areas of Learning and Developmental Sciences listed below by taking at least one three-credit course from each area below. Basic knowledge in these spheres is tested in qualifying examinations.

Human Development (3 cr. minimum)

Select at least one course from the following:

- P513 Gerontology: Multidisciplinary Perspectives (3 cr.)
- P514 Life Span Development: Birth to Death (3 cr.)
- P515 Child Development (3 cr.)
- P516 Adolescent Development (3 cr.)
- P517 Adult Development and Aging (3 cr.)
- P518 Social Aspects of Aging (3 cr.)
- P622 Social Development (3 cr.)
- P623 Child Development (3 cr.)
- P624 The Biology of Behavior: Implications for Educational & Clinical Practice (3 cr.)
- P625 Family Processes (3 cr.)

Learning (3 cr. minimum)
Select at least one course from the following:

- P540 Learning and Cognition in Education (3 cr.)
- P544 Applied Cognition and Learning Strategies (3 cr.)
- P545 Educational Motivation (3 cr.)
- P566 Social Psychology in Education (3 cr.)
- P590 Independent Study or Research in Educational Psychology (3 cr.)
- P600 Topical Seminar in Learning, Cognition & Instruction (3 cr.)
- P640 Thinking and Learning in Social Contexts (3 cr.)
- P650 Topical Seminar in Educational Psychology (3 cr.)

Foundations in Education (9 cr. minimum)
Doctoral students are required to take courses outside their major and minor areas to obtain alternative theoretical perspectives to their studies. These courses may be taken in areas such as the history, philosophy or sociology of education, curriculum theory, and other social sciences. Students are allowed to take no more than six credits in the same area.

Inquiry Core (15 cr. minimum)

The Inquiry component emphasizes methodological skills which provide a basis for conducting original research. The following three courses are required:

- Y521 Methodological Approaches to Educational Inquiry (3 cr.)
- Y502 Intermediate Statistics Applied to Education (3 cr.)
  (Must be taken concurrently with Y500)
- Y527 Educational Assessment and Psychological Assessment (3 cr.)

Select two courses from the following:

- H510 Foundations of Educational Inquiry (3 cr.)
- H601 Historical Inquiry in Education (3 cr.)
- Y535 Evaluation Models and Techniques (3 cr.)
- Y603 Statistical Design of Educational Research (3 cr.)
  (Must be taken concurrently with Y500.)
- Y604 Multivariate Analysis in Educational Research (3 cr.)
  (Must be taken concurrently with Y500.)
- Y611 Qualitative Inquiry in Education (3 cr.)
- Y617 Psychometric Theory (3 cr.)
- Y627 Seminar in Educational and Psychological Measurement I (3 cr.)
- Y635 Methodology of Educational Evaluation (3 cr.)
- Y750 Seminar in Inquiry Methodology (3 cr.)

Minor Requirements (12 cr.)

The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are generally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office before enrolling in the minor courses.

Students will select a minor field of study to complement their major in educational psychology. The minor serves to develop students' substantive area of interest. Major area courses may not be used in the minor.

Elective Requirements

Elective courses are chosen to fill out the major and to contribute to the integrity of the student's program. These courses are taken in the student's area of interest, within or outside the department, to fulfill the total program requirement of 90 credit hours.

Early Inquiry Experience

To satisfy the program requirements, the student must carry out an independent research project as an early inquiry experience. The resulting research report must be read and approved by the major members of the program of studies committee. This project must be completed before advancing to candidacy and is expected to be completed in the first three years. A master's thesis can be considered but must meet the same approval process.

Dissertation Requirements (15 cr.)

- P795 Dissertation Proposal Preparation (3 cr.)
- P799 Doctoral Thesis in Educational Psychology (12 cr.)

Ph.D. in Learning and Developmental Science-Specialization in Human Development

The study of human development has practical implications for everything from preschool curriculum development to geriatric care. Students study human development to understand how individuals develop biologically, cognitively, socially, and emotionally and the impact this has throughout their entire lifespan. They also conduct independent research, develop teaching skills, and prepare for a career as a faculty member, institutional researcher, or education consultant. This program includes a strong grounding in all of the concepts and theories of human development, plus the opportunity to become an expert in one or more aspects of the human development of specific interest.

Degree Requirements

Major Requirements (36 cr.)

Students must take three courses in development so that each major period of the lifespan is studied (9 cr. total)

Childhood (3 cr.)

- P515 Child Development (3 cr.)
- P623 Child Development (3 cr.)
  (recommended course.)

Adolescence (3 cr.):

- P516 Adolescent Development (3 cr.)

Adulthood (3 cr.):
Select one course from the following:

- P513 Gerontology: Multidisciplinary Perspective (3 cr.)
- P517 Adult Development and Aging (3 cr.)
- P650 Topical Seminar in Educational Psychology: Emerging Adulthood (3 cr.)

Required Courses:

- P590 Independent Study in Educational Psychology (3 cr.)
- P601 Educational and Historical Foundations of Psychology (3 cr.)
- P624 The Biology of Behavior: Implications for Educational & Clinical Practice (3 cr.)
- P685 Proseminar in Human Development (1 cr. per semester) (6 cr.)

The remaining credits from the 36 total may be chosen from:

- P513 Gerontology: Multidisciplinary Perspective (3 cr.)
  (If not taken for the Adulthood requirement.)
- P517 Adult Development and Aging (3 cr.)
  (If not taken for the Adulthood requirement.)
- P518 Social Aspects of Aging (3 cr.)
- P622 Social Development (3 cr.)
- P625 Family Processes (3 cr.)
- P650 Topical Seminar in Educational Psychology: Emerging Adulthood (3 cr.)
  (If not taken for Adulthood requirement.)
- P652 Family Transitions (3 cr.)
- P683 Developmental Epidemiology (3 cr.)
- PSY-P657 Topical Seminar: Development and Psychopathology (3 cr.)

Inquiry Requirements (15 cr.)

- Y502 Intermediate Statistics Applied to Education (3 cr.)
  (Must be taken concurrently with Y500.)
- Y521 Methodological Approaches to Educational Inquiry (3 cr.)
- Y527 Educational Assessment and Psychological Assessment (3 cr.)
- Y604 Multivariate Analysis in Educational Research (3 cr.)
  (Must be taken concurrently with Y500.)
- Y645 Covariance Structure Analysis (3 cr.)

We also highly recommend:

- Y637 Categorical Data Analysis (3 cr.)
- Y639 Multilevel Modeling (3 cr.)
- Y655 Longitudinal Data Analysis (3 cr.)

Minor Requirements (12 cr. minimum)

The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office before enrolling in the minor courses. Major area courses may not be used in the minor.

Electives or Second Minor Requirements (12 cr. minimum)

If you receive a job appointment to be an Associate Instructor, then you must take (counts as an elective on the program of studies):

- P650 Topical Seminar in Educational Psychology: College Teaching (each year of teaching) (2 cr.)

Early Inquiry Experience

To satisfy the program requirements, the student must carry out an independent research project as an early inquiry experience. The resulting research report must be read and approved by the major members of the program of studies committee. This project must be completed before advancing to candidacy and is expected to be completed in the first three years. A master's thesis can be considered but must meet the same approval process.

Dissertation Requirements (15 cr.)

- P795 Dissertation Proposal Preparation (3 cr.)
- P799 Doctoral Thesis in Educational Psychology (12 cr.)

Ph.D. in Learning and Developmental Science-Specialization in Learning Sciences

Students in our Learning Sciences Ph.D. program come from a variety of academic and professional backgrounds, from math and science to psychology and computer science. What unites them is a desire to understand the connection between how people learn and the environments in which they learn, and to make those environments more effective.

We believe that Learning Sciences problems are solved through interdisciplinary collaboration. You'll collaborate with researchers in related fields, such as cognitive science. As a candidate, you will establish and defend your personal research agenda. Learn to apply relevant social scientific theory, psychological theory, and educational design theory to your research. Additionally, you will be involved in preparing research grant proposals tailored to the needs and interests of major foundations and government agencies that support advances in Learning Sciences.

Degree Requirements

Major Requirements (36 cr.)

Required Courses (6 cr.)
All doctoral students are required to take the following courses:

- P544 Applied Cognition and Learning Strategies (3 cr.)
- P572 Introduction to the Learning Sciences or P640 Thinking and Learning in Social Contexts (or equivalent) (3 cr.)

Other Learning Sciences courses (12–15 cr.)
Courses should include a minimum of six credit hours of coursework on theory and three credit hours of coursework on design. These courses, plus the inquiry linkage course, must include a minimum of six credit hours at the 600-level.

- P507 Assessment in Schools (3 cr.)
- P540 Learning and Cognition in Education (3 cr.)
- P545 Educational Motivation (3 cr.)
- P571 Proseminar in Learning Science (1 cr.)
- P574 Topical Seminar in Learning Science (3 cr.)
- P631 Theorizing Learning in Context (3 cr.)
- P632 Designing for Learning Context (3 cr.)
- P633 Capturing Learning in Context (3 cr.)
- P650 Topical Seminar in Educational Psychology (3 cr.)
- P674 Advanced Topical Seminar in Learning Sciences (1-3 cr.)
- P690 Independent Study in Educational Psychology (1-3 cr.)

Early Inquiry Experience (12-15 cr)
Apprenticeship may be taken for 1-3 credit hours each semester. In this context, the student must carry out an independent research project as the early inquiry experience. The resulting research report must be read and approved by the advisory committee.

- P573 Learning Sciences Apprenticeship (12–15 cr.)

Inquiry Linkage (3 cr.)

- P633 Capturing Learning in Context (3 cr.)

Inquiry Requirements (15 cr.)

- Y521 Methodological Approaches to Educational Inquiry (3 cr.)
- Select courses from the approved Inquiry Course list (12 cr.)

A list of approved inquiry courses may be found athttp://education.indiana.edu/students/graduates/_docs/ApprovedInquiryCoreCourses.pdf.

Minor Requirements (12 cr.)

The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office before enrolling in the minor courses. Major area courses may not be used in the minor.

Elective Requirements (12 cr.)

Electives may be taken in fields inside or outside the School of Education. Students may take electives in any area of interest to complement their program of study.

Early Inquiry Experience

To satisfy the program requirements, the student must carry out an independent research project as an early inquiry experience. The resulting research report must be read and approved by the major members of the program of studies committee. This project must be completed before advancing to candidacy and is expected to be completed in the first three years. A master's thesis can be considered but must meet the same approval process.

Dissertation Requirements (15 cr.)

- P795 Dissertation Proposal Preparation (3 cr.)
- P799 Doctoral Thesis in Educational Psychology (12 cr.)

Ph.D. in School Psychology

Students take coursework in several areas: (a) cognitive, academic, and social/emotional/behavioral assessment, (b) academic and emotional/ behavioral interventions and consultation, (c) ethical, legal, and professional issues, (d) inquiry/research methods, (e) cultural diversity, and (f) foundations of psychology. Practicum is required every semester. In the second year, students are required to enroll in the academic intervention practicum for one semester and the behavioral intervention practicum for a semester. Doctoral students also enroll in a doctoral supervision class/practicum in the third year. All students take elective practica in the third and fourth years in their areas. A one-year, full-time internship is required, which typically is completed in the fifth year. Internships may be ten months in a school setting or 12 months in a clinical or other non-school settings. The majority of students seek APA, APPIC accredited internships that facilitate obtaining a postdoctoral position and earning licensure for the independent practice of psychology. A minor is required, with counseling being the most frequent selection. Graduates take positions in public or private schools, clinical settings, or academic or research. The deadline for applications is December 1. Admission is for the fall semester only, and students are considered full-time.

Degree Requirements

Major Requirements (40 cr.) *

- P645 Single Case Research Methodology in Education and the Behavioral Sciences (3 cr.)
- P655 Cognitive Assessment and Intervention (4 cr.)
- P656 Practicum in School Psychology (2 cr., taken two times)
- P657 Academic Assessment and Intervention (4 cr.)
- P670 Behavioral Analysis and Consultation for School Psychologists (3 cr.)
- P680 Ethical, Legal, and Professional Issues in School Psychology (3 cr.)
- P681 Psychology of Cultural Diversity (3 cr.)
- P682 Developmental Psychopathology of Childhood and Adolescence (3 cr.)
- P691 Personality Assessment and Intervention (3 cr.)
- P692 Seminar in Therapeutic Interventions with Children (3 cr.)
- P695 Practicum in Personality and Behavioral Assessment (2 cr.)
- P696 Practicum in Therapeutic Interventions with Children (2 cr.)
- P697 Advanced Practicum in School Psychology (1 cr.)

- P699 Internship in School Psychology II (2 cr.) (Taken post-candidacy.)

Psychological Foundations Requirements (15 cr.)*

These courses meet APA requirements for foundations in the respective areas.

Human Development (3 cr.)
- P514 Lifespan Development: Birth to Death (3 cr.)

Biological Bases of Behavior (3 cr.)
- P624 The Biology of Behavior: Implications for Educational & Clinical Practice (3 cr.)

Social Bases of Behavior (3 cr.)
Select one course from the following:
- P622 Social Development (3 cr.)
- P566 Social Psychology in Education (3 cr.)
- G656 Social Bases of Behavior (3 cr.)

History and Systems of Psychology (3 cr.)
- P601 Educational and Historical Foundations of Psychology (3 cr.)

Cognitive/Learning Bases of Behavior (3 cr.)
Select one course from the following:
- P540 Learning and Cognition in Education (3 cr.)
- P544 Applied Cognition and Learning Strategies (3 cr.)

*Courses in School Psychology, Educational Psychology, and Learning and Developmental Sciences are included to bring the total to the minimum of 55 semester hours for the major area. Although not explicitly required, we recommend that students have advanced coursework and practicum in counseling and therapeutic interventions. Many internships sites, psychology licensing boards, and state departments of education require courses and clinical experience in Counseling on an applicant's transcript. The University Graduate School requires at least 90 hours for the Ph.D. degree, but a program is likely to total 100-110 hours, due to student interest in specific courses or areas of study. If you are planning to complete an internship in a clinical setting (e.g., hospital, private practice or mental health center), it is suggested that a course in psychopharmacology be considered as an elective.

Inquiry Requirements (12 cr.)

- Y502 Intermediate Statistics Applied to Education (required) (3 cr.)
- Y521 Methodological Approaches to Educational Inquiry (required) (3 cr.)

Select one course from the following:

- Y603 Statistical Design in Educational Research (3 cr.)
- Y604 Multivariate Analysis in Educational Research (3 cr.)

Select one course from the approved Inquiry Course list

A list of approved inquiry courses may be found at http://education.indiana.edu/students/graduates/_docs/ApprovedInquiryCoreCourses.pdf.

Minor Requirements (12 cr.)

The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification eDoc.

Most students select counseling for their minor, which provides a foundation for advanced practica and internships in clinical or school settings. Some students complete a second minor, most often in inquiry or special education. The minor should be carefully selected to prepare for internship and professional positions upon graduation.

Elective Requirements (0-6 cr.)

Electives may be taken in fields inside or outside the School of Education. Students may take electives in any area of interest to complement their program of study.

Early Inquiry Experience

To satisfy the program requirements, the student must carry out an independent research project as an early inquiry experience. The resulting research manuscript, written in APA style, must be approved by the student's advisor and be submitted to a journal for publication consideration. Documentation that the manuscript was successfully submitted and forwarded for peer review by the journal's editorial review board is required. The early inquiry study must be completed before advancing to candidacy and is expected to be completed by the third year of study.

National School Psychology Examination Requirement

All graduates of the School Psychology doctoral program are required to take and pass the National School Psychology Examination (Praxis II) as a condition for graduation. It is recommended that the examination is taken at the end of the second year of study. The examination must be taken and passed as a partial requirement for nomination to candidacy.

Dissertation Requirements (15 cr.)

- P795 Dissertation Proposal Preparation (3 cr.)
- P799 Doctoral Thesis in Educational Psychology (12 cr.)

Ph.D. Minor in Counseling Psychology

The minor in Counseling Psychology is a 12-credit hour minor designed to meet the needs of Ph.D. students in all areas of the IU School of Education and other degrees on campus.

Minor Requirements (12 cr.)

Students must take four courses in counseling psychology (at least one MUST be at the 600 level). Courses that may be chosen from:

- G505 Individual Appraisal: Principles and Procedures (3 cr.)
- G510 Introduction to Alcohol and Drug Counseling (3 cr.)
- G522 Counseling Theories (must be taken concurrently with G523) (3 cr.)
- G523 Laboratory in Counseling and Guidance (taken concurrently with G522) (3 cr.)
- G532 Introduction to Group Counseling (3 cr.)
- G552 Career Counseling: Theory/Practice (3 cr.)
- G567 Introduction to Marriage and Family Counseling (3 cr.)
- G575 Multicultural Counseling (3 cr.)
- G609 Interventions in Performance Psychology (3 cr.)
- G615 Psychopathology and Advanced Diagnosis (3 cr.)
- G622 Advanced Theories of Counseling (3 cr.)
- G650 Topical Seminar in Counseling Psychology: Advanced Multicultural Counseling, Career Development, and Consultation (3 cr.)

Relevant courses from other departments or programs may be counted as counseling psychology courses at the discretion of the minor advisor, although no more than one such course may be counted toward the 12 credit minimum.

The doctoral minor in Counseling Psychology does not require a minor qualifying exam.

Ph.D. Minor in Educational Psychology

The Minor in Educational Psychology is a 12 credit hour minor designed to meet the needs of Ph.D. students in all areas of the IU School of Education and other degrees on campus. The courses below represent the suggested framework for Educational Psychology Minors and Educational Psychology faculty to develop a minor that meets the goals of the student.

Minor Requirements (12 cr.)

Possible courses are (but not limited to):

- P513 Gerontology: Multidisciplinary Perspectives (3 cr.)
- P514 Life Span Development: Birth to Death (3 cr.)
- P515 Child Development (3 cr.)
- P516 Adolescent Development (3 cr.)
- P517 Adult Development and Aging (3 cr.)
- P518 Social Aspects of Aging (3 cr.)
- P540 Learning and Cognition in Education (3 cr.)
- P544 Applied Cognition and Learning Strategies (3 cr.)
- P545 Educational Motivation (3 cr.)
- P566 Social Psychology in Education (3 cr.)
- P590 Independent Study or Research in Educational Psychology (3 cr.)
- P600 Topical Seminar in Learning, Cognition & Instruction (3 cr.)
- P601 Educational and Historical Foundations of Psychology (3 cr.)
- P622 Social Development (3 cr.)
- P623 Child Development (3 cr.)
- P624 The Biology of Behavior: Implications for Educational & Clinical Practice (3 cr.)
- P625 Family Processes (3 cr.)
- P640 Thinking and Learning in Social Contexts (3 cr.)
- P650 Topical Seminar in Educational Psychology (3 cr.)

The doctoral minor in Educational Psychology does not require a minor qualifying exam.

Ph.D. Minor in Gerontology

The minor in Gerontology is designed for individuals seeking to expand their knowledge of the field of gerontology during their doctoral coursework. This minor consists of four courses in gerontology and a paper/ proposal. This interdisciplinary minor in Gerontology is offered in partnership with the School of Public Health and the Human Development program of the Department of Counseling and Educational Psychology in the School of Education. Please direct any questions about the minor to Dr. Lesa Huber, the minor faculty advisor at lehuber@indiana.edu.

Minor Requirements

Required Courses (12 cr.)
Select four courses from the following:

- P513 Gerontology: Multidisciplinary Perspectives (3 cr.)
  (Students in the Educational Psychology or Learning Sciences Ph.D. programs should sign up for SPH H524 Gerontology: Multidisciplinary Perspectives.)
- P517 Adult Development and Aging (3 cr.)
  (Students in the Educational Psychology or Learning Sciences Ph.D. programs may not use this course for the gerontology minor.)
- P518 Social Aspects of Aging (3 cr.)
  (Students in the Educational Psychology or Learning Sciences Ph.D. programs may not use this course for the gerontology minor.)
- SPH B535 Contemporary Issues in Aging and Health (3 cr.)
- SPH B615 Health, Longevity and Integrative Therapies for the Later Years (3 cr.)
- Relevant courses from other departments or programs may be counted as gerontology courses at the discretion of the minor advisor, though no more than one such course may be counted toward the 12 credit minimum.

Procedures for Ph.D. Minor in Gerontology Qualifying Exam Instead of a written qualifying exam, the student will complete an alternate assignment. The assignment may be a paper or a funding proposal, either real or simulated, and must be approved by Dr. Lesa Huber, the minor advisor.

Ed.D. Minor in Human Development

The Minor in Human Development is a nine credit hour minor designed to meet the needs of Ed.D students in all areas of the IU School of Education. The courses below represent the suggested framework for Human Development minors.

Minor Requirements (9 cr.)

At least one must be at the 600 level.

These courses may be chosen from:

- P513 Gerontology
- P514 Lifespan Development
- P515 Child Development
- P516 Adolescent Development
- P517 Adult Development
- P518 Social Aspects of Aging
- P521 Emerging Adulthood
- P600 Children's Thinking
- P622 Social Development
- P623 Advanced Child Development
- P624 Biological Bases of Behavior
- P625 Family Processes and Child/Adolescent Development
- P652 Family Transitions
- P683 Developmental Epidemiology

Relevant courses from other departments or programs may be counted as development courses at the discretion of the minor advisor, though no more than one such course may be counted toward the minor.

The doctoral minor in Human Development does not require a minor qualifying exam.

Ph.D. Minor in Human Development

The Minor in Human Development is a 12 credit hour minor designed to meet the needs of Ph.D. students in all areas of the IU School of Education and other degrees on campus. The courses below represent the suggested framework for Human Development minors.

Minor Requirements (12 cr.)

At least one must be at the 600 level.

These courses may be chosen from:

- P513 Gerontology
- P514 Lifespan Development
- P515 Child Development
- P516 Adolescent Development
- P517 Adult Development
- P518 Social Aspects of Aging
- P521 Emerging Adulthood
- P600 Children's Thinking
- P622 Social Development
- P623 Advanced Child Development
- P624 Biological Bases of Behavior
- P625 Family Processes and Child/Adolescent Development
- P652 Family Transitions
- P683 Developmental Epidemiology

Relevant courses from other departments or programs may be counted as development courses at the discretion of the minor advisor, though no more than one such course may be counted toward the minor.

The doctoral minor in Human Development does not require a minor qualifying exam.

Ph.D. Minor in Inquiry Methodology

The Minor in Inquiry Methodology is a 12 credit hour minor designed to meet the needs of Ph.D. students in all areas of the IU School of Education and other degrees on campus.

A minor in Inquiry Methodology engages in students' thinking through methodological advancements and challenges relevant to their major fields of study. The minor complements one's core inquiry hours without duplicating those. In other words, a course cannot count as both a core course and a minor course. The minor is constituted of 12 credit hours. The specific coursework for the minor is decided and approved by the minor advisor.

The doctoral minor in Inquiry Methodology does not require a minor qualifying exam.

Ed.D. Minor in Learning and Developmental Sciences

The minor in Learning & Developmental Sciences is a nine credit hour minor designed to meet the needs of Ed.D. students in all areas of the IU School of Education.

Minor Requirements (9 cr.)

Required Courses (3 cr.)

Choose one of the following courses:

- P540 Learning and Cognition in Education (3 cr.)
- P544 Applied Cognition and Learning Strategies (3 cr.)
- P572 Introduction to the Learning Sciences (or equivalent) (3 cr.)
- P640 Learning in Social Contexts (3 cr.)

Foundations of Learning Sciences (6 cr.)

- P507 Assessment in Schools (3 cr.)
- P545 Educational Motivation (3 cr.)
- P573 Learning Sciences Apprenticeship (1-3 cr.)
- P574 Topical Seminar in the Learning Sciences (3 cr.)
- P631 Theorizing Learning in Context (3 cr.)
- P632 Designing for Learning Context (3 cr.)
- P633 Capturing Learning in Context (3 cr.)
- P674 Advanced Topical Seminar in Learning Sciences (3 cr.)
- Or other electives approved by the Learning Science faculty committee member

The doctoral minor in Learning & Developmental Sciences does not require a minor qualifying exam.

PH.D. Minor in Learning and Developmental Sciences

The minor in Learning & Developmental Sciences is a 12 credit hour minor designed to meet the needs of Ph.D. students in all areas of the IU School of Education and other degrees on campus.

Minor Requirements (12 cr.)

Required Courses (3-6 cr.)

Choose one or two of the following courses:

- P540 Learning and Cognition in Education (3 cr.)
- P544 Applied Cognition and Learning Strategies (3 cr.)
- P572 Introduction to the Learning Sciences (or Equivalent) (3 cr.)

- P640 Learning in Social Contexts (3 cr.)

Foundations of Learning Sciences (6-9 cr.)

- P507 Assessment in Schools (3 cr.)
- P545 Educational Motivation (3 cr.)
- P573 Learning Sciences Apprenticeship (1-3 cr.)
- P574 Topical Seminar in the Learning Sciences (3 cr.)
- P631 Theorizing Learning in Context (3 cr.)
- P632 Designing for Learning Context (3 cr.)
- P633 Capturing Learning in Context (3 cr.)
- P674 Advanced Topical Seminar in Learning Sciences (3 cr.)
- Or other electives approved by the Learning Science faculty committee member

The doctoral minor in Learning & Developmental Sciences does not require a minor qualifying exam.

Ph.D. Minor in School Psychology

The Minor in Educational Psychology is a 12 credit hour minor designed to meet the needs of Ph.D. students in all areas of the IU School of Education and other degrees on campus.

Minor Requirements (12 cr.)

Select four courses from the following:

- P650 Topical Seminar in Educational Psychology: Single Subject Research Methodology in Behavioral Sciences (3 cr.)
- P670 Behavioral Analysis and Consultation for School Psychologists (3 cr.)
- P680 Ethical, Legal, and Professional Issues in School Psychology (3 cr.)
- P681 Psychology of Cultural Diversity (3 cr.)
- P682 Developmental Psychopathology of Childhood and Adolescence (3 cr.)

The doctoral minor in School Psychology does not require a minor qualifying exam.

Ed.D. minor in Sport and Performance Psychology

The Minor in Sport and Performance Psychology is a collaborative effort between the Counseling Psychology Program (within the Department of Counseling and Educational Psychology in the School of Education) and the Kinesiology Program (within the School of Public Health). The purpose of this minor is to provide content specific education and training to graduate students who are interested in pursuing professional interests in fields that require knowledge of performance principles and ways to maximize the potential of performers, both on and off of the field.

Minor Requirements (9 cr.)

Required Courses (6 cr.):

- EDUC-G 509/SPH-K 500 Counseling College Student-Athletes (3 cr.)
- EDUC-G 609/SPH-K 500 Interventions in Performance Psychology (3 cr.)

Select One Course (3 cr.):

- SPH-M 512 Topics in Kinesiology [Critical Race Theory in Sport] (3 cr.)
- SPH-M 513 Sports in Higher Education (3cr.)
- SPH-M 522 Role of Sport in Society (3cr.)
- SPH-M 525 Psychological Foundations of Exercise and Sport (3 cr.)
- SPH-K 527 Adherence to Physical Activity (3 cr.)
- SPH-K 533 Advanced Theories of High-Level Performance (3 cr.)
- SPH-K 535 Physiological Basis of Human Performance (3 cr.)
- SPH-K 550 Special Topics in Kinesiology (3 cr.)
- EDUC-G 650/SPH-K 500 Special Topics Seminar in Counseling Psychology (3 cr.)
- EDUC-C 750 Special Topics in Higher Education (3 cr.)
- Other topical seminars in related fields will be considered for inclusion

The doctoral minor in Sport and Performance Psychology does not require a minor qualifying exam.

Ph.D. minor in Sport and Performance Psychology

The Minor in Sport and Performance Psychology is a collaborative effort between the Counseling Psychology Program (within the Department of Counseling and Educational Psychology in the School of Education) and the Kinesiology Program (within the School of Public Health). The purpose of this minor is to provide content specific education and training to graduate students who are interested in pursuing professional interests in fields that require knowledge of performance principles and ways to maximize the potential of performers, both on and off of the field.

Minor Requirements (12 cr.)

Required Courses (6 cr.):

- EDUC-G 509/SPH-K 500 Counseling College Student-Athletes (3 cr.)
- EDUC-G 609/SPH-K 500 Interventions in Performance Psychology (3 cr.)

Select Two Course (6 cr.):

- SPH-M 512 Topics in Kinesiology [Critical Race Theory in Sport] (3 cr.)
- SPH-M 513 Sports in Higher Education (3cr.)
- SPH-M 522 Role of Sport in Society (3cr.)
- SPH-M 525 Psychological Foundations of Exercise and Sport (3 cr.)
- SPH-K 527 Adherence to Physical Activity (3 cr.)
- SPH-K 533 Advanced Theories of High-Level Performance (3 cr.)
- SPH-K 535 Physiological Basis of Human Performance (3 cr.)
- SPH-K 550 Special Topics in Kinesiology (3 cr.)
- EDUC-G 650/SPH-K 500 Special Topics Seminar in Counseling Psychology (3 cr.)
- EDUC-C 750 Special Topics in Higher Education (3 cr.)
- Other topical seminars in related fields will be considered for inclusion

The doctoral minor in Sport and Performance Psychology does not require a minor qualifying exam.

Curriculum and Instruction

We are on the pulse of the issues and ideas that are shaping today's learning environments, from the latest technologies to new methods for instruction. We prepare students to work as educators with people of all ages and in a variety of settings. Our graduates are working in private, public, and charter schools, as well as daycare centers, after-school programs, colleges and universities, online programs, museums, community recreation centers, and in professional settings.

You will find our faculty has a deep interest and concern in education, and they know what it means to teach. They work continuously to improve and refine their own teaching abilities, providing you with an opportunity to learn from expert, award-winning educators as you start to develop your own teaching style.

Certificate in Preparing Educators of Students with Autism (Online)

This 15-credit graduate level online certificate is designed to enhance one's understanding and skill set in the area of Autism Spectrum Disorder (ASD). The program incorporates knowledge from current research, evidence-based practices in autism assessment and intervention, as well as perspectives of individuals with ASD and their families. Whether you are a professional practitioner or personal care provider, this program will update your knowledge and strengthen your skills.

The Graduate Certificate in Preparing Educators of Students with Autism is NOT the equivalent of a state teaching license nor preparation to earn a teaching license.

It is possible to take a course from the series without being admitted to the program. Students who are interested in completing the series must apply to the program. If you choose to pursue a master's or doctoral degree in Special Education, these certificate courses may apply to your degree requirements. Completion of the certificate programs does not guarantee admission to the master's or doctoral program.

Certificate Requirements

Required Courses (15 cr.)

- K631 Introduction to Autism Spectrum Disorders (3 cr.)
- K632 Promoting Social Competency in Autism Spectrum Disorders (3 cr.)
- K633 Communication Development, Assessment, and Intervention in Autism Spectrum Disorders (3 cr.)
- K634 Preventing and Intervening with Challenging Behavior for Students with Autism Spectrum Disorders (3 cr.)
- K635 Evidence-Based Professional Practice to Support School-Based Learning for Students with Autism Spectrum Disorders (3 cr.)
  (Prerequisite: successful completion of K631, K632, and either K633 or K634)

M.S.Ed. in Art Education

The 36-credit hour M.S.Ed. in Art Education may be used to help experienced teachers improve their competencies, to help practicing artists become art teachers, and to prepare students to teach art at all levels of education. This program offers courses in curriculum theory and development, computer graphics and other technology, art education history and literature, art instruction for atypical populations, development and applications of testing in art education, museum education, and other aspects of art education.

In addition to meeting the standard School of Education admission requirements, students interested in pursuing a master's degree in art education must have a minimum undergraduate GPA of 3.0. Applicants who do not meet this requirement may be admitted if they show evidence of successful professional activity, such as curriculum development or scholarship, or a paper that demonstrates competence in abstract thinking in the English language.

Degree Requirements

Major (18 cr.)

- J500 Instruction in the Context of Curriculum (3 cr.)
- Z525 Philosophic and Historical Foundations of Art Education (3 cr.)
- 12 additional credit hours in art education (12 cr.)

Foundations (3 cr.)
Select one of the following courses:

- H504 History of American Education (3 cr.)
- H530 Philosophy of Education (3 cr.)
- P510 Psychology in Teaching (3 cr.)
- P515 Child Development (3 cr.)
- P516 Adolescent Development (3 cr.)
- P525 Psychological Issues in Education (3 cr.)
- P540 Learning and Cognition in Education (3 cr.)
- P544 Applied Cognition and Learning Strategies (3 cr.)

Electives (9 cr.) Elective courses must complement the student's program and must be taken from outside the Art Education program. Elective courses must be approved by your faculty advisor.

Thesis, Practicum, or Other (6 cr.)

- Z599 Master's Thesis in Education (3 cr.)
- J538 M.S. Practicum/Internship (1-6 cr.)
- Other courses selected with the approval of your faculty advisor

M.S.Ed. in Elementary Education-Early Childhood Education Track

The program in Early Childhood Education is primarily for individuals who already have a teaching license in early childhood or elementary education and are seeking advanced professional development. Students can choose to focus their courses on the study of preschool or primary education. Several courses are taught over the distance education network, which links the Bloomington and IUPUI campuses.

Degree Requirements

Major (15 cr.)

- E505 Organization and Administration of Early Childhood Education Programs (3 cr.)
- E506 Curriculum in Early Childhood Education (3 cr.)
- E508 Seminar in Early Childhood Education (3 cr.)
- E525 Advanced Curriculum Study in Early Childhood Education (3 cr.)
- J500 Instruction in the Context of Curriculum (3 cr.)

Foundations (3 - 6 cr.)
- P515 Child Development (3 cr.)
- An additional course in the history or philosophy of education to be selected in consultation with a faculty advisor.

Electives (9 - 12 cr.)
- Select courses from inside or outside the School of Education to complement your program. These courses must have a unified focus and the approval of an advisor. Course selections are open and may be taken in Sociology, Library Science, Psychology, Folklore, Language Education, or other areas. NOTE: Up to six credit hours may be at the 300- or 400-level.

Thesis, Practicum, or Other (6 cr.)
- X599 Master's Thesis in Education (1-6 cr.)
- J538 M.S. Practicum/Internship (1-6 cr.)
- Other courses selected with the approval of your faculty advisor

M.S.Ed. in Elementary Education-Elementary Education Track

The Elementary Master's Program in the School of Education offers an advanced degree for experienced teachers seeking to enhance their knowledge and skill as teachers.

Core courses in the major include opportunities for students to explore current theories of learning and instruction, to engage in inquiry and reflection on teaching practice, to examine the social and cultural contexts of contemporary schools, and to analyze the nature and purposes of current perspectives on curriculum. Students also select courses in the advanced study of content areas relevant to elementary education. The program encourages candidates to pursue individual interests in depth through elective courses. Since most of the candidates in the program are practicing teachers, no additional formal field experience is required. Students, however, often use the course assignments as an opportunity to integrate current curriculum theory and teaching methods into their own classroom practices. As a culminating experience, students elect to write a thesis or complete a practicum project. The practicum option is often selected by students and is carried out as an action research project in their own classroom or school. Recent examples of such projects can be found at the School of Education on each campus.

Degree Requirements

Major (12 cr.)
- J500 Instruction in the Context of Curriculum (3 cr.)
- E535 Elementary School Curriculum (3 cr.)
- Choose two of the following courses (Students may choose other courses related to elementary education with the approval of an advisor):
  - E545 Advanced Study in the Teaching of Reading in the Elementary Schools (3 cr.) (Bloomington) OR L500 Instructional Issues In Language Learning (3 cr.) (Indianapolis)
  - E547 Advanced Study in the Teaching of Social Studies in the Elementary Schools (3 cr.)
  - E548 Advanced Study in the Teaching of Science in the Elementary Schools (3 cr.)
  - E595 Problem Analysis in Elementary Education: (variable title) (1-3 cr.)
  - J511 Methods of Individualizing Instruction (3 cr.)
  - N543 Advanced Study in the Teaching of Mathematics in the Elementary Schools (3 cr.)

Foundations (3 cr.)

Select one of the following courses:
- H504 History of American Education (3 cr.)
- H520 Education and Social Issues (3 cr.)
- H525 Anthropology of Education (3 cr.)
- H530 Philosophy of Education (3 cr.)
- H540 Sociology of Education (3 cr.)
- P510 Psychology in Teaching (3 cr.)
- P515 Child Development (3 cr.)
- P516 Adolescent Development (3 cr.)
- P525 Psychological Issues in Education (3 cr.)
- P540 Learning and Cognition in Education (3 cr.)
- P544 Applied Cognition and Learning Strategies (3 cr.)

Electives (15 cr.)

Elective courses must complement the major and may be from within or outside of the School of Education. Students wishing to focus on a particular discipline, such as mathematics, science, or social studies, may include courses from these fields here. Elective courses must be approved by a program advisor.

Thesis, Practicum, or Other (6 cr.)
- X599 Master's Thesis in Education (1-6 cr.)
- J538 M.S. Practicum/Internship (1-6 cr.)
- Other courses selected with the approval of your faculty advisor

M.S.Ed. in Secondary Education-General Track

This 36-credit hour program focuses on curriculum studies, adolescent development and psychology, and the theoretical foundations of education practice. It includes a practicum option depending on your future education and career focus. You may pursue the master's degree after completing the graduate certification requirements and apply those graduate course credits to the master's program. The program is offered on the Bloomington and Indianapolis campuses.

Degree Requirements

General Curriculum (3 cr.)
- J500 Instruction in the Context of Curriculum (3 cr.)

Specialized Studies (15 cr.)

Select course from inside or outside of the School of Education. Courses should have a unified focus and the approval of your advisor.

Foundational Areas & Inquiry Skills (3 cr. minimum)
Select at least one of the following courses

- P510 Psychology in Teaching
- P516 Adolescent Development
- P540 Learning and Cognition in Education
- H504 History of American Education
- H510 Foundations of Educational Inquiry
- H520 Education and Social Issues
- H525 Anthropology of Education
- H530 Philosophy of Education
- H538 Critical Thinking and Education
- H540 Sociology of Education

Electives (9 cr.)
Select courses that complement your program from inside or outside the School of Education with the approval of your advisor.

Thesis or Practicum Option (6 cr.)
Practicum proposals and thesis topics must be selected with the approval of your advisor. Practica must extend over at least two semesters or one semester and a regular summer session. Six hours of course work may be taken instead of the practicum option with the approval of your advisor.

M.S.Ed. in Secondary Education-Mathematics Education Track

The M.S. degree in secondary education with an emphasis in mathematics is designed for teachers at the middle and high school levels. If you are an experienced teacher, this degree will improve your skills while preparing you to become a supervising teacher or department chair. If you are new to teaching, this degree can include teacher certification as part of your degree requirements.

There is no official mathematics track for the elementary education master's degree, but you can work with a faculty advisor in our department if you wish to make elementary-level mathematics your area of concentration.

Students planning to earn teacher certification may choose to participate in the Community of Teachers program.

The 36-credit hour programs focus on innovative educational practices and can include coursework in graduate-level mathematics if desired. A thesis or practicum option is available for students who plan to eventually pursue a doctoral degree.

Degree Requirements

Major (18 cr.)

- J500 Instruction in the Context of Curriculum (3 cr.)
- N517 Advanced Methods in the Teaching of Middle/Junior High School Mathematics (3 cr.) **OR** N518 Advanced Methods in the Teaching of Middle/Junior High School Mathematics (3 cr.)
- Six (6) credit hours of mathematics courses at the 400 level or above, selected under the direction of your academic advisor.
- Six (6) additional credit hours selected under the direction of your academic advisor.

Foundations (3 cr.)
Choose one of the following courses

- H504 History of American Education (3 cr.)
- H510 Foundations of Educational Inquiry (3 cr.)
- H520 Education and Social Issues (3 cr.)
- H525 Anthropology of Education (3 cr.)
- H530 Philosophy of Education (3 cr.)
- H538 Critical Thinking and Education (3 cr.)
- H540 Sociology of Education (3 cr.)
- P501 Statistical methods Applied to Education (3 cr.)
- P507 Testing in the Classroom (3 cr.)
- P510 Psychology in Teaching (2-3 cr.)
- P516 Adolescent Development (3 cr.)
- P525 Psychological Issues in Education (3 cr.)
- P540 Learning and Cognition in Education (3 cr.)
- P544 Applied Cognition and Learning Strategies (3 cr.)

Electives (9 cr.)
These courses must have a unified focus in mathematics education and must be approved by your academic advisor. With the advisor's consent, candidates are encouraged to enroll in N590 Independent Research in Mathematics Education (1-3 cr.)

Thesis, Practicum, or Other (6 cr.)

- X599 Master's Thesis in Education (1-6 cr.)
- J538 M.S. Practicum/Internship (1-6 cr.)
- Other courses selected with the approval of your faculty advisor

M.S.Ed. in Secondary Education-Science Education Track

The Science Education Track of the M.S.Ed. in Secondary Education is designed to provide students a path to increase both their knowledge in science content and advanced pedagogies for teaching science. Students who do not have licensure in a science area can earn this degree as part of their licensure program but the General Track Sub-Plan is recommended for that purpose due to the difficulty in scheduling science content courses.

Degree Requirements

Major Requirements (21 cr.)

- J500 Instruction in the Context of Curriculum (3 cr.)
- Nine graduate credits in Science Education (9 cr.)
- Nine graduate credits in one of more Science Content Area (9 cr.)

Foundation Requirements (3 cr.)
Three graduate credits in the Educational Foundations area (3 cr.)

Thesis, Practicum, Field Experience, or Research Apprenticeship Requirement (6 cr.)
Options include:

- J538 M.S. Practicum/Internship (1-6 cr.)
- M501 Laboratory/Field Experience (0-3 cr.)
- Q590 Independent Study or Research in Science Education (1-3 cr.)
- S599 Masters Thesis in Secondary Education (3 cr.)

Elective Requirements (6 cr.)
Six graduate credits that must have the approval of your academic advisor (3 cr.)

M.S.Ed. in Social Studies Education

M.S.Ed. in Social Studies Education

This 36-credit hour degree program focuses on contemporary methods and issues in social studies education. You will take a variety of courses that explore curriculum, instruction, and research at either elementary or secondary levels, as well as classes that deepen your understanding of history, political science, sociology, and other social sciences. You will have the opportunity to complete a research thesis, a field-based practicum, or other course work to meet your individual needs and interests. It prepares students for positions in schools as professional classroom teachers, supervising teachers, and department chairpersons. Students seeking these positions must also meet the licensure requirements.

In consultation with a departmental advisor, the student selects courses from the following list to meet degree requirements. The student must complete 36 credit hours.

Degree Requirements

Major (18 cr.)

- J500 Instruction in the Context of Curriculum (3 cr.)
- M653 The Nature of Social Studies (3 cr.)

Choose four of the following courses:

- E514 Workshop in Elementary Social Studies (3 cr.) OR M514 Workshop in Social Studies Education (3 cr.)
- E535 Elementary School Curriculum (3 cr.) OR S503 Secondary School Curriculum (3 cr.)
- E547 Advanced Study in the Teaching of Social Studies in the Elementary School (3 cr.) OR S519 Advanced Study in the Teaching of Secondary School Social Studies (3 cr.)
- M590 Independent Study in Social Studies Education (3 cr.) OR M680 Internship, Social Studies Education (3 cr.)

Foundations (3 cr.)

Select one of the following courses:

- H504 History of American Education (3 cr.)
- H520 Education and Social Issues (3 cr.)
- H530 Philosophy of Education (3 cr.)
- H540 Sociology of Education (3 cr.)
- H560 Education and Change in Societies (3 cr.)
- P510 Psychology in Teaching (3 cr.)
- P515 Child Development (3 cr.)
- P516 Adolescent Development (3 cr.)
- P540 Learning and Cognition in Education (3 cr.)
- P544 Applied Cognition and Learning Strategies (3 cr.)

Electives (9 cr.)

Elective courses must complement the major, and be from the social science field in the College of Arts and Sciences (such as Anthropology, Economics, Geography, History, Political Science, Psychology, or Sociology). Elective courses must be approved by a program advisor.

Thesis, Practicum, or Other (6 cr.)

- X599 Master's Thesis in Education (1 - 6 cr.)
- J538 M.S. Practicum/Internship (1 - 6 cr.)

Other courses selected with the approval of your faculty advisor

M.S.Ed. in Special Education (Online or Hybrid)

The online and hybrid Special Education Master's degree programs are focused on supporting advanced competencies in teaching related to teaching students with mild-moderate disabilities. Based on Special Education professional standards, the activities in the program address the knowledge, skills and dispositions needed by special education teachers working in today's classrooms.

Prerequisite (3 cr.)

K505 Introduction to Special Education for Graduate Students (3 cr.)

This course does not count towards the M.S.Ed. in Special Education program or teacher certification.

Degree Requirements

Major Requirements (20 cr.)

- K535 Assessment and Remediation of the Mildly Handicapped I (3 cr.)
- K536 Assessment and Remediation of the Mildly Handicapped II (3 cr.)
- K548 Families, School and Society (3 cr.)
- K553 Classroom Management and Behavior Support (3 cr.)
- K565 Collaboration and Service Delivery (3 cr.)
- S500 Field-Based Seminar in Teacher Education: Orientation to SPEDFIST (2 cr.)

Select one course from the following:

- Y510 Action Research I (3 cr.)
- Y520 Inquiry in Education (3 cr.)

Emphasis Area (12 cr.)

Students choose four classes from different departments or programs in the School of Education to create an area of emphasis which may include Autism, Behavior Disorders, Early Childhood Education, Instructional Strategies or others as approved by your advisor. One of the 4 chosen courses should be outside the Special Education department.

Capstone Project or Thesis (4 cr.)

- K500 Topical Workshop in Special Education (Culminating Seminar) (1 cr.)

Select one of the following courses:

- K590 Independent Study or Research in Special Education (3 cr.)
- K599 Masters Thesis in Special Education (3 cr.)

Ed.S. in Education-Elementary Education Track

The Specialist in Education (Ed.S.) degree program is an advanced graduate program that enables students to develop competence in an area of educational specialization with emphasis on practice. The Ed.S. in elementary education goes beyond the master's degree with a focus on theory, curriculum development, and the application of research to the elementary classroom. The program is individually tailored and can focus on early childhood, mathematics, science, art social studies or general elementary education.

Degree Requirements (65 cr.)

Major Requirements (24 cr.) The credits in the major are chosen in consultation with the student's advisor and program advisory committee.

Inquiry Requirements (6 cr.) These hours will be selected in consultation with the student's advisor and program advisory committee. They will be selected from the approved list of current Inquiry Core courses: A list of approved inquiry courses may be found at https://education.indiana.edu/docs/graduate-program-documents/approved-inquiry-courses.pdf.

Cognate Requirements (9 cr.) The cognate must have integrity in its own right and must complement the major. The cognate field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Cognates are normally formulated within a single program area. **Major area courses may not be used in the cognate**.

Elective Requirements (26 cr.) Elective courses must be approved by the advisory committee. They must be relevant to the program. The electives category may be used to add to the major, research/Inquiry, or cognate components.

Capstone Project or Comprehensive Examination
A substantial project or a comprehensive examination constitutes the culmination of the Ed.S. program. A project normally requires a written manuscript describing the project. Projects vary from program to program.

Practical Experience Ed.S. students must have demonstrated successful practical experience in order to be eligible for graduation. This experience may be in the form of work experience prior to or during the program of studies, or it may be accomplished through practicum and internship courses taken during the program.

Final Meeting A final meeting of the advisory committee is required, at which the student's entire program, including the project manuscript or comprehensive examination results, are reviewed. If the committee is satisfied that all program requirements have been successfully completed, the student is recommended for graduation.

Ed.S. in Education-Secondary Education Track

The Specialist in Education (Ed.S.) degree program is an advanced graduate program that enables students to develop competence in an area of educational specialization with emphasis on practice. The Ed.S. in secondary education goes beyond the master's degree with a focus on theory, curriculum development, and the application of research to the secondary classroom. The program is individually tailored and can focus on early childhood, mathematics, science, art social studies or general secondary education.

Degree Requirements (65 cr.)

Major Requirements (24 cr.)
The credits in the major are chosen in consultation with the student's advisor and program advisory committee.

Inquiry Requirements (6 cr.)
These hours will be selected in consultation with the student's advisor and program advisory committee. They will be selected from the approved list of current Inquiry Core courses: A list of approved inquiry courses may be found at https://education.indiana.edu/docs/graduate-program-documents/approved-inquiry-courses.pdf.

Cognate Requirements (9 cr.)
The cognate must have integrity in its own right and must complement the major. The cognate field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Cognates are normally formulated within a single program area.

Elective Requirements (26 cr.)
Elective courses must be approved by the advisory committee. They must be relevant to the program. The electives category may be used to add to the major, research/Inquiry, or cognate components.

Capstone Project or Comprehensive Examination
A substantial project or a comprehensive examination constitutes the culmination of the Ed.S. program. A project normally requires a written manuscript describing the project. Projects vary from program to program.

Practical Experience
Ed.S. students must have demonstrated successful practical experience in order to be eligible for graduation. This experience may be in the form of work experience prior to or during the program of studies, or it may be accomplished through practicum and internship courses taken during the program.

Final Meeting
A final meeting of the advisory committee is required, at which the student's entire program, including the project manuscript or comprehensive examination results, are reviewed. If the committee is satisfied that all program requirements have been successfully completed, the student is recommended for graduation.

Ed.S. in Education-Special Education Track

The Specialist in Education (Ed.S.) degree program is an advanced graduate program that enables students to develop competence in an area of educational specialization with emphasis on practice. The specialist degree in special education is designed for students who desire to increase their expertise beyond the master's degree level and become leaders in field-based settings.

Degree Requirements

Major Requirements (24 cr.)
The credits in the major are chosen in consultation with the student's advisor and program advisory committee.

Inquiry Requirements (6 cr.)
These hours will be selected in consultation with the student's advisor and program advisory committee. They will be selected from the approved list of current Inquiry Core courses: A list of approved inquiry courses may be found at https://education.indiana.edu/docs/graduate-program-documents/approved-inquiry-courses.pdf.

Cognate Requirements (9 cr.)
The cognate must have integrity in its own right and must complement the major. The cognate field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Cognates are normally formulated within a single program area. Major area courses may not be used in the cognate.

Elective Requirements (26 cr.)
Elective courses must be approved by the advisory committee. They must be relevant to the program. The electives category may be used to add to the major, research/Inquiry, or cognate components.

Capstone Project or Comprehensive Examination
A substantial project or a comprehensive examination constitutes the culmination of the Ed.S. program. A project normally requires a written manuscript describing the project. Projects vary from program to program.

Practical Experience
Ed.S. students must have demonstrated successful practical experience in order to be eligible for graduation. This experience may be in the form of work experience prior to or during the program of studies, or it may be accomplished through practicum and internship courses taken during the program.

Final Meeting
A final meeting of the advisory committee is required, at which the student's entire program, including the project manuscript or comprehensive examination results, are reviewed. If the committee is satisfied that all program requirements have been successfully completed, the student is recommended for graduation.

Ed.D. in Curriculum and Instruction-Specialization in Art Education (60-credit hours)

Advance your knowledge and skills as a K-12 art educator or prepare to teach at the college or university level. With the post-master's Ed.D. in Art Education, you will conduct independent research on practical questions facing art educators, such as quantifying how art education affects students' future academic achievement and professional success. You will also gain knowledge in the theory and practice of art education in the United States.

This highly individualized degree offers you the opportunity to minor in subject areas that include museum education, studio art, art history, and new media.

You must already have a master's degree to apply to this program. Coursework from that degree does not apply toward the Ed.D. degree requirements.

Degree Requirements (60 cr.)

Major Requirements (27 cr.) The credits in the major are chosen in consultation with the student's advisor and program advisory committee and divided into three areas.

Specialization (24 cr.)
There is substantial flexibility in the major. Courses from related areas of study may be included in the major component if their relevance to the major can be demonstrated and if committee approval can be secured. All courses are subject to approval by the student's doctoral advisory committee.

Inquiry Linkage Requirement (3 cr.)
A course with a robust research component (e.g., J638, J650, J605, J705or other course approved by the program committee) (3 cr.)

Inquiry Requirements (9 cr.) Select one course from the following (3 cr.):

- Y520 Strategies for Educational Inquiry (3 cr.)
- Y521 Methodological Approaches to Educational Inquiry (3 cr.)*

Although either Y520 or Y521 can meet this requirement, Y521 is highly recommended because it is intended for doctoral students.

An additional minimum of six credits must be selected from those approved as Core Inquiry courses. A list of approved inquiry courses may be found at https://education.indiana.edu/docs/graduate-program-documents/approved-inquiry-courses.pdf

Minor Requirements (9 cr.) The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are typically formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office before enrolling in the minor courses. **Major area courses may not be used in the minor**.

Elective Requirements (6 cr.) A minimum of 6 elective credits must be taken outside the major and the minor. An additional elective may be selected from within the major, the minor, inquiry, or any broad field of study.

Dissertation Requirements (9 cr.)

- J795 Dissertation Proposal Preparation (3 cr.)
- J799 Dissertation-Curriculum/Instruction (6 cr.)

Ed.D. in Curriculum and Instruction-Specialization in Art Education (90-credit hours)

This specialization explores theory, issues, and practice in Art Education. Graduates are prepared to make

original contributions to knowledge with emphasis on the intersections between theory and educational practice.

Degree Requirements (90 cr.)

Major Requirements (36 cr.) The credits in the major are chosen in consultation with the student's advisor and program advisory committee and divided into three areas.

Specialization (30 cr.)
The area of specialization must have an identifiable focus and consist of graduate-level courses (or the equivalent) and may include courses outside the program specialization area. All courses are subject to approval by the student's advisory committee.

- Z525 Philosophic and Historical Foundations of Art Education (3 cr.)
- Z760 Art Education Research Seminar: Variable Title (6 cr.)
- Z750 Doctoral Seminar in Art Education: Variable Title (6 cr.)
- Select an additional 15 specialization credits of coursework in consultation with your faculty advisor (15 cr.)

Early Inquiry Experience and Inquiry Linkage Requirements (6 cr.)
- J605 Independent Research Experience in Curriculum & Instruction (3 cr.)
- J705 Seminar: Inquiry in Curriculum & Instruction (3cr.)

Inquiry Requirements (9 cr.) Select one course from the following (3 cr.):

- Y520 Strategies for Educational Inquiry (3 cr.)
- Y521 Methodological Approaches to Educational Inquiry (3 cr.)*

*Although either Y520 or Y521 can meet this requirement, Y521 is highly recommended because it is intended for doctoral students.

An additional minimum of six credits must be selected from those approved as Core Inquiry courses. A list of approved inquiry courses may be found at https://education.indiana.edu/docs/graduate-program-documents/approved-inquiry-courses.pdf

Minor Requirements (12 cr.) The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are typically formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office before enrolling in the minor courses. **Major area courses may not be used in the minor**.

Elective Requirements (6 cr.) A minimum of 18 elective credits must be taken outside the major and the minor. An additional elective may be selected from within the major, the minor, inquiry, or any broad field of study.

Dissertation Requirements (15 cr.)

- J795 Dissertation Proposal Preparation (3 cr.)
- J799 Dissertation-Curriculum/Instruction (12 cr.)

Ed.D. in Curriculum and Instruction-Specialization in Curriculum Studies (60-credit hours)

This program examines relationships between curriculum and society, particularly around topics of diversity, social equality, and civic participation. Graduates make original contributions to academic knowledge and enhance the world of practice through experiences in critically analyzing curriculum and society, conducting original research, and preparing future teachers in the United States and internationally.

Degree Requirements (60 cr.)

Major Requirements (27 cr.) The credits in the major are divided into two areas and chosen in consultation with the student's advisor and program advisory committee.

Specialization (24 cr.)
There is substantial flexibility in the major. Courses from related areas of study may be included if their relevance to the major can be demonstrated and if committee approval can be secured. All courses are subject to approval by the student's doctoral advisory committee.

Inquiry Linkage Requirement (3 cr.)
A course with a robust research component (e.g., J638, J650, Q690 or other course approved by the program committee) (3 cr.)

Inquiry Requirements (9 cr.) Select one course from the following (3 cr.):

- Y520 Strategies for Educational Inquiry (3 cr.)
- Y521 Methodological Approaches to Educational Inquiry (3 cr.)*

  *Although either Y520 or Y521 can meet this requirement, Y521 is highly recommended because it is intended for doctoral students.

An additional minimum of six credits must be selected from those approved as Core Inquiry courses. A list of approved inquiry courses may be found at https://education.indiana.edu/docs/graduate-program-documents/approved-inquiry-courses.pdf

Minor Requirements (9 cr.) The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are typically formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office before enrolling in the minor courses.

Elective Requirements (6 cr.) A minimum of 6 elective credits must be taken outside the major and the minor. An

additional elective may be selected from within the major, the minor, inquiry, or any broad field of study.

Dissertation Requirements (9 cr.)

- J795 Dissertation Proposal Preparation (3 cr.)
- J799 Dissertation-Curriculum/Instruction (6 cr.)

Ed.D. in Curriculum and Instruction-Specialization in Curriculum Studies (90-credit hours)

This program examines relationships between curriculum and society, particularly around topics of diversity, social equality, and civic participation. Graduates make original contributions to academic knowledge and enhance the world of practice through experiences in critically analyzing curriculum and society, conducting original research, and preparing future teachers in the United States and internationally.

Degree Requirements (90 cr.)

Major Requirements (36 cr.) The credits in the major are chosen in consultation with the student's advisor and program advisory committee and divided into three areas.

Specialization (24 cr.)
The area of specialization must have an identifiable focus and consist of graduate-level courses (or the equivalent) and may include courses outside the program specialization area. All courses are subject to approval by the student's doctoral advisory committee.

Additional Course Requirements (6 cr.)
An additional six credits must be selected in the major in consultation with your faculty advisor.

Early Inquiry Experience and Inquiry Linkage Requirements (6 cr.)

- J605 Independent Research Experience in Curriculum and Instruction (3 cr.)
- J705 Seminar: Inquiry in Curriculum and Instruction (3 cr.)

Inquiry Requirements (9 cr.) Select one course from the following (3 cr.):

- Y520 Strategies for Educational Inquiry (3 cr.)
- Y521 Methodological Approaches to Educational Inquiry (3 cr.)*

  *Although either Y520 or Y521 can meet this requirement, Y521 is highly recommended because it is intended for doctoral students.

An additional minimum of six credits must be selected from those approved as Core Inquiry courses. A list of approved inquiry courses may be found at https://education.indiana.edu/docs/graduate-program-documents/approved-inquiry-courses.pdf

Minor Requirements (12 cr.) The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are typically formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office before enrolling in the minor courses.

Elective Requirements (6-18 cr.) A minimum of 6 elective credits must be taken outside the major and the minor. An additional elective may be selected from within the major, the minor, inquiry, or any broad field of study.

Dissertation Requirements (15 cr.)

- J795 Dissertation Proposal Preparation (3 cr.)
- J799 Dissertation-Curriculum/Instruction (12 cr.)

Ed.D. in Curriculum and Instruction-Specialization in Mathematics Education

The 60-credit post-masters Ed.D. degree includes much of the same coursework as the Ph.D. Individuals pursuing the degree have the option of focusing more on curriculum development than Ph.D. students, although research is still a significant part of the program

Degree Requirements (60 cr.)

Major Requirements (27 cr.) The credits in the major are chosen in consultation with the student's advisor and program advisory committee and divided into two areas.

Specialization (24 cr.)
There is substantial flexibility in the major. Courses from related areas of study may be included in the major specialization if their relevance to the major can be demonstrated and if committee approval can be secured. All courses are subject to approval by the student's doctoral advisory committee.

Inquiry Linkage Requirement (3 cr.)
A course with a robust research component (e.g., J705, J650, Q690 or other course approved by the program committee) (3 cr.)

Inquiry Requirements (9 cr.)

Select one course from the following (3 cr.):

- Y520 Strategies for Educational Inquiry (3 cr.)
- Y521 Methodological Approaches to Educational Inquiry (3 cr.)*

  *Although either Y520 or Y521 can meet this requirement, Y521 is highly recommended because it is intended for doctoral students.

An additional minimum of six credits must be selected from those approved as Core Inquiry courses. A list of approved inquiry courses may be found at https://education.indiana.edu/docs/graduate-program-documents/approved-inquiry-courses.pdf

Minor Requirements (9 cr.) The science minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Science minors are normally formulated within one science discipline. However, an interdisciplinary or individualized science minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with

a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office before enrolling in the minor courses. Major area courses may not be used in the minor.

Elective Requirements (6 cr.) A minimum of 6 elective credits must be taken outside the major and the minor. An additional elective may be selected from within the major, the minor, inquiry, or any broad field of study.

Dissertation Requirements (9 cr.)

- J795 Dissertation Proposal Preparation (3 cr.)
- J799 Dissertation-Curriculum/Instruction (6 cr.)

Ed.D. in Curriculum and Instruction-Specialization in Science Education

This program is ideal for science educators who have already earned a master's degree but want to continue building their skills and knowledge. Designed to train practitioners, this 60-credit hour degree program offers you the opportunity to apply research-based theories to practical settings related to teacher training and young learner's concepts of science, among other topics. You will also have the opportunity to deepen your knowledge in your chosen content area through advanced science coursework.

Degree Requirements

Major Requirements (27 cr.)
The credits in the major are chosen in consultation with the student's advisor and program advisory committee and divided into two areas.

Specialization (24 cr.)
There is substantial flexibility in the major. Courses from related areas of study may be included in the major component if their relevance to the major can be demonstrated and if committee approval can be secured. All courses are subject to approval by the student's doctoral advisory committee.

Inquiry Linkage Requirement (3 cr.)A course with a robust research component (e.g., J638, J650, Q690 or other course approved by the program committee) (3 cr.)

Inquiry Requirements (9 cr.) Select one course from the following (3 cr.):

- Y520 Strategies for Educational Inquiry (3 cr.)
- Y521 Methodological Approaches to Educational Inquiry (3 cr.)*

  *Although either Y520 or Y521 can meet this requirement, Y521 is highly recommended because it is intended for doctoral students.

An additional minimum of six credits must be selected from those approved as Core Inquiry courses. A list of approved inquiry courses may be found at https://education.indiana.edu/docs/graduate-program-documents/approved-inquiry-courses.pdf

Minor Requirements (9 cr.) The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office before enrolling in the minor courses. **Major area courses may not be used in the minor**.

Elective Requirements (6 cr.) A minimum of 6 elective credits must be taken outside the major and the minor. An additional elective may be selected from within the major, the minor, inquiry, or any broad field of study.

Dissertation Requirements (9 cr.)

- J795 Dissertation Proposal Preparation (3 cr.)
- J799 Dissertation-Curriculum/Instruction (6 cr.)

Ph.D. in Curriculum and Instruction-Specialization in Art Education

Degree Requirements (90 cr.)

Major Requirements (36 cr.)

Specialization (30 cr.)

- Z525 Philosophic and Historical Foundations of Art Education (3 cr.)
- Z750 Topical Doctoral Seminar in Art Education (3 cr., taken twice for a total of 6 cr.)
- Z760 Art Education Research Seminar (1-3 cr., taken twice for a total of 6 cr.)

Remaining requirements are selected in consultation with advisory committee and may include courses outside the program specialization area.

Early Inquiry Experience and Inquiry Linkage Requirements (6 cr.)

- J605 Independent Research Experience in Curriculum and Instruction (3 cr.)
- J705 Seminar: Inquiry in Curriculum and Instruction (3 cr.)

Inquiry Requirements (9-15 cr.)

Selected in consultation with advisory committee from the list of approved inquiry courses which can be found at http://education.indiana.edu/students/graduates/_docs/ApprovedInquiryCoreCourses.pdf.

Minor Requirements (12 cr.)

The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office prior to enrolling in the minor courses.

Elective Requirements (6-18 cr.)

A minimum of 6 elective credits must be taken outside the major and the minor. An additional elective may be selected from within the major, the minor, inquiry, or any broad field of study.

Dissertation Requirements (15 cr.)

- J795 Dissertation Proposal Preparation (3 cr.)
- J799 Dissertation-Curriculum/Instruction (12 cr.)

Ph.D. in Curriculum and Instruction-Specialization in Curriculum Studies

This program examines relationships between curriculum and society, particularly around topics of diversity, social equality, and civic participation. Graduates are prepared to make original contributions to academic knowledge and enhance the world of practice, through experiences in critically analyzing curriculum and society, conducting original research, and preparing future teachers, both in the United States and internationally.

Degree Requirements (90 cr.)

Major Requirements (36 cr.)

The credits in the major are chosen in consultation with the student's advisor and program advisory committee and divided into three areas.

Specialization (24 cr.)

The area of specialization must have a clearly identifiable focus and consist of graduate level courses (or the equivalent) and may include courses outside the program specialization area. All courses are subject to approval by the student's doctoral advisory committee.

Department Seminar (6 cr.)

Advanced Curriculum and Instruction seminars (600-700 level) offered.

Early Inquiry Experience and Inquiry Linkage Requirements (6 cr.)

- J605 Independent Research Experience in Curriculum and Instruction (3 cr.)
- J705 Seminar: Inquiry in Curriculum and Instruction (3 cr.)

Inquiry Requirements (9 cr.)

- Y521 Methodological Approaches to Educational Inquiry (3 cr.)

An additional minimum of six credits must be selected from those approved as Core Inquiry courses. A list of approved inquiry courses may be found at http://education.indiana.edu/students/graduates/_docs/ApprovedInquiryCoreCourses.pdf.

Minor Requirements (12 cr.)

The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office prior to enrolling in the minor courses.

Elective Requirements (6-18 cr.)

A minimum of 6 elective credits must be taken outside the major and the minor. An additional elective may be selected from within the major, the minor, inquiry, or any broad field of study.

Dissertation Requirements (15 cr.)

- J795 Dissertation Proposal Preparation (3 cr.)
- J799 Dissertation-Curriculum/Instruction (12 cr.)

Ph.D. in Curriculum and Instruction-Specialization in Mathematics Education

Conduct original research on mathematics-related topics, such as how to assess student performance in mathematics, experiential studies of how professionals use math compared to the techniques they were taught in middle and high school, or how technology can be used to enhance mathematics learning.

Program focuses on K-12 mathematics teaching and learning.

Degree Requirements (90 cr.)

Major Requirements (36 cr.)

The credits in the major are chosen in consultation with the student's advisor and program advisory committee and divided into three areas.

Specialization (18 cr.)

The area of specialization must have a clearly identifiable focus and consist of graduate level courses (or the equivalent) and may include courses outside the program specialization area. All courses are subject to approval by the student's doctoral advisory committee.

Department Seminar (12 cr.)

- N716 Topical Seminar in Mathematics Education (3 cr., taken for a total of 12 cr.)

Early Inquiry Experience and Inquiry Linkage Requirements (6 cr.)

- J605 Independent Research Experience in Curriculum and Instruction (3 cr.)
- J705 Seminar: Inquiry in Curriculum and Instruction (3 cr.)

Inquiry Requirements (9 cr.)

Select one course from the following (3 cr.):

- Y520 Strategies for Educational Inquiry (3 cr.)
- Y521 Methodological Approaches to Educational Inquiry (3 cr.)*

Although either Y520 or Y521 can meet this requirement, Y521 is highly recommended because it is intended for doctoral students.

An additional minimum of six credits must be selected from those approved as Core Inquiry courses. A list of approved inquiry courses may be found at http://

education.indiana.edu/students/graduates/_docs/ApprovedInquiryCoreCourses.pdf.

Minor Requirements (12 cr.)

The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office prior to enrolling in the minor courses.

Elective Requirements (6-18 cr.)

A minimum of 6 elective credits must be taken outside the major and the minor. An additional elective may be selected from within the major, the minor, inquiry, or any broad field of study.

Dissertation Requirements (15 cr.)

- J795 Dissertation Proposal Preparation (3 cr.)

J799 Dissertation-Curriculum/Instruction (12 cr.)

Ph.D. in Curriculum and Instruction-Specialization in Science Education

The science education Ph.D. program provides breadth and depth of knowledge regarding the current status of science education in the U.S. and globally. Students select their own areas of foci and the advisor that best matches their emphasis to support their work. Students receive a minor in a science discipline, further strengthening their degree both from a science education and science perspective. The qualifying exam is comprised of a written portfolio that enables the student to demonstrate breadth of knowledge of the field and depth of knowledge in the chosen area of emphasis. The dissertation topic is selected with the advisor who will support the student in writing the dissertation proposal and final dissertation. Students in the Ph.D. science education program are encouraged to obtain a variety of teaching and research experience while in the program.

Degree Requirements (90 cr.)

Major Requirements (36 cr.)

Specialization (27 cr.)

Science Education (12 cr.)

- Q612 Topical Seminar in Science Education (2-4 cr., taken for a total of 12 cr.)

Science Methods (6 cr.)

Select two courses from the following:

- E548 Advanced Study in the Teaching of Science in the Elementary Schools (3 cr.)
- J762 Topical Seminar in Curriculum and Instruction: Teaching Introduction to Scientific Inquiry (3 cr.)
- J762 Topical Seminar in Curriculum and Instruction: Developing as Math/Science Teacher Educator (3 cr.)
- Q528 Demonstration and Field Strategies in Science (1-6 cr.)
- Q540 Teaching Environmental Education (3 cr.)
- Q620 University Science Teaching (3 cr.)

Science Education Support Area (9 cr.)

A cohesive set of courses to support the students research interests and professional agenda. These courses may be chosen from science content departments, philosophy of science, educational psychology, IST, or another area determined by the student’s committee.

Proseminars (3 cr.)

- Q601 Professional Seminar in Science Education (1-3 cr., taken for a total of 3 cr.)

Early Inquiry Experience and Inquiry Linkage Requirements (6 cr.)

- J705 Seminar: Inquiry in Curriculum and Instruction (3 cr.)
- Q690 Advanced Research in Science Education (1-6 cr., taken for 3 cr.)

Inquiry Requirements (15 cr.)

- Introductory Course (3 cr.) (e.g.) Y520: Strategies for Educational Inquiry
- Statistical Techniques (3-9 cr., minimum 3 credits)
- Qualitative Inquiry Approaches (3-9 cr., minimum 3 credits)
- Measurement, Evaluation, and Design (0-3 cr.)

Minor Requirements (12 cr.)

The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office prior to enrolling in the minor courses.

The minor for science education needs to be outside the School of Education and taken in a science content area.

Elective Requirements (12 cr.)

Selected in consultation with advisory committee. Elective courses are chosen to fill out the major and to contribute to the integrity of the student’s program. These courses are taken in the student’s area of interest, within or outside the department, in order to fulfill the total program requirement of 90 credit hours.

Dissertation Requirements (15 cr.)

- J795 Dissertation Proposal Preparation (3 cr.)
- J799 Dissertation-Curriculum/Instruction (12 cr.)

Ph.D. in Special Education

Ph.D. in Special Education

The Special Education Program (SpEd) at Indiana University is based upon an inquiry-driven approach to education. Students are encouraged to explore diverse theoretical positions regarding approaches to special education practices, research, and theory development. In this sense, getting a doctorate in this program should be thought of as an ongoing process of discovery, a process that is mentored by a faculty advisor who shares in the development of each student's intellectual growth through ongoing discussions. Graduates of this program secure positions as university faculty members and leaders in the field of special education.

Degree Requirements

Major Requirements (36 cr.)

Core Courses (24 cr.)

- K590 Independent Study or Research in Special Education (3 cr.)
- K601 Introduction to Special Education Scholarship (1 cr., taken three times for a total of 3 cr.)
- K650 Paradigms and Policies of Special Education in the U.S. (3 cr.)
- K681 Evidence-Based Practice in Special Education (3 cr.)
- K780 Seminar in Special Education (1-4 cr., taken at least three times for a total of 9 cr.)
- K785 Internship in Special Education (1-6 cr., taken for 3 cr.)

Fundamental Theoretical Constructs (12 cr.)

Selected in consultation with advisory committee. These courses address fundamental theoretical constructs related to special education. These courses are typically offered by other departments related to child development.

Inquiry Core Requirements (15 cr. minimum)

The Inquiry component emphasizes methodological skills which provide a basis for conducting original research.

- Y502 Intermediate Statistics Applied to Education (3 cr.)
- Y521 Methodological Approaches to Educational Inquiry (3 cr.)

Select three courses from the following (9 cr.)

A list of approved inquiry courses may be found at http://education.indiana.edu/students/graduates/_docs/ApprovedInquiryCoreCourses.pdf.

Minor Requirements (12 cr.)

The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office prior to enrolling in the minor courses. Major area courses may not be used in the minor.

Elective Requirements (9-12 cr.)

Selected in consultation with advisory committee. Elective courses are chosen to fill out the major and to contribute to the integrity of the student's program. These courses are taken in the student's area of interest, within or outside the department, in order to fulfill the total program requirement of 90 credit hours.

Dissertation Requirements (15 cr.)

- K795 Dissertation Proposal Preparation (3 cr.)
- K799 Doctoral Thesis in Special Education (12 cr.)

Ph.D. Minor in Art Education

Minor Requirements (12 cr.)

Required Courses (12 cr.)

Each student works with their minor advisor from the program to select from the following courses that best contributes to the educational goals of the student. Some of the following courses are repeatable for credit in more than one instance.

- Z525 Philosophic and Historical Foundations of Art Education (3 cr.)
- Z700 Practicum in Art Education (1-6 cr.)
- Z750 Topical Doctoral Seminar in Art Education: Variable Title (3 cr.)
- Z760 Art Education Research Seminar: Variable Title (1-3 cr.)

The doctoral minor in Art Education does not require a minor qualifying exam.

Ph.D. Minor in Curriculum and Instruction

The Ph.D Minor in Curriculum and Instruction is at this time constituted as an individualized minor. Often the focus will be one of the specializations within the Curriculum and Instruction Department: Early Childhood Education, Mathematics Education, Science Education, Art Education, Elementary Education, Secondary Education, Social Studies Education, or Curriculum Studies. Students seek an advisory committee minor advisor from the relevant program area and work with him or her to devise a selection of doctoral-level courses. Minors that cross program specializations but reflect a coherent focus or theme are also possible. A minimum of 12 credit hours is required. In addition to approval by the minor advisor, the selection must be approved by the School of Education Associate Dean of Graduate Studies.

The doctoral minor in Curriculum and Instruction does not require a minor qualifying exam.

Ph.D. Minor in Curriculum Studies

This minor requires 12 credits in Curriculum Studies, at least 9 of which must be taken at Indiana University

Minor Requirements (12 cr.)

Required Courses (6-9 cr.)

- J500 Instruction in the Context of Curriculum (3 cr.)

Select at least one course of the following:

- J630 Curriculum Theory and Practice (3 cr.)

- J664 Contemporary Curriculum Discourses (3 cr.)

Additional Required Courses (3-6 cr.)

The remaining course(s) selected in consultation with your minor advisor.

The doctoral minor in Curriculum Studies does not require a minor qualifying exam.

Ph.D. Minor in Early Childhood Education

This minor requires 12 credit hours.

Minor Requirements (12 cr.)

Required Courses (9 cr.)

E506 Curriculum in Early Childhood Education (2-6 cr.)
E508 Seminar in Early Childhood (1-3 cr.)
E525 Advanced Curriculum in Early Childhood Education (3 cr.)

Additional Required Courses (3 cr.)

The remaining course selected in consultation with your minor advisor.

The doctoral minor in Early Childhood Education does not require a minor qualifying exam.

Ph.D. Minor in Mathematics Education

The Mathematics Education Minor is designed to help doctoral students learn about research on the learning and teaching of mathematics, and research on the preparation of mathematics teachers. The minor will be personalized, designed by the student and their minor advisor.

Minor Requirements (12 cr.)

Required Courses (9 cr.)

- N716 Topical Seminar in Mathematics Education (2-4 cr.) Students are typically required to take this course a minimum of two times.

Select three-credits of the following:

- N590 Independent Study or Research in Mathematics Education (1-3 cr.)
- N610 Internship in Mathematics Education (1- 3 cr.)

Additional Required Courses (3 cr.)

Select the remaining hours, in consultation with your minor advisor, from the following:

- N517 Advanced Study in the Teaching of Secondary School Mathematics (3 cr.)
- N543 Advanced Study in the Teaching of Mathematics in the Elementary Schools (3 cr.)
- N590 Independent Study or Research in Mathematics Education (1-3 cr.)
- N610 Internship in Mathematics Education (1- 3 cr.)
- N716 Topical Seminar in Mathematics Education (2-4 cr.)
- Other course approved by the minor advisor.

The doctoral minor in Mathematics Education does not require a minor qualifying exam.

Ph.D. Minor in Science Education

Minor Requirements (12 cr.)

Required Courses (12 cr.)

- Q612 Topical Seminar in Science Education (3 cr., taken four times for a total of 12 cr.)

Courses selected in consultation with your minor advisor.

The doctoral minor in Science Education does not require a minor qualifying exam.

Ph.D. Minor in Social Studies Education

Minor Requirements (12 cr.)

This minor requires 12 credits, which will be chosen in consultation with the minor advisor. These courses may include courses in Social Studies Education (EDUC-M), Curriculum Studies (EDUC-J), or other areas that develop students' understanding and expertise in Social Studies curriculum and instruction.

The doctoral minor in Social Studies does not require a minor qualifying exam.

Ph.D. Minor in Special Education

The Ph.D. Minor in Special Education requires the completion of a minimum of 12 credit hours in Special Education at the doctoral level. Students seek an advisory committee minor advisor from the Special Education faculty and work with him or her to devise a selection of courses based on interest and need. In addition to approval by the minor advisor, the selection must be approved by the School of Education Associate Dean of Graduate Studies.

The doctoral minor in Special Education does not require a minor qualifying exam.

Ph.D. Minor in Teacher Education

The Teacher Education Minor (minimum 12 credit hours) is designed to help students explore four broad areas of scholarship:1) the theories, ideologies, and philosophies of teacher education; 2) the different approaches that have been used to develop teacher education programs and components of programs; 3) the experience (from students' and/or teacher educators' perspectives) of being involved in teacher education; 4) the societal factors (e.g., issues of race, class, gender) that have an impact on teacher education. Each area is examined both historically and in the present.

Minor Requirements (12 cr.)

Required Courses (9 cr.)

J700 Teaching in Teacher Education
J710 Paradigms and Programs in Teacher Education
J720 Teacher Education as Occupational Socialization

Additional Required Courses (3 cr.)

One relevant course involving teacher education from other departments or programs may be counted at the discretion of the minor advisor, although no more than one such course may be counted toward the 12 credit minimum.

The doctoral minor in Teacher Education does not require a minor qualifying exam.

Educational Leadership and Policy Studies

We prepare leaders to make a difference in education all over the world. Our faculty and alumni are at the forefront of issues such as higher education reform in China, accessibility of education in Latin America, and program evaluations and district policy development in Indiana. Our alumni hold prestigious positions in government, non-governmental organizations, K-12 schools, and universities.

When you join this department as a student, you will quickly become a part of a supportive intellectual community that invites discussion and debate about the issues facing educators throughout the world. Faculty members have strong connections within the profession, and beyond rigorous and up-to-date courses you will have a chance to interact with faculty, visiting scholars, and your peers in activities that include weekly informal seminars and conversations about professional publication and presentation.

Certificate in Education Law (Online)

School districts confront legal issues on a daily basis and research suggests that school personnel are often misinformed about the law. This certificate program is designed for educators who are interested in exploring education legal issues. Students will 1) identify legal issues occurring in educational institutions; 2) appreciate the importance of legal literacy; 3) understand legal principles and apply them to real life scenarios; 4) describe and analyze key principles of school/district/higher education policy as well as federal and state statutes and cases; 5) conduct legal research to stay abreast of evolving law; 6) collaborate with others to solve complex legal issues, 7) examine social justice issues involving socio-economic status, race, disability, sexual orientation, and gender, and 8) advocate for themselves, colleagues, students, and schools/districts/universities.

The Graduate Certificate in Education Law is Not the equivalent of a state teaching license nor preparation to earn a teaching license.

If you choose to purse a master's degree in Education Leadership, these certificate courses may apply to your degree requirements. Completion of the certificate program does not guarantee admission to the master's program.

Certificate Requirements (15 cr.)

Major Requirements

Core Requirements (12 cr.)

- A608 Legal Perspectives on Education (3 cr.)
- A615 Advanced School Law (3 cr.)
- A675 Leadership in Special Education (3 cr.)
- A710 Research in School Law (3 cr.)

A675 is required because special education is the most litigious area of school law; however, students may submit a petition to their advisor requesting that A675 is substituted for a course that is narrowly-tailored to the student's interest and future career plans. For example, a course in Higher Education Law, Politics of Education, History of American Education, etc. may be a better fit for certain students. The student might also find a course taught at SPEA or the law school that is more focused on his/her research or career interests.

Elective Requirements (3 cr.)

Three graduate credit hours selected in consultation with your academic advisor (3 cr.)

Certificate in Higher Education and Student Affairs (Online)

This online certificate is designed primarily for full-time employees currently working in student affairs, without a student affairs degree, who are interested in learning more about the field, application of theory to practice, and the current issues and trends facing our profession. This 12 credit hour program consists of four online courses.

The certificate can be combined with the online Adult Education master's degree offered through Indiana University. Students interested in completing the Adult education master's degree online can complete the HESA Certificate as part of that program. Completion of the certificate program does not guarantee admission to the master's program.

Certificate Requirements (12 cr.)

Major Requirements

Core Requirements (9 cr.)

- C565 Introduction to College and University Administration (3 cr.)
- U544 Introduction to Student Affairs Work in Higher Education (3 cr.)
- U556 Applying Student Development Theory to Practice (3 cr.)

Elective Requirements (3 cr.)

Select one of the following courses:

- D505 Adult Learning through the Lifespan (3 cr.)
- D506 Adult Education Planning and Development (3 cr.)
- U550 Topical Seminar in College Student Personnel (3 cr.)
- U590 Independent Study or Research in College Student Personnel (3 cr.)

Certificate in Student Affairs and Higher Education Fundraising and Development

Certificate Requirements (15 cr.)

Required Courses (9 cr.)

- C585 Principles of Fundraising Management (3 cr.)
- C590 Establishing a Culture of Giving in Higher Education (3 cr.)
- C680 Philanthropy and Higher Education (3 cr.)

Elective Requirements (3 cr.)

Possible course options include:

- EDUC-C595: Legal Aspects of Philanthropy (3 credits)
- PHST-P542: Ethics and Values (3 credits)
- PHST-P527: Cross-Cultural Dimensions of Philanthropy (3 credits)
- PHST-P523: History of American Philanthropy (3 credits)
- PHST-P515: History of Philanthropy (3 credits)

Practical Application/Research Requirement (3 credits)

- EDUC-U560: Internship in Student Affairs (1-4 credits)
- EDUC-U590: Independent Study in Higher Education and Student Affairs (1-3 credits)
- PHST-P590: Internship (3 credits)

PHST-P690: Research-Philanthropic Studies (1-3 credits)

Certificate in Institutional Research

This residential certificate program is designed for students currently pursuing a master's or doctoral degree in higher education or other relevant field, as well as working professionals. The 18 credit hour program consists of four required courses and two elective courses. The curriculum offers a combination of foundational knowledge, technical skills and competencies, and guided professional practice in the evolving field of institutional research.

Certificate Requirements (18 cr.)

Major Requirements

Core Requirements (9 cr.)

- C661 Foundations of Institutional Research (3 cr.)
- C678 Capstone in Institutional Research (3 cr.)

Select one of the following courses:

- C565 Introduction to College and University Administration (3 cr.)
- C664 Higher Education Organization and Administration (3 cr.)

Inquiry Requirements (3 cr.)

- Y502 Intermediate Statistics Applied to Education (3 cr.)

Elective Requirements (6 cr.)

Select two relevant graduate-level Higher Education courses or other relevant graduate-level courses with the approval of your program advisor.

M.S.Ed. in Educational Leadership (Hybrid)

The hybrid program is only available to students in select Indiana school districts. This program combines the flexibility of online course delivery with the personal experience of face-to-face classes. Some courses will be completely online while others will meet for 2-4 Saturdays during the semester. Saturday classes usually meet from 12 pm to 6 pm at participating Indiana school district offices. Some classes may meet from 5 pm to 8 pm on weekdays at participating Indiana school district offices.

Degree Requirements (36 cr.)

Major Requirements (27 cr.)

- A500 Introduction to Educational Leadership (3 cr.)
- A510 School Community Relations (2-3 cr.)
- A515 Educational Leadership: Teacher Development and Evaluation (3 cr.)

Includes skills based on state teacher evaluation models

- A608 Legal Perspectives on Education (3 cr.)
- A624 Educational Leadership: Principalship K-12 (3 cr.)
- A629 Data-Informed Decision Making for School Leaders (3 cr.)
- A635 Public School Budgeting and Accounting (3 cr.)
- A695 Practicum in Educational Leadership (1-3 cr.)
- J500 Instruction in Context of Curriculum (3 cr.)

Strand Courses (9 cr.)

Diverse Populations Strand (Hybrid)

- A675 Leadership in Special Education (3 cr.)
- H504 History of American Education (3 cr.) or H540 Sociology of Education (3 cr.)
- L524 Language Issues in Bi/Multi/Education (3 cr.)

Higher Education and Student Affairs Strand (Online)

- C565 Introduction to College and University Administration (3 cr.)
- U544 Introduction to Student Affairs Work (3 cr.)
- U556 Applying Student Development Theory to Practice (3 cr.)

History/Foundations Strand (Hybrid)

- H504 History of American Education (3 cr.)
- H520 Education and Social Issues (3 cr.)
- H540 Sociology of Education (3 cr.)

Leadership in Educational Organizations Strand (Online)

- A560 Political Perspectives of Education (3 cr.)
- H504 History of American Education (3 cr.)
- H520 Education and Social Issues (3 cr.)

Learning Sciences Strand (Online)

- P507 Assessment in Schools (3 cr.)
- P540 Learning and Cognition in Education (3 cr.)
- P574 Topical Seminar in Learning Science (1 -3 cr.)

School Law Strand (Online)

- A615 Advanced School Law (1-3 cr.)
- A675 Leadership in Special Education (3 cr.)
- A720 Workshop on Select Problems in Educational Leadership (1-3 cr.)

NOTE: Students may propose other strands with advisor approval. A Requirement Waiver/Substitution form is required.

M.S.Ed. in Educational Leadership (Online)

Earn your master’s degree and prepare for licensing as a building-level administrator from anywhere you live and

work. Courses are taught by the same award-winning faculty who teach the residential graduate programs.

Degree Requirements

Major Requirements (27 cr.)

- A500 Introduction to Educational Leadership (3 cr.)
- A510 School Community Relations (3 cr.)
- A515 Educational Leadership: Teacher Development and Evaluation (3 cr.)
- Includes skills based on state teacher evaluation models
- A608 Legal Perspectives on Education (3 cr.)
- A624 Educational Leadership: Principalship K-12 (3 cr.)
- A629 Data-Informed Decision Making for School Leaders (3 cr.)
- A635 Public School Budgeting and Accounting (3 cr.)
- A695 Practicum in Educational Leadership (3 cr.)
- J500 Instruction in Context of Curriculum (3 cr.)

Strand Courses (9 cr.)

Students will choose a 9 hour (3 course) strand with approval from their master's advisor.

M.S.Ed. in Higher Education and Student Affairs

The Indiana University Higher Education and Student Affairs (HESA) master's program is designed for students to acquire the knowledge, skills, competencies, and philosophy required for exemplary professional practice in 21st century postsecondary educational institutions and other settings. Coursework is completed through four fundamental elements: basic core, counseling and counselor education, foundations, and electives. Most full-time students need two academic years and one summer session to complete the degree requirements. Admission to the program occurs only for the fall semester. The program of study totals 41 credit hours. Admission to the program requires students to hold a graduate assistantship that is approved by the program in higher education and student affairs. Full time positions can be submitted for review by the faculty to count as the graduate assistantship requirements. Students must hold an approved graduate assistantship or full time position for the duration of their time in the program.

Degree Requirements (41 cr.)

Basic Core (20 cr.)

- C565 Introduction to College and University Administration (3 cr.)
- U546 Diverse Students on the College Campus (3 cr.)
- U547 Professional Development in Student Affairs (1-7 cr.)
- U548 Student Development Theory and Research (3 cr.)
- U549 Environmental Theory and Assessment (3 cr.)
- U553 The College Student and the Law (2 cr.)
- U580 Issues and Problems in Higher Education and Student Affairs Admin (Capstone) (3 cr.)

Counseling and Counselor Education (3 cr.)

Select one G prefix course from the following:

- G502 Professional Orientation and Ethics (3 cr.)
- G509 Counseling College Student-Athletes (3 cr.)
  - Available at IUB only
  - G522 Counseling Theories (3 cr.)
  - G552 Career Counseling-Theory and Practice (3 cr.)
  - G575 Multicultural Counseling (3 cr.)
  - G580 Topical Seminar in Counseling and Guidance (1-3 cr.)
  - G584 Asian American Mental Health (3 cr.)
    - Available at IUB only

Foundations (6 cr.)

Research (3 cr.)

Select one course from the following:

- Y520 Strategies for Educational Inquiry (3 cr.)
- P501 Statistical Methods Applied to Education (3 cr.)

History (3 cr.)

One course in the history and philosophy of education (H-prefix courses) (3 cr.)

Electives (12 cr.)

Students are required to complete 12 hours of elective credits. A minimum of three (3) credit hours must be completed outside the HESA Program (not EDUC-C or EDUC-U courses). Your electives must be approved by your academic advisor and be aligned with your own interests in higher education and student affairs.

Thesis Option (up to 6 cr.)-Optional

Students who opt to complete a thesis may have up to 6 credit hours subtracted from electives.

Additional Criteria

No correspondence work or credit from physical activity courses may be applied to the master's degree.

Students interested in the Thesis Option should discuss this possibility with their advisor as early in the program as possible.

A minimum of 12 credit hours must be taken outside the HESA major.

Students with significant full-time work experience in higher education administration, upon their request and with advisor approval, may be exempted from the practicum field experience. They would still be required to complete the U547 academic course.

M.S.Ed. in History and Philosophy of Education

This master's program is available only at Bloomington. It provides students the opportunity for growth in fundamental abilities that contribute clarity of direction and purpose to the professional tasks of educators. The program allows the student to inquire into the historical roots of educational policies and problems and to explore the relationship between educational philosophies and

the practices and policies of educational and other social institutions.

The 36 credit hour master's degree in history and philosophy of education is usually a step toward the doctorate and should be individually planned. Students should consult the program faculty before applying for admission.

Degree Requirements (36 cr.)

Major Requirements (15 cr.)

- H504 History of American Education (3 cr.)
- H530 Philosophy of Education (3 cr.)

Nine additional credit hours of H-prefixed courses in the School of Education, approved by the program advisor. (9 cr.)

Course Work outside the School of Education (9 cr.)

Course work must be relevant to the history and philosophy of education and should be selected in consultation with the program advisor.

Elective Requirements (12 cr.)

Courses must be relevant to the degree and may be taken in the School of Education or outside departments. Elective courses must be approved by the program advisor.

M.S.Ed. in International and Comparative Education

This master's degree program is available at Bloomington. Many of the courses in this specialization provide students with the opportunity to inquire into the relationship of education to the economic, social, political, and cultural developments that shape national and regional systems of schooling.

In addition, students may receive credit for relevant international travel and study as well as research and practicum experiences within the state and nation through a series of activities and projects with United States educational organizations and foreign governments. The degree requires 36 hours of coursework.

Degree Requirements (36 cr.)

Basic Core Requirement (9 cr.)

- H551 Comparative Education I (3 cr.)
- H552 Comparative Education II (3 cr.)
- H637 Topical Seminar (3 cr.)

Specialized Studies in Educational Foundations Requirement (9 cr.)

Choose two or three of the following courses:

- A630 Economic Dimensions of Education (3 cr.)
- H504 History of American Education (3 cr.)
- H520 Education and Social Issues (3 cr.)
- H525 Anthropology of Education (3 cr.)
- H530 Philosophy of Education (3 cr.)
- H540 Sociology of Education (3 cr.)
- H620 Seminar in Educational Policy Studies (3 cr.)

Or one of the following courses:

- H553 Travel Study (1-6 cr.)
- H590 Independent Study or Research in History/Philosophy/Comparative Education (1-3 cr.)

Concentration Requirements (9 cr.)

With the advisor, the student selects three courses that form a coherent concentration pertinent to the student's specific interests in comparative and international education or the application of comparative methods to the study of education (for example, African studies, curriculum, East Asian studies, higher education, language education).

Courses in the concentration may be selected from those offered by any appropriate unit in the university, but in planning the concentration; students are particularly encouraged to include courses outside the School of Education.

Inquiry Requirements (3 cr.)

One course in educational inquiry methodology, selected with the advisor. These are usually Y-prefix courses in the School of Education, but they may include approved inquiry courses outside the School.

Elective Requirements (6 cr.)

Should the student choose to complete a master's thesis, six credits of H599 Master's Thesis should be taken to meet the elective requirement. Those who choose not to complete a thesis should take elective courses with the consent of their advisor.

M.S.Ed. in International and Comparative Education-Educational Leadership Track

This master's degree program is available at Bloomington. Many of the courses in this specialization provide students with the opportunity to inquire into the relationship of education to the economic, social, political, and cultural developments that shape national and regional systems of schooling. The educational leadership track provides coursework relevant to educational leadership in the international context.

In addition, students may receive credit for relevant international travel and study as well as research and practicum experiences within the state and nation through a series of activities and projects with United States educational organizations and foreign governments. The degree requires 36 hours of coursework.

Degree Requirements (36 cr.)

Basic Core Requirement (9 cr.)

- H551 Comparative Education I (3 cr.)
- H552 Comparative Education II (3 cr.)
- H637 Topical Seminar (3 cr.)

Specialized Studies in Educational Foundations Requirement (9 cr.)

Choose two or three of the following courses:

- A630 Economic Dimensions of Education (3 cr.)
- H504 History of American Education (3 cr.)
- H520 Education and Social Issues (3 cr.)

- H525 Anthropology of Education (3 cr.)
- H530 Philosophy of Education (3 cr.)
- H540 Sociology of Education (3 cr.)
- H620 Seminar in Educational Policy Studies (3 cr.)

Or one of the following courses:

- H553 Travel Study (1-6 cr.)
- H590 Independent Study or Research in History/ Philosophy/Comparative Education (1-3 cr.)

Concentration Requirements (9 cr.)

Choose three courses from the following:

- A500 Introduction to Educational Leadership (3 cr.)
- A510 School Community Relations (2-3 cr.)
- A515 Educational Leadership: Teacher Development and Evaluation (3 cr.)
- A624 Educational Leadership: Principalship K-12 (3 cr.)
- A629 Data-Informed Decision Making for School Leaders (3 cr.)

Inquiry Requirements (3 cr.)

One course in educational inquiry methodology, selected with the advisor. These are usually Y-prefix courses in the School of Education, but they may include approved inquiry courses outside the School.

Elective Requirements (6 cr.)

Should the student choose to complete a master's thesis, six credits of H599 Master's Thesis should be taken to meet the elective requirement. Those who choose not to complete a thesis should take elective courses with the consent of their advisor.

M.S.Ed. in International and Comparative Education-Higher Education Track

This master's degree program is available at Bloomington. Many of the courses in this specialization provide students with the opportunity to inquire into the relationship of education to the economic, social, political, and cultural developments that shape national and regional systems of schooling. The higher education track provides coursework relevant to higher education in the international context.

In addition, students may receive credit for relevant international travel and study as well as research and practicum experiences within the state and nation through a series of activities and projects with United States educational organizations and foreign governments. The degree requires 36 hours of coursework.

Degree Requirements (36 cr.)

Basic Core Requirement (9 cr.)

- H551 Comparative Education I (3 cr.)
- H552 Comparative Education II (3 cr.)
- H637 Topical Seminar (3 cr.)

Specialized Studies in Educational Foundations Requirement (9 cr.)

Choose two or three of the following courses:

- A630 Economic Dimensions of Education (3 cr.)
- H504 History of American Education (3 cr.)
- H520 Education and Social Issues (3 cr.)
- H525 Anthropology of Education (3 cr.)
- H530 Philosophy of Education (3 cr.)
- H540 Sociology of Education (3 cr.)
- H620 Seminar in Educational Policy Studies (3 cr.)

Or one of the following courses:

- H553 Travel Study (1-6 cr.)
- H590 Independent Study or Research in History/ Philosophy/Comparative Education (1-3 cr.)

Concentration Requirements (9 cr.)

- C565 Introduction to College and University Administration (3 cr.)
- C655 Higher Education & Public Policy (3 cr.)
- U550 Topical Seminar in College Student Personnel: International Students in US Higher Education (1-3 cr.)

Inquiry Requirements (3 cr.)

One course in educational inquiry methodology, selected with the advisor. These are usually Y-prefix courses in the School of Education, but they may include approved inquiry courses outside the School.

Elective Requirements (6 cr.)

Should the student choose to complete a master's thesis, six credits of H599 Master's Thesis should be taken to meet the elective requirement. Those who choose not to complete a thesis should take elective courses with the consent of their advisor.

Ed.S. in Educational Leadership

Stay ahead of new developments and work toward a superintendent license by earning the Ed.S. in Educational Leadership. This degree prepares you for leadership in these settings:

Public and nonpublic schools

State departments of education

Intermediate school service units

National and state professional associations

Course work includes faculty-directed research and field studies in school districts. You willll have ample opportunity to apply what you have learned in the classroom to solve real-world challenges.

You must have at least two years of classroom or school counseling experience to enroll in the program.

Degree Requirements (65 cr.)

Major Requirements (24 cr.)

- A600 Problems in Educational Leadership (3 cr.)
- A615 Advanced School of Law (3 cr.)
- A631 Microeconomic Applications to Education (3 cr.)
- A638 Public School Personnel Management (3 cr.)
- A640 Planning Educational Facilities (3 cr.)

- A653 The Organizational Context of Education (3 cr.)
- A671 Planning and Change in Educational Organizations (3 cr.) or A672 Moral Dimensions of Leadership (3 cr.)
- A754 Seminar in Research in Educational Leadership (3 cr.)

*Please note A675 and A720 can be substituted for one of the courses above with advisor approval.

Inquiry Requirement (6 cr.)

- Y502 Intermediate Statistics Applied to Education (3 cr.)

Select one course from the following

- Y520 Strategies for Educational Inquiry (3 cr.)
- Y535 Evaluation Models and Techniques (3 cr.)
- Y635 Methodology of Educational Evaluation (3 cr.)

Elective Requirement (17 cr.)

- A560 Political Perspectives of Education (3 cr.)

Course work must be relevant to your program and should be selected in consultation with the program advisor.

Cognate Requirement (9 cr.)

The cognate must have integrity in its own right and must complement the major. The cognate field must demonstrate wholeness within itself and contribute to the student's overall doctoral program.

Capstone and Practicum (6 cr.)

Select one course from the following:

- A680 Education Specialist Seminar (Educational Leadership) (3 cr.)
- A795 Dissertation Proposal Preparation (1-3 cr.)
- A785 Internship in Educational Leadership (3 cr.)

Ed.D. in Educational Leadership

Prepare for senior-level leadership positions in K-12 education, including the superintendency. Effective school leaders need the skills and theoretical framework to critically analyze issues of importance to educators in the 21st century. In this challenging program, you'll develop the skills to make data-driven decisions about issues at the school, district, state, and national level.

The 60-hour Ed.D. in Educational Leadership is the right choice if you prefer project-based research to the more theoretical orientation of the Ph.D. program. The rigorous curriculum demands a significant period of sustained study with full access to the intellectual resources of Indiana University. The program was designed with working professionals in mind. It is delivered in a blended learning environment and structured to offer you accessibility to colleagues in the program regardless of their geographic location.

Classes meet one weekend per month in Bloomington during the fall, spring and summer semesters. Instruction continues online between the weekend classes. In June of each year, you and your colleagues will participate in an intensive four-day seminar held on the Bloomington campus. The seminar provides a unique opportunity to engage in project-based research with your peers and faculty.

Degree Requirements

Major Requirements (27 cr.)

- A600 Problems in Educational Leadership (3 cr.)
- A615 Advanced School of Law (3 cr.)
- A631 Microeconomic Applications to Education (3 cr.)
- A638 Public School Personnel Management (3 cr.)
- A640 Planning Educational Facilities (3 cr.)
- A653 The Organizational Context of Education (3 cr.)
- A671 Planning and Change in Educational Organizations (3 cr.)
- A672 Moral Dimensions of Leadership (3 cr.)
- A754 Seminar in Research in Educational Leadership (3 cr.)

*Please note A675 and A720 can be substituted for any of the courses above with advisor approval.

Inquiry Requirement (9 cr.)

- Y502 Intermediate Statistics Applied to Education (3 cr.)
- Y611 Qualitative Inquiry in Education (3 cr.)

Select one course from the following:

- Y520 Strategies for Educational Inquiry (3 cr.)
- Y535 Evaluation Models and Techniques (3 cr.)
- Y635 Methodology of Educational Evaluation (3 cr.)

Minor Requirement (9 cr.)

The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office prior to enrolling in the minor courses.

Elective Requirement (6 cr.)

- A560 Political Perspectives of Education (3 cr.)
- H504 History of American Education (3 cr.)

Dissertation (9 cr.)

- A795 Dissertation Proposal Preparation (3 cr.)
- A799 Doctoral Thesis in Educational Leadership (6 cr.)

Ed.D. in Higher Education

The Ed.D. degree is a 60 credit hour post-master’s degree program designed for doctoral students who are planning careers in senior-level college or university administration.

The Ed.D. program requires a set of core courses that focus upon most of the major areas of expertise in which

effective college and university administrators are required to be knowledgeable.

As a 60 credit post-master's doctoral degree, credit for prior masters coursework is not awarded.

Degree Requirements

Major Requirements (27 cr.)

Required Courses (18 cr.)

- C620 Pro Seminar in Higher Education (3 cr.)
- C654 Higher Education in the United States (3 cr.)
- C664 Higher Education Organization and Administration (3 cr.)
- C788 Seminar in Research in Higher Education* (Inquiry Linkage) (3 cr.)
    - *C788 should be taken near the end of program of study.

Choose at least two courses from the following:

- C655 Higher Education and Public Policy (3 cr.)
- C661 Foundations of Institutional Research (3 cr.)
- C670 Problems in Financing Higher Education (3 cr.)
- C705 Legal Aspects of Higher Education (3 cr.)

Other courses (9 cr.)

- C655 Higher Education and Public Policy (3 cr.)
- C656 American Community Colleges (3 cr.)
- C661 Foundations of Institutional Research (3 cr.)
- C670 Problems in Financing Higher Education (3 cr.)
- C678 Capstone in Institutional Research (3 cr.)
- C680 Philanthropy in Higher Education (3 cr.)
- C695 Academic Problems in Higher Education (3 cr.)
- C705 Legal Aspects of Higher Education (3 cr.)
- C750 Topical Seminar: variable titles (3 cr.)
- U544 Introduction to Student Affairs Work in Higher Education (3 cr.)
- U546 Diverse Students on the College Campus (3 cr.)
- U548 Student Development Theory and Research (3 cr.)
- U549 Environmental Theory and Assessment in Higher Education (3 cr.)

The following arranged courses may also count toward the major requirement:

- C675 Supervised College Teaching (1-3 cr.)
- C690 Independent Study in Higher Education (1-3 cr.)
- C760 Internship in Administration (1-6 cr.)

Other courses may be included in the major with the approval of the Advisory Committee.

Inquiry Requirement (9 cr.)

Required Courses (6 cr.)

- Y535 Evaluation Models and Techniques (3 cr.)

Choose one of the following courses:

- Y521 Methodological Approaches to Educational Inquiry* (3 cr.)
- Y520 Strategies for Educational Inquiry (3 cr.)

*Although either Y520 or Y521 can meet this requirement, Y521 is highly recommended because it is intended for doctoral students.

Other Courses (3 cr.)

- Y525 Survey Research Methodology (3 cr.)
- Y527 Educational Assessment and Psychological Measurement (3 cr.)
- Y604 Multivariate Analysis in Educational Research (3 cr.)

Except for Y521/Y520, approved inquiry core courses may be substituted with the approval of the Advisory Committee. Core Inquiry Courses for the School of Education shall include all Y-prefixed courses offered in the School of Education EXCEPT Y500, Y502, Y510, Y590, Y660, Y690, Y795, and Y799.

Minor Requirement (9 cr.)

The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office prior to enrolling in the minor courses.

Elective Requirement (6 cr.)

With Advisory Committee approval a student may use courses from the School of Education or other academic areas consistent with the student's particular professional objectives.

Y502 Intermediate Statistics Applied to Education (3 cr.) is required as a pre-requisite for the Ed.D., but may be taken post-admission and counted among electives, if it has not been completed prior to admittance to the Ed.D program. Y502 does not count toward the Inquiry Core Requirement.

Dissertation Requirement (9 cr.)

- C795 Dissertation Proposal Preparation* (3 cr.)
- C799 Doctoral Thesis in Higher Education (6 cr.)
    - *C795 should be taken near the end of program of study, after passing the qualifying exam.

Students are required to design, conduct, and orally defend an original piece of research. Refer to the Graduate Bulletin checklist of doctoral program milestones and other program resources for further details.

Additional Requirements

At the end of the first year (or after 18 credit hours of course work for those not enrolled full time), doctoral students must participate in the First-Year Review process. Instructions for this review can be found on the HESA web site. The advisor will assess performance to date and future program plans. The focus of the review is assessing a student's ability to: 1) clearly

articulate thoughts and ideas in an organized manner (written and oral), 2) analyze and synthesize research in order to formulate an opinion or argument, and 3) successfully complete program requirements, including the dissertation.

Students should finalize a program of study no later than the end of their second year if they are full-time students, or after completing 36 credit hours of coursework.

Prior to beginning a doctoral dissertation and at or near the time of completion of all course work, all doctoral students in the School of Education must pass a qualifying examination in their major area of study. Following review by the faculty, the student must defend the written examination in a meeting with the Advisory Committee. In effect, this examination process is intended to determine if a student is qualified to begin work on a doctoral dissertation.

Students must have an appointed Advisory Committee

Two (2) faculty members from student's major, one being the student's faculty advisor

One (1) faculty member representing student's minor

Student's program of study must be approved by the Office of Graduate Studies.

Students must have Advisory Committee approval to proceed with the qualifying exam.

Students must be in good standing and have no more than 6 credit hours of incompletes (in their current semester) to take the qualifying exam. Any incompletes must be removed prior to nomination to candidacy.

The Ed.D. residency requirement can be satisfied by taking either two consecutive semesters of nine credits or three consecutive six-credit hour terms at the Bloomington-Indianapolis core campus. Dissertation credit hours (C799) or credit hours in Advanced Research (G901) may not be used to fulfill residency requirements.

Refer to the Graduate Bulletin checklist of doctoral program milestones and other program resources for further details.

Ph.D. in Higher Education

The Ph.D. degree is a 90 credit hour program designed for doctoral students who are planning careers as college and university administrators, institutional researchers, policy analysts, and faculty members.

The Ph.D. program has relatively few required courses, allowing students more freedom to specialize in areas of interest. There is also a strong set of inquiry (methodology) courses required. A strong background in inquiry is essential for careers in institutional research, policy analysis, or as faculty.

Students can transfer up to 30 hours into the program from relevant graduate level course work, especially courses that were taken toward a master's degree in higher education or a related field. Although a master's degree is not required for entry into the Ph.D. program, it is highly preferred.

Prerequisite Course

- Y502 Intermediate Statistics Applied to Education may be counted among electives if the course has not been taken prior to admittance to the Ph.D. program.

Degree Requirements (90 cr.)

Major Requirements (36 cr.)

Required Courses (15 cr.)

- C620 Pro Seminar in Higher Education (3 cr.)
- C654 Higher Education in the United States (3 cr.)
- C664 Higher Education Organization and Administration (3 cr.)
- C750 Topical Seminar: variable titles (3 cr.)
- C750 Topical Seminar: variable titles (3 cr.)

In addition to the inquiry core requirements listed below, 6 credit hours of inquiry course work are required within the major: an early inquiry experience and an inquiry linkage course.

- C788 Seminar in Research in Higher Education* (Inquiry Linkage) (3 cr.)
- C788 should be taken near the end of program of study. This is a course in which research relevant to the major field of specialization is studied.

Early Inquiry Experience

In the early inquiry course, a student carries out an actual research project, including the collection and analysis of data to answer a research question, and the writing of a research manuscript.

A course that the instructor designates as providing an early inquiry experience must meet the following criteria:

1. There must be a written product as a result of the early inquiry experience.

2. The product should be suitable for presentation and/or publication. This can include professional conferences or institutional presentations/publications.

3. The syllabus of a Special Topics course will clearly state the requirements that must be completed to fulfill the early inquiry experience.

In most cases, the student should (a) take a course with an assignment the instructor designates as fulfilling the early inquiry experience (including some Topical Seminars [C750] or the Capstone in Institutional Research [C678]) or (b) fulfill the requirement through Independent Study (C690).

Other Courses (15 cr.)

- C655 Higher Education and Public Policy (3 cr.)
- C656 American Community Colleges (3 cr.)
- C661 Foundations of Institutional Research (3 cr.)
- C670 Problems in Financing Higher Education (3 cr.)
- C678 Capstone in Institutional Research (3 cr.)
- C680 Philanthropy and Higher Education (3 cr.)
- C695 Academic Problems in Higher Education (3 cr.)
- C705 Legal Aspects of Higher Education (3 cr.)
- C750 Topical Seminar: variable titles (3 cr.)
- U544 Introduction to Student Affairs Work in Higher Education (3 cr.)

- U546 Diverse Students on the College Campus (3 cr.)
- U548 Student Development Theory and Research (3 cr.)
- U549 Environmental Theory and Assessment in Higher Education (3 cr.)
- C675 Supervised College Teaching (1-3 cr.)
- C690 Independent Study (1-3 cr.)
- C760 Internship in Administration (1-6 cr.)

Inquiry Core Requirements (12 cr.)

Required Course (3 cr.)

- Y520 Strategies for Educational Inquiry (3 cr.) or Y521 Methodological Approaches to Educational Inquiry (3 cr.) *

Although either Y520 or Y521 can meet this requirement, Y521 is highly recommended because it is intended for doctoral students.

Other Courses (9 cr.)

Three additional inquiry courses approved by the Advisory Committee are required. Core Inquiry Courses for the School of Education shall include all Y-prefixed courses offered in the School of Education EXCEPT Y500, Y502, Y590, Y660, Y690, Y795, and Y799. A list of approved inquiry courses may be found at http://education.indiana.edu/students/graduates/_docs/ApprovedInquiryCoreCourses.pdf.

Three of the four required inquiry courses above should be taken prior to the qualifying exam.

Minor Requirements (12 cr.)

Course work should focus on the research and scholarship of an academic discipline that provides a useful perspective on the study of higher education. This perspective often influences the topic or methodology used in the dissertation. The minor may be any University Graduate School approved minor outside of the HESA program.

Alternatively, any twelve credits that form a single interdisciplinary minor may be approved by the University Graduate School. For this alternative a faculty member from outside the higher education program (e.g., Sociology, Law, Educational Inquiry, Educational Policy, and Organizational Studies) must be a member of the student's Advisory Committee. A Minor Justification form must be submitted and approved by the Graduate Studies Office.

Elective Requirements

Fifteen hours can be used to further study an appropriate field, complete a second minor (minimum of 12 credit hours), or gain other professionally relevant knowledge. Excess hours in other sections may reduce the amount of hours here.

Students are encouraged to enroll in six credit hours that provide a breadth of understanding of higher education as a field of study.

With Advisory Committee approval a student may use courses from other academic areas appropriate to research interests and professional objectives.

Y502 Intermediate Statistics Applied to Education (3 cr.) or its equivalent is required as a pre-requisite for the Ph.D. If the course has not been taken prior to admittance to the program, it may be taken post-admission and be counted among electives.

Dissertation Requirements (15 credits)

- C795 Dissertation Proposal Preparation* (3 cr.)
  - C795 should be taken near the end of program of study, after passing the qualifying exam.
  - C799 Doctoral Thesis in Higher Education (12 cr.)

Students are required to design, conduct, and orally defend an original piece of research. Refer to the Graduate Bulletin checklist of doctoral program milestones and other program resources for further details.

Additional Program Requirements:

1. At the end of the first year (or after 18 credit hours of course work for those not enrolled full time), doctoral students must participate in the First-Year Review process. Instructions for this review can be found on the HESA web site. The advisor will assess performance to date and future program plans. The focus of the review is assessing a student's ability to: 1) clearly articulate thoughts and ideas in an organized manner (written and orally), 2) analyze and synthesize research in order to formulate an opinion or argument, and 3) successfully complete program requirements, including the dissertation.

2. Students should finalize a program of study no later than the end of their second year if they are full-time students, or after completing 36 credit hours of coursework (excluding courses transferred from other institutions).

3. Prior to beginning a doctoral dissertation and at or near the time of completion of all course work, all doctoral students in the School of Education must pass a qualifying examination in their major area of study. Following review by the faculty, the student must defend the written examination in a meeting with the Advisory Committee. In effect, this examination process is intended to determine if a student is qualified to begin work on a doctoral dissertation.

Students must have an appointed Advisory Committee, including:

Two (2) faculty members from the student's major, one being the student's faculty advisor

One (1) faculty member representing the student's minor

Student's program of study must be approved by the Graduate Studies Office.

Students must have Advisory Committee approval to proceed with the qualifying exam.

Students must be in good standing and have no more than 6 credit hours of incompletes (in their current semester) to take the qualifying exam. Any incompletes must be removed prior to nomination to candidacy.

4. The Ph.D. residency requirement can be satisfied by taking two consecutive semesters of nine credits at the

Bloomington campus. Dissertation credit hours (C799) or credit hours in Advanced Research (G901) may not be used to fulfill residency requirements.

5. Refer to the Graduate Bulletin checklist of doctoral program milestones and other program resources for further details.

Ph.D. in History, Philosophy, and Policy in Education-Specialization in Education Policy Studies

Help shape the future of education. What policies support educational access and attainment among underserved students? How can we increase secondary school attendance and completion? How do local, federal and international institutions shape policies and practices in educational systems? How do teachers take up policy changes and reforms? How do we evaluate student and teacher performance? These are just a few of the challenges that education policymakers face in the 21st century. This 90-hour program will help you respond to these and other issues.

Creating and implementing effective education policies requires a close examination of the social and historical foundations of education in the United States and around the world. It also requires a deep understanding of sociology and economics, history and anthropology, and morality and culture.

Degree Requirements (90 cr.)

Major Requirements (36 cr.)

Policy Core (18 cr.)

Required Courses (9 cr.):

- H620 Seminar in Education Policy Studies (3 cr.)
- H622 Seminar: Issues in Education Policy (3 cr.)
- H623 Education Policy Research Seminar (3 semesters at 1 cr. per semester)

One Course from (3 cr.):

- A630 Economic Dimensions of Education (3 cr.)
- A631 Microeconomic Applications to Education (Note: Y502 is a prerequisite) (3 cr.)

Select two courses from the following (6 cr.):

- A560 Political Perspectives of Education (3 cr.)
- H504 History of American Education (3 cr.)
- H510 Methodology of Educational Inquiry (3 cr.)
- H525 Anthropology of Education (3 cr.)
- H540 Sociology of Education (3 cr.)
- H560 Education and Change in Societies (3 cr.)
- H631 Social and Political Philosophy and Education (3 cr.)
- H637 Topical Seminar: Appropriate Topic (3 cr.)

Policy Context (12 cr.)

These courses provide students with an understanding of the particular contexts and institutions that make and are affected by education policy. Students can select four courses from any of the following areas (Higher Education, Educational Leadership, International and Comparative Law, or individualized concentration). Individual concentrations must have integrity and be accompanied by a justification statement showing the approval of the advisor.

Higher Education Concentration

- C655 Higher Education and Public Policy (3 cr.)

Select three courses from the following:

- C654 Higher Education in the U.S. (3 cr.)
- C661 Foundations of Institutional Research (3 cr.)
- C664 Higher Education Organization and Administration (3 cr.)
- C680 Philanthropy and Higher Education (3 cr.)
- C695 Academic Problems in Higher Education (3 cr.)
- C750 Topical Seminar (appropriate topic) (1-6 cr.)

Educational Leadership Concentration

Select four course from the following:

- A500 Introduction to Educational Leadership (3 cr.)
- A560 Political Perspectives (3 cr.)
- A608 Legal Perspectives (3 cr.) or A615 Advanced School Law (1-3 cr.)
- A629 Data-Driven Decision Making (3 cr.)
- A653 The Organizational Context of Education (3 cr.)
- A670 Topical Seminar (with advisor approval) (1-3 cr.)
- A671 Planning and Change (3 cr.)
- A672 Moral Dimensions of Leadership (3 cr.)
- A675 Leadership in Special Education (3 cr.)
- A720 Foundations of Research (1-3 cr.)

International and Comparative Education Concentration

- H551 Comparative Education I (3 cr.)
- H552 Comparative Education II (3 cr.)
- Select two courses from the following (6 cr.):
- H637 Topical Seminar (appropriate topic) (3 cr.) May be taken more than once.

Law Concentration

Select four courses from the following:

- A600 Problems in Educational Leadership (Legal Research)
- A608 Legal Perspectives
- A615 Advanced School Law
- A675 Leadership in Special Education

As part of their policy context concentrations, students may include one of the following courses even though its originating program is different from their chosen concentration:

- A653 Organizational Context of Education (3 cr.)
- C655 Higher Education Policy (3 cr.)
- H551 Comparative Education I (3 cr.)

Inquiry in the Major (6 cr.)

Directed Research

Select one course from the following:

- A590 Independent Study in Educational Leadership (for pre-dissertation research) (3 cr.)

- H590 Independent Study or Research in History, Philosophy, and Comparative Education (3 cr.)
- A600 Problems in Educational Leadership: Legal Research Methods
- A678 Institutional Research Capstone (3 cr.)
- C690 Independent Study in Higher Education (3 cr.)
- C750 Topical Seminar (with advisor approval) (3 cr.)

Or any other course approved by your advisor that enables you to plan and execute the early inquiry project

Linkage course

The course taken to fulfill the linkage course requirement may not duplicate any course taken to fulfill other requirements of the major.

Select one course from the following:

- A608 Legal Perspectives on Education (3 cr.)
- A754 Seminar in Research (3 cr.)
- C788 Seminar in Research in Higher Education (3 cr.)
- H504 History of American Education (3 cr.)
- H525 Anthropology of Education (3 cr.)
- H530 Philosophy of Education (3 cr.)
- H540 Sociology of Education (3 cr.)
- H552 International/Comparative Education II (3 cr.)
- H601 Historical Inquiry in Education (3 cr.)

The course taken to fulfill the directed research and linkage course requirements may not duplicate any course taken to fulfill other requirements of the major.

Inquiry Requirements (12 cr.)

Select one course from the following:

- H510 Methodology of Educational Inquiry (3 cr.) or Y521 Methodological Approaches to Educational Inquiry (3 cr.)

Select one course from the following:

- Y502 Intermediate Statistics Applied to Education (3 cr.)

Other approved beginning/intermediate course in quantitative analysis (e.g., PSY P553, SPEA V507) (3 cr.)

Select one course from the following:

- Y611 Qualitative Inquiry in Education (3 cr.)
- Y612 Critical Qualitative Inquiry I (for students who plan to take Y613 as their additional inquiry course) (3 cr.)

Other approved beginning/intermediate course in qualitative analysis (e.g., SOC S659) (3 cr.)

One approved intermediate/advanced research methods course appropriate to the planned dissertation (e.g., Y604, Y613, Y635, Y750, H601, PSY P654, BUS K605), with advisor approval (3 cr.)

Minor Requirements (12 cr.)

The concepts and strategies of policy study are drawn from the full range of social sciences, humanities, and professional studies. Fields most likely to be chosen for the minor include sociology, anthropology, economics, philosophy, political science, business, law, history, geographic area studies, and public and environmental affairs. Students are strongly encouraged to take minors outside the School of Education, however, minors may also come from within the School of Education. All minors must have the approval of the advisor.

Elective Requirements (minimum of 6 cr.)

A minimum of 6 semester hours but normally 15 semester hours. The multidisciplinary nature of policy studies and the potentially broad range of students' research interests and career plans imply a need for flexibility in students' programs of studies. The program will, therefore, enable students to tailor their electives in consultation with their Advisory Committees.

Courses in policy-relevant fields selected in consultation with the Advisory Committee.

May be used for a second minor.

Dissertation Requirements (15 cr.)

- A/C/H795 Dissertation Proposal Preparation (3 cr.)
- A/C/H799 Doctoral Thesis in Educational Leadership (A)/Higher Education (C)/History of Philosophy of Education (H) (12 cr.)

Ph.D. in History, Philosophy, and Policy in Education-Specialization in History of Education

The History of Education program introduces students to the study of past practices, policies, and developments in education, defined broadly. It prepares graduates primarily for academic life, but the perspectives and skills developed through coursework and dissertation writing are relevant to employment in a range of other informal and formal settings, such as museums or educational non-profits, as well as government agencies, school districts, and policy centers.

This 90-credit hour Ph.D. program enables students to acquire grounding in the history of experiences at the elementary, secondary, and higher educational levels and to explore educational movements, reform efforts, and intellectual debates. Emphasis is placed on the social, political, and cultural contexts in which education occurs, as well as the salience of race, class, and gender in shaping education. Students work closely with a faculty advisor to develop a cohesive program of study tailored to their interests and career goals. There is ample opportunity to undertake independent study and conduct original research, and to pursue complementary coursework in other units of the university—including, for example, African American and African Diaspora Studies, American Indian Studies, American Studies, East Asian Studies, Folklore, Latino Studies, Philanthropy Studies, and Women's History and Gender Studies. In addition to their studies in the history of education and chosen minor, doctoral students preparing for academic careers are encouraged to take full advantage of resources in the university related to the scholarship of teaching and the creative uses of instructional technology.

Prospective students are strongly encouraged to contact program faculty to discuss their interests before applying.

Degree Requirements (90 cr.)

Major Requirements (36 cr.)

Required major courses include:

- H504 History of American Education (3 cr.)
- H530 Historical Inquiry in Education (3 cr.)
- H601 Historical Inquiry in Education (3 cr.)
- H637 Topical Seminar in History of Education (3 cr.)

At least six (6) credit hours must be in inquiry linkage courses, including an early inquiry experience. Your advisory committee must review and approve at least one of your papers produced in the Inquiry Seminar to assist in the faculty's assessment of your progress in the research program. The major program allows for tutorial or independent study, which enables you to deepen your knowledge in areas of special interest or explore a complementary topic.

The remaining credits in the major are chosen in consultation with the student's advisor.

Inquiry Requirements (9 cr.)

The inquiry core includes a survey course in research methodologies and beginning courses in statistics, measurement, program evaluation, or in ethnographic, qualitative, quantitative, and historical research methods. This requirement is designed to ensure that you acquire the general skills of historical inquiry and the specific skills necessary for inquiry in the history of education. At least three courses must be selected outside the major and approved by your advisory committee. A list of approved inquiry courses may be found at: http://education.indiana.edu/students/graduates/_docs/ApprovedInquiryCoreCourses.pdf.

Minor Requirements (12 cr.)

The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office prior to enrolling in the minor courses. Major area courses may not be used in the minor.

Elective Requirements (6-18 cr.)

A minimum of six (6) credits hours of electives must be taken, although you may exceed that total up to 18 credits with the approval of the advisory committee. You may choose a second minor field, which requires a minimum of 12 hours. All electives and courses for a second minor must be approved by the advisory committee.

Dissertation Requirements (15 cr.)

- H795 Dissertation Proposal Preparation (3 cr.)
- H799 Doctoral Thesis in History of Philosophy of Education (12 cr.)

Ph.D. in History, Philosophy, and Policy in Education-Specialization in Philosophy of Education

What we teach, how we teach, and why—these questions have their roots in the philosophical underpinnings of education and have important implications for future practice and policy. In this program, students explore those issues from various perspectives that may focus upon ethics, epistemology, aesthetics, social and political philosophy, and the works of historically important educational thinkers. In addition to education course work, students are required to take relevant classes from outside disciplines, including philosophy, religious studies, history, and philosophy of science. The program requires 90 semester hours of coursework.

Graduates typically attain professional roles in university teaching and research, but you may also pursue a career in development and consulting for governmental and private-sector organizations.

Degree Requirements (90 cr.)

Major Requirements (36 cr.)

Core Requirements (6 cr.)

- H504 History of American Education (3 cr.)
- H530 Philosophy of Education (3 cr.)

Philosophy of Education and Other Foundations (12-15 cr.)

12-15 credit hours of education courses with an H- prefix, selected in consultation with the advisory committee

Philosophy (9-12 cr.)

9-12 credit hours of courses in philosophy, history and philosophy of science, political science, religious studies, or other relevant departments, selected in consultation with the advisory committee

NOTE: The course work for the philosophy of education/foundations and philosophy requirements must total 24 credit hours in order that the completed course work in the major totals the required 36 credit hours.

Inquiry in the Major (6 cr.)

Directed research:

- H590 Independent study (for pre-dissertation research) (3 cr.)

Linkage course; one course selected with permission of the advisory committee from:

- H590 Independent study (3 credits for final dissertation proposal preparation) (3 cr.)
- H750 Topical Inquiry Seminar in History of Education (3 cr.)

Inquiry Requirements (9 cr.)

- Y521 Methodological Approaches to Educational Inquiry

Select two courses from the following (in consultation with the advisory committee):

- H510 Foundations of Educational Inquiry (3 cr.)

- H601 Historical Inquiry in Education (3 cr.)
- Y502 Intermediate Statistics Applied to Education (3 cr.)
- Y611 Qualitative Inquiry in Education (3 cr.)
- Y750 Topical Seminar in Educational Inquiry Methodology (3 cr.)

Or in specific cases other courses from the School of Education's approved list of inquiry courses with permission of the advisory committee. A list of approved inquiry courses may be found at http://education.indiana.edu/students/graduates/_docs/ApprovedInquiryCoreCourses.pdf.

Minor Requirements (12 cr.)

The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office prior to enrolling in the minor courses. Major area courses may not be used in the minor.

Elective Requirements

Courses in fields relevant to philosophy of education selected in consultation with the advisory committee to bring overall hours to 75.

Dissertation Requirements (15 cr.)

- H795 Dissertation Proposal Preparation (3 cr.)
- H799 Doctoral Thesis in History of Philosophy of Education (12 cr.)

Ed.D. Minor in College Pedagogy

Minor Requirements (9 cr.)

Required Courses (6-9 cr.)

- C675 Supervised College Teaching* (1-3 cr.)
- C750 Topical Seminar: Curriculum in Higher Education (1-6 cr.)
- C750 Topical Seminar: Learning and Teaching on the College Campus (1-6 cr.)

*A course on teaching or teaching practicum within the student's department may be substituted to fulfill this requirement, but if so, an additional elective must be taken so that all 9 credits for the minor are out of department. Students using this option would be taking 12 credits for the minor, 3 in department and 9 in Higher Education and Student Affairs.

Additional Required Course (0-3 cr.)

If all three required courses are taken, no elective courses are needed. If a student does not need to take C675, the student needs to take one elective course.

The doctoral minor in College Pedagogy does not require a minor qualifying exam.

Ph.D. Minor in College Pedagogy

Minor Requirements (12 cr.)

Required Courses (9 cr.)

- C675 Supervised College Teaching* (1-3 cr.)
- C750 Topical Seminar: Curriculum in Higher Education (1-6 cr.)
- C750 Topical Seminar: Learning and Teaching on the College Campus (1-6 cr.)

*A course on teaching or teaching practicum within the student's department may be substituted to fulfill this requirement, but if so, an additional elective must be taken so that all 12 credits for the minor are out of department. Students using this option would be taking 15 credits for the minor, 3 in department and 12 in Higher Education and Student Affairs.

Additional Required Course (3 cr.)

If all three required courses are taken, one elective course is needed. If a student does not need to take C675, the student needs to take two elective courses.

The doctoral minor in College Pedagogy does not require a minor qualifying exam

Ph.D. Minor in Education Law

The minor in Education Law is a 12-credit hour minor designed to meet the needs of PhD students in all areas of the IU School of Education and other degrees on campus. The 12 credit hours of course work required for this minor cannot duplicate those taken in the major field.

Minor Requirements (12 cr.)

Required Courses (9 cr.)

- A608 Legal Perspectives on Education (3 cr.)
- A615 Advanced School Law (3 cr.)
- A675 Leadership in Special Education (3 cr.)

Additional Required Courses (3 cr.)

One relevant course (e.g., H520, H504, U553, C705, A720) from other departments or programs may be counted as education law courses at the discretion of the minor advisor, though no more than one such course may be counted toward the 12 credit minimum.

The doctoral minor in Education Law does not require a minor qualifying exam.

Ph.D. Minor in Education Policy Studies

The Minor in Education Policy Studies permits doctoral students majoring in other education fields or academic fields outside the School of Education to learn basic concepts, analytic techniques, and issues in the study of contemporary education policy at the state, national, and international levels.

Minor Requirements (12 cr.)

Required Courses (6 cr.)

- H620 Seminar in Educational Policy Studies (3 cr.)

- H622 Seminar: Issues in Education Policy (3 cr.)

Additional Required Course (6 cr.)

Students pursuing this minor select two additional courses that help to acquaint them with fundamental areas relevant to policy studies: the context of policy, the politics of the policy process, the legal and financial aspects of policy, and topical issues courses.

Select two courses from the following:

- A560 Political Perspectives on Education (3 cr.)
- A608 Legal Perspectives on Education (3 cr.)
- A631 Microeconomic Applications of Education (3 cr.)
- C670 Problems in Financing Higher Education (3 cr.)
- C705 Legal Aspects of Higher Education (3 cr.)
- H504 History of American Education (3 cr.)
- H525 Anthropology of Education (3 cr.)
- H540 Sociology of Education (3 cr.)
- H560 Education and Social Change (3 cr.)
- H631 Social and Political Philosophy and Education (3 cr.)
- H637 Topical Seminar (3 cr.)

Courses selected for the minor may not be used to meet substantive core requirements, and may not be from the student's primary field of specialization.

The doctoral minor in Education Policy Studies does not require a minor qualifying exam.

Ed.D. Minor in Educational Leadership

Ed.D. students may minor in Educational Leadership by completing at least 9 credit hours of coursework in the program. Each minor student works with a faculty advisor from the program to help in the selection of three A-prefix courses that best contributes to the educational goals of the student. It is recommended that students try to include courses at the 600-level.

The doctoral minor in Educational Leadership does not require a minor qualifying exam.

Ph.D. Minor in Educational Leadership

Ph.D. students may minor in Educational Leadership by completing at least 12 credit hours of coursework in the program. Each minor student works with a faculty advisor from the program to help in the selection of four A-prefix courses that best contributes to the educational goals of the student. It is recommended that students try to include courses at the 600-level.

The doctoral minor in Educational Leadership does not require a minor qualifying exam.

Ph.D. Minor in Higher Education

Ph.D. students may minor in Higher Education and Student Affairs by completing at least 12 credit hours of coursework in the program. Each minor student works with a faculty advisor from the program to help in the selection of a set of courses that best contributes to the educational goals of the student. No more than 6 credit hours will be accepted by transfer of graduate credit from another university.

The doctoral minor in Higher Education does not require a minor qualifying exam.

Ph.D. Minor in International and Comparative Education

Minor Requirements (12 cr.)

Required Courses (6 cr.)

- H551 Comparative Education I (3 cr.)

Select one course from the following:

- H552 Comparative Education II (3 cr.)
- H637 Topical Seminar (3 cr.)

Additional Required Course (6 cr.)

Select two courses from the following:

- H525 Anthropology of Education (3 cr.)
- H540 Sociology of Education (3 cr.)
- H552 Comparative Education II (if not taken in the core) (3 cr.)
- H560 Education and Change in Societies (3 cr.)
- H620 Seminar in Educational Policy Studies (3 cr.)
- H631 Social and Political Philosophy and Education (3 cr.)
- H637 Topical Seminar (if not taken in the core) (3 cr.)

At least one of the four total courses must be at the 600 level.

The doctoral minor in International and Comparative Education does not require a minor qualifying exam.

Ph.D. Minor in Philosophy of Education

Minor Requirements (12 cr.)

Educational Foundations Core (6 cr.)

- H530 Philosophy of Education (3 cr.)

One other 500-level H-course in the School of Education approved by the advisor for the minor (3 cr.)

For most students, the second foundations core course should be:

- H504 History of American Education (3 cr.)

For students whose Ph.D. major already includes H504, the second foundations core course may be:

- H510 Foundations of Educational Inquiry (3 cr.)
- H525 Anthropology of Education (3 cr.)
- H540 Sociology of Education (3 cr.)
- H560 Education and Change in Societies (3 cr.)

In special circumstances, the advisor for the minor may approve a substitution for the second foundations core course, such as an additional 600-level H-course in the philosophy of education taught in the School of Education beyond what is required for the philosophy of education specialization.

Philosophy of Education Specialization (6 cr.)

In most instances, the specialization will consist of two 600-level H-courses in the philosophy of education taught in the School of Education.

In special circumstances, the advisor for the minor may approve the substitution for one of the two specialization courses a relevant graduate course in philosophy taught in the Philosophy Department or a 500-level H-course in the philosophy of education taught in the School of Education.

In all cases, the student must complete at least one 600-level H-course in the philosophy of education taught in the School of Education.

The doctoral minor in Philosophy of Education does not require a minor qualifying exam.

Ph.D. Minor in Social Foundations of Education

This minor introduces students to the use of sociological and anthropological research in the study of education. It encompasses the intellectual foundations of these social sciences, the educational theories and findings of scholars in these disciplines, and the research methodologies of these disciplines that are relevant to educational research.

The twelve (12) credit hours of course work required for this minor cannot duplicate those taken in the major field. Courses may not be counted toward core and elective credit requirements.

Minor Requirements (12 cr.)

Required Course (6 cr.)

Select two courses from the following:

- H510 Foundations of Educational Inquiry (3 cr.)
- H525 Anthropology of Education (3 cr.)
- H540 Sociology of Education (3 cr.)

Additional Required Course (6 cr.)

Select two courses from the following:

- A631 Microeconomic Applications of Education (3 cr.)
- H510 Foundations of Educational Inquiry (3 cr.)
- H525 Anthropology of Education (3 cr.)
- H540 Sociology of Education (3 cr.)
- H551 Comparative Education I (3 cr.)
- H552 Comparative Education II (3 cr.)
- H560 Education and Change in Societies (3 cr.)
- H620 Seminar in Educational Policy Studies (3 cr.)
- H637 Topical Seminar (3 cr.)
- Y611 Qualitative Inquiry in Education (3 cr.)

The doctoral minor in Social Foundations of Education does not require a minor qualifying exam.

Instructional Systems Technology

We improve human learning and performance in diverse contexts. First established in the 1940s as the Department of Audio-Visual Instruction, the Department of Instructional Systems Technology now takes a holistic look at how to improve teaching and learning for all ages across all segments of society through the study and design of learning environments and strategies.

We believe instructional materials and assessment tools must support the way that people acquire, process, and share information. This philosophy, combined with the deep and varied experiences of our faculty, enables us to give students the best possible preparation for work in the field of instructional systems technology. Here, faculty and students observe and analyze learning environments, evaluate the effectiveness of different strategies for learning, and research which technologies-analog, digital, and conceptual-can make those environments and strategies more powerful.

Certificate in Adult Education (Online)

The Online Graduate Certificate in Adult Education is designed to help professionals work effectively with adult learners in a variety of learning environments. This online certificate is especially attractive to people who teach or develop programs for adults yet do not have a Master's Degree in Adult Education or the skills needed to educate this growing adult population. The online certificate provides a basic background in adult learning and program planning, as well as the diverse philosophical, theoretical, and historical contexts of adult education in the United States.

The Graduate Certificate in Adult Education is not the equivalent of a state teaching license nor preparation to earn a teaching license.

If you choose to purse a master's degree in Adult Education, these certificate courses may apply to your degree requirements. Completion of the certificate program does not guarantee admission to the master's program.

Certificate Requirements

Major Requirements (15 cr.) ***Core Requirements (12 cr.)***

- D500 Introduction to Adult Education Theory (3 cr.)
- D505 Adult Learning through the Lifespan (3 cr.)
- D506 Adult Education Planning and Development (3 cr.)
- D512 Forms and Forces in Adult Education (3 cr.)

Elective Requirements (3 cr.)
Select one of the following courses:

- D523 Small Group Theory in Adult Education (3 cr.)
- D525 Introduction to Distance Education Systems (3 cr.)
- D600 The Teaching Learning Transaction in Adult Education (3 cr.)
- Or three graduate credit hours outside of Adult Education. Specific course selection must have the approval of your academic advisor.

Certificate in Instructional Systems Technology (Online)

This 15-credit program provides an in-depth introduction to analyzing, designing, developing and evaluating educational tools, programs and systems. Advance your current career or prepare for the master's program

in instructional systems technology. The program is completed at a distance; students entering the program are expected to exhibit basic skills with common computer applications.

The Graduate Certificate in Instructional Systems Technology is not the equivalent of a state teaching license nor preparation to earn a teaching license.

If you choose to purse a master's degree in Instructional Systems Technology, these certificate courses may apply to your degree requirements. Completion of the certificate program does not guarantee admission to the master's program.

Certificate Requirements

Major Requirements (15 cr.)

Core Requirements (12 cr.)

- R511 Instructional and Performance Technologies Foundations (3 cr.)
- R521 Design and Development of Instructional and Performance Interventions (3 cr.)
- R541 Instructional Development and Production: Design Thinking (3 cr.) or R547 Computer Mediated Learning (3 cr.)
- R561 Evaluation of Instructional and Performance Improvement Systems (3 cr.)

Elective Requirements (3 cr.)

Three graduate credits selected from IST (R) courses with the exception of workshop courses unless approved by advisor via memo.

M.S.Ed. in Adult Education (Online)

Adult Education provides an online master's degree program offered from the Bloomington campus. Graduates of the master's programs work with adult learners as teachers, facilitators, program administrators, and advisors in a wide variety of fields. Adult educators are found in such diverse areas as continuing professional education, workplace education, health education, adult basic education, post-secondary education, distance education, volunteer education, correctional education, learner support services, and the military.

As the program is completed at a distance, students entering the adult education program are expected to exhibit basic skills with common computer applications.

Degree Requirements (36 cr.)

Major Requirements (20 cr.)

- D500 Introduction to Adult Education Theory (3 cr.)
- D505 Adult Learning through the Lifespan (3 cr.)
- D506 Adult Education Planning and Development (3 cr.)
- D512 Seminar in Forms and Forces of Adult Education (3 cr.)
- D521 Participation Training (2 cr.)
- D525 Introduction to Distance Education Systems in Adult Education (3 cr.)
- D640 Capstone Seminar in Adult Education (3 cr.)

Elective Courses (16 cr.)

Required Electives (9 cr.)

- Y520 Strategies for Educational Inquiry (3 cr.)
- At least 6 credit hours in addition to Y520 must be from outside Adult Education

Additional elective (7 cr.)

Choose from additional Adult Education courses and other related fields to support your overall career goals. Elective courses need to be selected in consultation with your academic advisor. Core and elective courses should form an integrated program to support your professional goals.

M.S.Ed. in Instructional Systems Technology (Online)

The M.S.Ed. in Instructional Systems Technology online provides an in-depth introduction to analyzing, designing, developing and evaluating educational tools, programs and systems and prepares the graduate for an entry level position in the field of practice, or allows the graduate to add instructional design skills and knowledge to existing professional capabilities. The program is completed online; students entering the program are expected to exhibit basic skills with common computer applications.

Degree Requirements

Major Requirements (15 cr.)

- R511 Instructional and Performance Technologies Foundations (3 cr.)
- R521 Design and Development of Instructional and Performance Interventions (3 cr.)
- R541 Instructional Development and Production: Design Thinking (3 cr.)
- R561 Evaluation of Instructional and Performance Improvement Systems (3 cr.)
- R621 Analysis for Instructional & Performance Improvement (3 cr.)

Specialization Electives (12 cr.)

Options here include all IST master’s program courses that are available online. Additionally, students with a focus on adult education, learning science or other related area may take up to 6 credits from such an area with approval of the advisor, providing that these courses are available online. R686 Internship in Instructional Design is not required but is permissible.

Outside Electives (9 cr.)

Select one course from the following (depending upon the student’s professional goals):

- D505 Adult Learning through the Lifespan (3 cr.)
- P540 Learning and Cognition in Education (3 cr.)

Other electives may be strongly recommended by the advisor based on student’s goals.

Requirement for Graduation

Online students may opt to take the R505 Professional Portfolio, in which case it counts as a Specialization Elective. They may, alternatively, elect to complete the portfolio independently with guidance from an advisor and not receive course credit. In this case the department verifies completion of the portfolio requirement.

M.S.Ed. in Instructional Systems Technology (Residential)

The M.S.Ed. in Instructional Systems Technology provides an in-depth introduction to analyzing, designing, developing and evaluating educational tools, programs and systems and prepares the graduate for an entry level position in the field of practice. The program is completed on campus; students entering the program are expected to exhibit basic skills with common computer applications. With the approval of the department, online courses may be included in the program with preference for 3 credits or fewer to be taken online.

Degree Requirements:

Major Requirements (21 cr.)

- R511 Instructional and Performance Technologies Foundations (3 cr.)
- R521 Design and Development of Instructional and Performance Interventions (3 cr.)
- R541 Instructional Development and Production: Design Thinking (3 cr.)
- R561 Evaluation of Instructional and Performance Improvement Systems (3 cr.)
- R621 Analysis for Instructional & Performance Improvement (3 cr.)
- R686 Internship in Instructional Systems Technology (6 cr., may be taken two times for 3 credits each)

Major Electives (6 cr.)

One additional Instructional Systems Technology (R) courses, including W505 Portfolio with the exception of workshop courses.

Outside Electives (9 cr.)

Must be graduate-level courses outside the Instructional Systems Technology program, selected in consultation with the student's academic advisor.

Requirement for Graduation

Professional portfolio developed for the review of the departmental Portfolio Committee. Residential students complete the portfolio independently with guidance from an advisor and do not receive course credit unless R505 Professional Portfolio in Instructional Systems Technology has been approved by the advisor as a Major Elective.

Ed.S. in Education-Instructional Systems Technology Track

The Ed.S. in Instructional Systems Technology (IST) allows students to develop expertise in instructional technology beyond the master's level and to prepare for management and leadership positions in education, government, business, or industry. The post-master's courses should be chosen to strengthen competence in one or more of the following areas: front-end analysis, instructional design and development, media design and development, evaluation, change facilitation and management, distributed education, or project management.

Degree Requirements

Major Requirements (24 cr.)

Options here include all IST graduate courses, as approved by the student's advisory committee.

Inquiry Requirements (6 cr.)

- Y520 Strategies for Educational Inquiry (3 cr.)

Select one course from the approved Inquiry Course list. (3 cr.)

A list of approved inquiry courses may be found at http://education.indiana.edu/students/graduates/_docs/ApprovedInquiryCoreCourses.pdf.

Students are allowed to make course substitutions in accordance with the inquiry policy, as approved by the student's advisory committee.

Minor Requirements (9 cr.)

The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office prior to enrolling in the minor courses. Major area courses may not be used in the minor.

Elective Requirements (26 cr.)

Elective courses must be approved by the advisory committee. They must be relevant to the program. The electives category may be used to add to the major, research/inquiry, or minor components.

Examination/Capstone Project

A substantial project or a comprehensive examination constitutes the culmination of the Ed.S. program. A project normally requires a written manuscript describing the project. A final meeting of the advisory committee is required, at which time the student's entire program, including the project manuscript or comprehensive examination results, are reviewed.

Ed.D. in Instructional Systems Technology (Online)

The Instructional Systems Technology EdD degree program is designed for individuals seeking to be applied researchers in instruction design or human performance improvement. This program provides students with opportunities to apply research findings to build and test processes, products, and services with the goal of producing instructional materials for education, training, or performance improvement environments. Students also acquire research skills that can be used to conduct needs analyses of target audiences and measure the effectiveness of instructional products and solutions. Applicants must have a master's degree from an accredited institution. While course work is delivered primarily online, students will be required to attend at least one IST Colloquium or IST conference on the Bloomington campus.

Degree Requirements

Major Requirements (30 cr.)

IST Doctoral Core Requirements (6 cr.)

- R690 IST Early Research Experience (3 cr.)
- R711 IST Doctoral Readings (3 cr.)

IST Electives (24 cr.)

Options here include all IST graduate courses offered in an online format, as approved by the student's doctoral advisory committee.

Inquiry Requirements (9 cr.)

- Y502 Intermediate Statistics (3 cr.)
- Y520 Strategies for Educational Inquiry (3 cr.)
- Y611 Qualitative Inquiry in Education (3 cr.)

Students are allowed to make course substitutions in accordance with the inquiry policy, as approved by the student's doctoral advisory committee.

Foundation Requirements (3 cr.)

Select one course from the following:

- D505 Adult Learning through the Lifespan (3 cr.)
- P540 Learning and Cognition in Education (3 cr.)

Minor Requirements (9-12 cr.)

The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office prior to enrolling in the minor courses. Major area courses may not be used in the minor.

Dissertation Requirements (9 cr.)

- R795 Dissertation Proposal Preparation (3 cr.)

R799 Doctoral Dissertation in Instructional Systems Technology (6 cr.)

Ph.D. in Instructional Systems Technology

The Instructional Systems Technology Doctor of Philosophy in Education degree program is designed for individuals seeking to be researchers in the field of instructional technology. The IST program prepares Ph.D. students to discover new knowledge through basic research and answer specific questions about practical problems through applied research. Ph.D. program graduates typically conduct research and teach in university settings or work as researchers within private or public research and development centers involved in instructional technology.

Degree Requirements

Major Requirements (42 cr.)

Instructional Systems Technology Core (18 cr.)

- R690 Application of Research Methods to Instructional Systems Technology (3 cr.)
- R695 Topical Inquiry Seminar in Instructional Systems Technology (3 cr., take four times for a total of 12 cr.)
- R711 Readings in Instructional Technology (3 cr.)

Instructional Systems Technology Electives (24 cr.)

Options here include all Instructional Systems Technology graduate courses, as approved by the student's doctoral advisory committee.

Inquiry Requirements (9 cr.)

- Y502 Intermediate Statistics Applied to Education (3 cr.)
- Y521 Methodological Approaches to Educational Inquiry (3 cr.)
- Y611 Qualitative Inquiry in Education (3 cr.)

Students are allowed to make course substitutions in accordance with the inquiry policy, as approved by the student's doctoral advisory committee. A list of approved inquiry courses may be found at http://education.indiana.edu/students/graduates/_docs/ApprovedInquiryCoreCourses.pdf.

Minor Requirements (12 cr.)

The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office prior to enrolling in the minor courses. Major area courses may not be used in the minor.

Foundations Requirements (6 cr.)

Options here include any School of Education courses outside of IST. These courses typically are in the areas of educational psychology and educational foundations.

Elective Requirements (6 cr.)

Options here include any graduate-level courses approved by the student's doctoral advisory committee.

Dissertation Requirements (15 cr.)

- R795 Dissertation Proposal Preparation (3 cr.)
- R799 Doctoral Dissertation in Instructional Systems Technology (12 cr.)

Ph.D. Minor in Adult Education

The minor in Adult Education is a 12-credit hour minor designed to meet the needs of PhD students in all areas of the IU School of Education and other degrees on campus.

Minor Requirements (12 cr.)

Required Courses (9 cr.)

Select three courses from the following:

- D500 Introduction to Adult Education Theory (3 cr.)
- D505 Adult Learning through the Lifespan (3 cr.)
- D506 Adult Education Planning and Development (3 cr.)
- D512 Seminar in Forms and Forces in Adult Education (3 cr.)

Additional Required Courses (3 cr. minimum)

Select at least one course from the following:

- D600 Seminar in Teaching-Learning Transaction in Adult Education (3 cr.)
- D625 Topical Seminar in Adult Education (3 cr.)

One relevant course(s) from other departments or programs may be counted as adult education courses at the discretion of the minor advisor, though no more than one such course may be counted toward the 12 credit minimum.

The doctoral minor in Adult Education does not require a minor qualifying exam.

Ph.D. Minor in Instructional Systems Technology

The Instructional Systems Technology Doctoral minor is designed for individuals seeking to expand their knowledge of the field of instructional technology during their doctoral coursework.

Minor Requirements (12 cr.)

Core Minor Course (3 cr.)

- R711 Readings in Instructional Technology (3 cr.)

Three additional courses in Instructional Systems Technology (9 cr.)

Options here include all Instructional Systems Technology courses, as approved by the student's doctoral advisory committee.

The doctoral minor in Instructional Systems Technology does not require a minor qualifying exam.

Literacy, Culture, and Language Education

Students come to IU from all over the world to learn, to teach, and to conduct research in English as a Second Language, English as a Foreign Language, English/language arts, reading, and content literacy. Faculty members are engaged in international research projects that improve understanding of literacy and language education.

Examples of current faculty projects include:

- teaching English as a second language in Afghanistan
- studying literacy in Rwanda
- preserving and revitalizing indigenous languages in the Americas
- training teachers in Puerto Rico and China
- observing how children in Singapore develop critical reading skills on the Web
- critiquing children's and young adult literatures from around the world

Others concentrate on issues of linguistic and cultural diversity issues in the United States, supporting teachers who want to narrow the achievement gap, and supporting students whose literacy skills and cultural resources do not mirror those expected in schools. Our studies recognize rapidly dynamic literacies with expanding technologies that enable digital storytelling and networked connectivity through mobile apps, video games, and social media.

Certificate in Children's and Young Adult Literature

The Graduate Certificate in Children's and Young Adult Literature provides students with knowledge of children's and/or young adult literature with an emphasis in multicultural and international perspectives. It explores the complex body of works in the field, in relation to theoretical perspectives, research methods and instructional approaches.

The Graduate Certificate in Children's and Young Adult Literature is not the equivalent of a state teaching license nor preparation to earn a teaching license.

If you choose to purse a master's degree in Literacy, Culture, and Language Education, these certificate courses may apply to your degree requirements. Completion of the certificate programs does not guarantee admission to the master's program.

Certificate Requirements

Major Requirements (6 cr.)

- L631 Multicultural and International Literature for Children and Young Adults (3 cr.). Offered in Fall in odd numbered years
- L641 Contemporary Issues in Children's and Young Adult Literature (3 cr.). Offered in Fall in even numbered years

Elective Requirements (6 cr.)

Choose two of the following courses:

- L508 Teaching Young Adult Literature in a Diverse Society for Graduate Level Pre-service English Teachers (3 cr.) OR L535 Teaching Adolescent/Young Adult Literature (3 cr.)
- L559 Trade Books in Elementary Classrooms (3 cr.)
- L651 Topics in Children's and Young Adult Literature (3 cr.)
- L661 Latino/a Children and Young Adult Literature (3 cr.)
- L630 Topics in Literacy, Culture, and Language Education/L750 Research Seminar in Literacy, Culture and Language Education (offered occasionally with a specific emphasis in children's and young adult literature), if applicable (3 cr.)

Electives from LCLE, ILS and ENG, if applicable, and with prior approval*

*Selected in consultation with your academic advisor and with approval of the certificate coordinator.

Certificate in English as a Foreign Language (EFL)/English as a Second Language (ESL) Teacher Prep (Online)

In an increasingly interconnected and global business environment, the demand for English as a Foreign/Second Language (EFL/ESL) teachers is growing rapidly. There has been a 300-percent increase in demand for EFL teachers in countries such as China, Taiwan, and South Korea. Meanwhile, in the United States, there are more than 6.2 million students who need help learning English.

Now, you can earn a graduate-level certificate in the specialty of EFL/ESL instruction. This 12-credit hour program is designed for both new and experienced teachers designed for those who wish to train future EFL/ESL teachers.

The Graduate Certificate in English as a Foreign/English as a Second Language Teacher Prep is NOT the equivalent of a state teaching license nor preparation to earn a teaching license.

If you choose to purse a master's degree in Literacy, Culture, and Language Education, these certificate courses may apply to your degree requirements. Completion of the certificate programs does not guarantee admission to the master's program.

Certificate Requirements

Major Requirements (12 cr.)

- L525 Practicum in Literacy, Culture, and Language Education (3 cr.)
- L540 ESL/EFL Instruction and Assessment Approaches (3 cr.)
- L547 Language Policy and Planning (3 cr.)

Select one of the following courses:

- A515 Educational Leadership: Teacher Development and Evaluation (3 cr.)
- L546 Mentorship and Literacy Coaching of EFL/ESL Teachers (3 cr.)

Certificate in English as a Foreign Language (EFL)/English as a Second Language (ESL) Teaching (Online)

In an increasingly interconnected and global business environment, the demand for English as a Foreign/Second Language (EFL/ESL) teachers is growing rapidly. There has been a 300-percent increase in demand for EFL teachers in countries such as China, Taiwan, and South Korea. Meanwhile, in the United States, there are more than 6.2 million students who need help learning English.

Now, you can earn a graduate-level certificate in the specialty of EFL/ESL instruction. This 12-credit hour program is designed for both new and experienced teachers designed for those who wish to teach EFL/ESL students.

The Graduate Certificate in English as a Foreign/English as a Second Language Teaching is NOT the equivalent of a state teaching license nor preparation to earn a teaching license.

If you choose to purse a master's degree in Literacy, Culture, and Language Education, these certificate courses may apply to your degree requirements. Completion of the certificate programs does not guarantee admission to the master's program.

Certificate Requirements

Major Requirements (9 cr.)

- L525 Practicum in Literacy, Culture, and Language Education (3 cr.)
- L539 Language Foundations for ESL/EFL Teachers (3 cr.)
- L540 ESL/EFL Instruction and Assessment Approaches (3 cr.)

Elective Requirements (3 cr.)

Select one of the following courses:

- L543 Teaching English in K-12 Classrooms in Global Contexts (3 cr.)
- L544 Computer Assisted Language Learning (3 cr.)

M.S.Ed. in Literacy, Culture, and Language Education (Online or Residential)

The Literacy, Culture, and Language Education (LCLE) Masters of Education degree program is a 36-hour degree program. The program is designed for individuals seeking to have careers in literacy (including elementary, secondary and community literacies), English /Language Arts, English as a Second/Foreign Language and World Languages.

These programs offer opportunities to gain theoretical and practical experiences in teaching in diverse contexts and communities across multiple levels. Our graduates are now enjoying careers as public school teachers, university professors, community educators, writers and editors of instructional materials, and members of the diplomatic corps, among other careers.

Degree Requirements

Major Requirements (15 cr.)

- L500 Instructional Issues in Language Education (3 cr.)
- L605 Capstone in Literacy, Culture, and Language Education (3 cr.)

Choose three additional Literacy, Culture, and Language Education (L) courses (9 cr.)

Foundation Requirements (6 cr.)

Foundation courses consist of inquiry and substantive core courses.

Inquiry Courses (3 cr.)

Select one course from the following:

- Y520 Strategies for Educational Inquiry (3 cr.)

Or another similar inquiry course from the approved list of inquiry courses, with advisor approval

A list of approved inquiry courses may be found at the Graduate Student Portal.

Substantive Core (3 cr.)

Select one course from the following:

- A600 Problems in Educational Leadership (1-3 cr.)
- A608 Legal Perspectives on Education (3 cr.)
- E535 Elementary School Curriculum (3 cr.)
- H504 History of American Education (3 cr.)
- H520 Education and Social Issues (3 cr.)
- H525 Anthropology of Education (3 cr.)
- H530 Philosophy of Education (3 cr.)
- H540 Sociology of Education (3 cr.)
- J630 Curriculum Theory and Practice (3 cr.)
- J636 Educational Futures/Curriculum (3 cr.)
- P510 Psychology in Teaching (3 cr.)
- P515 Child Development (3 cr.)
- P516 Adolescent Development (3 cr.)
- P540 Learning and Cognition in Education (3 cr.)
- P550 Cognition and Semiotics (3 cr.)
- S503 Secondary School Curriculum (3 cr.)

Elective Requirements (15 cr.)

Six credit hours of coursework must be taken outside of the Department of Literacy, Culture and Language Education in consultation with your academic advisor.

Ed.S. in Education-Literacy, Culture, and Language Education Track

Experienced teachers can become specialists in language arts, literacy, EFL/ESL, foreign language instruction, or reading through the Specialist in Education degree. In this challenging program, you will explore literacy development, English, and language arts education theories and practices, diagnostic procedures, and remedial instruction. You will also participate in independent research into issues affecting literacy and language education.

This 65 credit hour degree prepares you for education leadership opportunities as well as careers writing and editing instructional materials. Select the option of a capstone project or comprehensive examination at the conclusion of your course work.

Degree Requirements

Required Course (3 cr.)

- L600 Issues in Literacy, Culture, and Language Education (3 cr.)

Basic Courses (12 cr.)

Basic courses consist of inquiry and substantive core courses.

Inquiry Requirements (3 cr.)

Select one course from the approved Inquiry Course list. (3 cr.)

A list of approved inquiry courses may be found at the Graduate Student Portal.

Substantive Core Requirements (9 cr.)

- A600 Problems in Educational Leadership (1-3 cr.)
- E535 Elementary School Curriculum (3 cr.)
- E695 Current Issues and Problems in Elementary Education (3 cr.)
- H504 History of American Education (3 cr.)
- H536 Problems on the Philosophy of Education (3 cr.)
- H600 Concepts and Arguments in Education (3 cr.)
- H631 Social and Political Philosophy and Education (3 cr.)
- H638 Aesthetics and Education (3 cr.)
- J630 Curriculum Theory and Practice (3 cr.)
- J636 Educational Futures/Curriculum (3 cr.)
- J637 Curriculum Development Processes (3 cr.)
- P514 Life Span Development: Birth to Death (3 cr.)
- P515 Child Development (3 cr.)
- P516 Adolescent Development (3 cr.)
- P540 Learning and Cognition in Education (3 cr.)
- P550 Cognition and Semiotics (3 cr.)
- P560 Classroom Communication (3 cr.)
- P623 Child Development (3 cr.)
- P625 Teacher Behavior (3 cr.)
- S503 Secondary School Curriculum (3 cr.)
- LING-P532 Secondary Language Acquisition
- PSYCH-P438 Language and Cognition
- PSYCH-P623 Psychology of Language
- SOC-S438 Childhood Socialization
- SOC-S332 Adult Socialization
- SPEECH-S530 Language Acquisition

Major Field Requirements (24 cr.)

Courses chosen from Literacy, Culture, and Language Education offerings, with faculty advisor approval.

Elective Requirements (26 cr.)

Courses may be taken inside or outside the School of Education but must be approved by your faculty advisor.

Ed.D. in Literacy, Culture, and Language Education (60 Hour Online)

The 60-credit hour Literacy, Culture, and Language Education (LCLE) Doctor of Education (Ed.D.) online degree program is designed for individuals seeking to be practitioner leaders in the areas of academic literacy, critical literacy, trans-literacy, local literacies, children's and young adult literature, ESL/EFL education (and teacher education), world Englishes, and various world languages. The LCLE program prepares Ed.D. students to bridge the gap between research and practice in the field.

Degree Requirements

Major Requirements (27 cr.)

Required Courses (15 cr.)

- L600 Issues in Literacy, Culture, and Language Education (3 cr.)
- L601 Theoretical Issues in the Study of Language & Literacies (3 cr.)
- L650 Internship in Literacy, Culture, and Language Education (1-4 cr.)
- L750 Research Seminar in Literacy, Culture, and Language Education (3 cr., taken twice)

Required Inquiry Courses (6 cr.)

- L599 Master's Thesis in Literacy, Culture, and Language Education: Early Inquiry Experience (3 cr.)
- L700 Seminar on Literacy, Culture, and Language Education Research (3 cr.)

Additional courses in Literacy, Culture, and Language Education (6 cr.)

Inquiry Requirements (9 cr.)

Select one course from the following:

- Y520 Strategies for Educational Inquiry (3 cr.)
- Y521 Methodological Approaches to Educational Inquiry (3 cr.)

Select two inquiry courses (either qualitative, quantitative, or any combination of the two) from the approved list of inquiry courses, with advisor approval.

A list of approved inquiry courses may be found at http://education.indiana.edu/students/graduates/_docs/ApprovedInquiryCoreCourses.pdf.

Minor Requirements (9 cr.)

The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office prior to enrolling in the minor courses. Major area courses may not be used in the minor.

Elective Requirements (6 cr.)

Elective courses must be relevant to the student's program of study and need to be selected in consultation with your academic advisor.

Dissertation Requirements (9 cr.)

- L795 Dissertation Proposal Preparation (3 cr.)
- L799 Doctoral Thesis in Literacy, Culture and Language Education (6 cr.)

Ed.D. in Literacy, Culture, and Language Education (60 Hour Residential)

The 60-credit hour Literacy, Culture, and Language Education (LCLE) Doctor of Education (Ed.D.) residential degree program is designed for individuals seeking to be practitioner leaders in the areas of academic literacy, critical literacy, trans-literacy, local literacies, children's and young adult literature, ESL/EFL education (and teacher education), world Englishes, and various world languages. The LCLE program prepares Ed.D. students to bridge the gap between research and practice in the field.

Degree Requirements

Major Requirements (27 cr.)

Required Courses (15 cr.)

- L600 Issues in Literacy, Culture, and Language Education (3 cr.)
- L601 Theoretical Issues in the Study of Language & Literacies (3 cr.)
- L650 Internship in Literacy, Culture, and Language Education (1-4 cr.)
- L750 Research Seminar in Literacy, Culture, and Language Education (3 cr., taken twice)

Required Inquiry Courses (6 cr.)

- L599 Master's Thesis in Literacy, Culture, and Language Education: Early Inquiry Experience (3 cr.)
- L700 Seminar on Literacy, Culture, and Language Education Research (3 cr.)

Additional courses in Literacy, Culture, and Language Education (6 cr.)

Inquiry Requirements (9 cr.)

Select one course from the following:

- Y520 Strategies for Educational Inquiry (3 cr.)
- Y521 Methodological Approaches to Educational Inquiry (3 cr.)

Select two inquiry courses (either qualitative, quantitative, or any combination of the two) from the approved list of inquiry courses, with advisor approval.

A list of approved inquiry courses may be found at http://education.indiana.edu/students/graduates/_docs/ApprovedInquiryCoreCourses.pdf.

Minor Requirements (9 cr.)

The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office prior to enrolling in the minor courses. Major area courses may not be used in the minor.

Elective Requirements (6 cr.)

Elective courses must be relevant to the student's program of study and need to be selected in consultation with your academic advisor.

Dissertation Requirements (9 cr.)

- L795 Dissertation Proposal Preparation (3 cr.)
- L799 Doctoral Thesis in Literacy, Culture and Language Education (6 cr.)

Ed.D. in Literacy, Culture, and Language Education (90 Hour Residential)

The 90-credit hour Literacy, Culture, and Language Education (LCLE) Doctor of Education (Ed.D.) residential degree program is designed for individuals seeking to be practitioner leaders in the areas of academic literacy, critical literacy, trans-literacy, local literacies, children's

and young adult literature, ESL/EFL education (and teacher education), world Englishes, and various world languages. The LCLE program prepares Ed.D. students to bridge the gap between research and practice in the field.

Degree Requirements

Major Requirements (36 cr.)

Required Courses (15 cr.)

- L600 Issues in Literacy, Culture, and Language Education (3 cr.)
- L601 Theoretical Issues in the Study of Language & Literacies (3 cr.)
- L650 Internship in Literacy, Culture, and Language Education (1-4 cr.)
- L750 Research Seminar in Literacy, Culture, and Language Education (3 cr., taken twice)

Required Inquiry Courses (6 cr.)

- L599 Master's Thesis in Literacy, Culture, and Language Education (3 cr.)
- L700 Seminar on Literacy, Culture, and Language Education Research (3 cr.)

Additional courses in Literacy, Culture, and Language Education major (15 cr.)

Inquiry Requirements (12 cr.)

Select one course from the following:

- Y520 Strategies for Educational Inquiry (3 cr.)
- Y521 Methodological Approaches to Educational Inquiry (3 cr.)

Select three inquiry courses (either qualitative, quantitative, or any combination of the two) from the approved list of inquiry courses, with advisor approval

A list of approved inquiry courses may be found at http://education.indiana.edu/students/graduates/_docs/ApprovedInquiryCoreCourses.pdf..

Minor Requirements (12 credits)

The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office prior to enrolling in the minor courses. Major area courses may not be used in the minor.

Elective or Second Minor Requirements (6-18 credits)

Elective courses must be relevant to the student's program of study.

Dissertation Requirements (15 credits)

- L795 Dissertation Proposal Preparation (3 cr.)
- L799 Doctoral Thesis in Literacy, Culture and Language Education (12 cr.)

Ph.D. in Literacy, Culture, and Language Education

The Literacy, Culture, and Language Education (LCLE) Doctor of Philosophy (Ph.D.) degree program is designed for individuals seeking to be faculty researchers, teacher educators, and leaders in in the areas of academic literacy, critical literacy, trans-literacy, local literacies, children's and young adult literature, second language learning, ESL/EFL education, world Englishes, and world languages. The LCLE program prepares Ph.D. students to bridge the gap between research and practice in the field.

Degree Requirements (90 cr.)

Major Requirements (36 cr.)

Required Courses (15 cr.)

- L600 Issues in Literacy, Culture, and Language Education (3 cr.)
- L601 Theoretical Issues in the Study of Language & Literacies (3 cr.)
- L650 Internship in Literacy, Culture, and Language Education (1-4 cr.)
- L750 Research Seminar in Literacy, Culture, and Language Education (3-6 cr., taken twice)

Required Inquiry Courses (6 cr.)

- L599 Master's Thesis in Literacy, Culture, and Language Education (3 cr.)
- L700 Seminar on Literacy, Culture, and Language Education Research (3 cr.)

Additional courses in Literacy, Culture, and Language Education major (15 cr.)

Inquiry Requirements (12 cr.)

Select one course from the following:

- Y520 Strategies for Educational Inquiry (3 cr.)
- Y521 Methodological Approaches to Educational Inquiry (3 cr.)

Select three inquiry courses (either qualitative, quantitative, or any combination of the two) from the approved list of inquiry courses, with advisor approval

A list of approved inquiry courses may be found at http://education.indiana.edu/students/graduates/_docs/ApprovedInquiryCoreCourses.pdf.

Minor Requirements (12 credits)

The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office prior to enrolling in the minor courses. Major area courses may not be used in the minor.

Elective or Second Minor Requirements (6-18 credits)

Elective courses must be relevant to the student's program of study.

Dissertation Requirements (15 credits)

- L795 Dissertation Proposal Preparation (3 cr.)
- L799 Doctoral Thesis in Literacy, Culture and Language Education (12 cr.)

Ph.D. Minor in Language Education

The doctoral minor in Literacy, Culture, and Language Education (for those students whose major is outside of the Literacy, Culture, and Language Education Department) requires a minimum of 15 hours to include L600 Issues in Literacy, Culture, and Language Education (3cr), and one section of L750 Research Seminar in Literacy, Culture, and Language Education (3cr).

Minor Requirements (15 cr.)

Required Courses (6 cr.)

- L600 Issues in Literacy, Culture, and Language Education (3 cr.)
- L750 Research Seminar in Literacy, Culture, and Language Education (3 cr.)

Additional Courses (9 cr.)

Three additional courses in Literacy, Culture, and Language Education

The doctoral minor in Literacy, Culture, and Language Education does not require a minor qualifying exam.

Ed.D. Minor in Language Education

The Ed.D minor in Literacy, Culture, and Language Education (LCLE) is designed to meet the needs of doctoral students outside of LCLE from all programs and departments in the School of Education as well as other doctoral programs on the campus. The Ed.D minor consists of two foundational courses in the doctoral program, and one section of L750, which is a topical seminar with a different focus each semester. The minor advisor will work with the student to choose the appropriate L750 topical seminar best suited to the student's interests and applicability to their scholarship. The Ed.D. minor in Literacy, Culture, and Language Education does not require a minor qualifying exam.

Required Courses (9 cr.)

- L600 Issues in Literacy, Culture, and Language Education (3 cr.)
- L601 Theoretical Issues: Study of Language and Literature (3 cr.)
- L750 Research Seminar in Literacy, Culture, and Language Education (3 cr.)

Courses

Information about registering for classes on another campus may be found in the Enrollment section of this bulletin.

Course are generally organized by program areas within departments (some areas are used by all departments within a program). A list of courses offered by the various departments within the School of Education can be found on the left-side menu bar and organized by department below:

- **Counseling and Educational Psychology:** Counseling (G); Inquiry Methods (P; Y); Learning and Developmental Sciences/Educational Psychology (P); School Psychology (P).
- **Curriculum and Instruction:** Art Education (Z); Curriculum Studies (J); Elementary/Early Childhood (E); High Ability (W; Z); Mathematics Education (N); Multicultural/Urban Education (T); Science Education (Q); Secondary Education (S); Social Studies Education (M); Special Education (K).
- **Educational Leadership and Policy Studies:** Educational Leadership (A); Higher Education (C); Higher Education and Student Affairs (U); History, Philosophy, and Policy Studies in Education (H).
- **Instructional Systems Technology:** Adult Education (D); Computer Education (W); Instructional Systems Technology (R).
- **Literacy; Culture and Language Education:** Literacy, Culture, and Language Education (L) includes courses in English; World Language; English as a New/Second Language; Reading.
- **Courses across all departments:** Experimental (F); Field Experience/Methods (M); Graduate Education (G); In-Service Education (W); Master's Thesis (X).

The official list of courses in each program does not indicate which courses are offered regularly by those programs. Most courses are not offered every term. Check with the department or program advisor to determine which courses are offered regularly, and check the Schedule of Classes published online by the Registrar to determine which courses are being offered in the current academic term.

The registrar's code for all School of Education graduate courses is EDUC. The number of credit hours assigned to each course is indicated in parentheses following the course title. The letter "P" following credit hours indicates prerequisites; the letter "C" indicates corequisites. Not all courses listed in this bulletin are offered every year. Inquiries concerning the availability or suitability of a particular course should be directed to the appropriate departmental chairperson.

Adult Education (D)

EDUC-D 500 Introduction to Adult Education Theory (3 cr.) A study of the writings of major adult education theorists including Grundtvig, Lindeman, Knowles, Bergevin, and Freire. Adult education theories of practice are analyzed in historical perspective. Students develop and defend their personal theories of practice.

EDUC-D 505 Adult Learning through the Lifespan (3 cr.) Study of the adult lifespan with emphasis on the individual in context. Investigate and critically analyze theories and concepts used to understand adult development and lifelong learning including how social and cultural forces influence adults' engagement in the learning process.

EDUC-D 506 Adult Education Planning and Development (3 cr.) Theory and practice of program planning and development in a variety of adult education settings. Analysis and application of models and tools

used to develop educational programs for adults. Topics include needs assessment, administration, evaluation, and promotion of programs.

EDUC-D 512 Seminar in Forms and Forces of Adult Education (3 cr.) The history and current status of adult education in the United States; the nature, scope, purposes, and historical development of adult education institutions and program areas.

EDUC-D 521 Participation Training (2 cr.) Teambuilding in groups; collaborative program planning and implementation; application of the design to appropriate settings; training in roles of group leader, observer and recorder; recognition and treatment of dysfunctional behaviors in group settings; emphasis on function aspects of group cohesion, consensus decision making, shared leadership, and program evaluation.

EDUC-D 523 Small Group Theory in Adult Education (3 cr.) Theory undergirding small group practices in adult education; emphasis on conditions of collaborative effectiveness in decision-making groups and learning groups; consideration of major models of group formation and development; and implications of theory for social practice.

EDUC-D 524 Power and Voice in Adult Education Programs (3 cr.) Analysis of contemporary adult life with emphasis on the roles of adult education programs and their relationships to the populations they serve. Critical analysis of foundational and current literature, theories, models, and the assumptions underpinning modern adult education programs. Implications of critical theory, power, and voice for adult education programming.

EDUC-D 525 Introduction to Distance Education Systems in Adult Education (3 cr.) P: D506 and D512, or Consent of Instructor. A systems-based overview of distance education in the field of adult education. Topics include program and technology planning, implementation, and assessment; operations management; program evaluation; learner support; and other critical issues.

EDUC-D 550 Practicum in Adult Education (1-3 cr.) P: EDUC-D 505 or EDUC-D 506, or Consent of Instructor. Supervised practice in instructional planning, teaching, and program development in adult educational settings in schools and agencies.

EDUC-D 590 Independent Study or Research in Adult Education (1-3 cr.) Individual research or study with an Adult Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, D590 should not be used for the study of material taught in regularly scheduled courses.

EDUC-D 600 Seminar in Teaching-Learning Transaction in Adult Education (3 cr.) P: EDUC-D 505 or D 506, or Consent of Instructor. Critical inquiry into the design of adult learning activities. Includes a review of current theory and research in the teaching-learning transaction and the designing and evaluation of instruction for adults.

EDUC-D 625 Topical Seminar in Adult Education (1-3 cr.) Systemic study of current issues and problems related to the theory and practice of program development and research in adult education.

EDUC-D 640 Capstone Seminar in Adult Education (3 cr.) P: Final Semester of Program. Development of a capstone portfolio that documents the quality of students' work in understanding adult education principles, theory and best practices. Students reflect on their growth and development in adult education and describe how they may apply what they have learned.

EDUC-D 650 Internship in Adult Education (1-6 cr.) P: EDUC-D 500, EDUC-D 506, EDUC-D 613, EDUC-D 625, or Consent of Instructor. Relates theory to practice through supervised field work experiences and faculty appraisal and guidance. Students plan, conduct, and evaluate adult education programs in various institutional and community settings.

EDUC-D 660 Readings in Adult Education (1-6 cr.) P: Consent of student's major area advisor. Guided individual study designed to meet the professional individual needs of advanced graduate students. Consultations with instructor required.

Art Education (Z)

EDUC-Z 501 Art Methods for Non-Art Specialist Educators (3 cr.) Introduction to visual art education content, issues, and pedagogy for non-art speciaslist educators in P-12 school or community settings. Emphases are on the exploration of visual art processes and techniques; contributions of visual art to thinking and learning; and approaches to curriculum planning that integrates visual art with non-art subjects.

EDUC-Z 503 Workshop in Art Education: Variable Title (1-6 cr.) An intensive professional development workshop for pre-service of practicing educators working in a range of educational settings. Emphasis is on the application of theory to practice; curricular trends and issues; instructional techniques and strategies; and the development of instructional plans and materials for general or particular populations.

EDUC-Z 510 Arts for Exceptional Children (3 cr.) Issues and practices affecting art education programs for artistically talented students. Past research and writings about identification, administrative arrangements, and preparation of teachers for artistically talented students are examined and evaluated.

EDUC-Z 511 Nonstudio Approaches to Art Instruction (3 cr.) Exploration of critical approaches to newer media, including film, video, television, and electronics, directed toward an art context. Emphasis on the development of critical skills and approaches to teaching about aesthetics, art criticism, and art history and toward integrating these with art production in classroom.

EDUC-Z 525 Philosophic and Historical Foundations of Art Education (3 cr.) Examination of social forces and competing philosophies that have shaped art education across a range of educational settings. Emphases are on emerging theories of artistic development and growth as well as the evolution of society-centered, child-centered, discipline-based, and visual culture philosophies of art education. Required for Art Education graduate students. (BL)

EDUC-Z 530 Curriculum for Artistically Talented Students (3 cr.) Study of issues related to curriculum design, adaptation, implementation, and evaluation for artistically talented students. Examines the requirement for public schools to offer special services and activities for gifted and talented students.

EDUC-Z 531 Advanced Methods and Materials for Artistically Talented Students (3 cr.) Examination and evaluation of advanced methods and materials for educating artistically talented students. Teaching techniques, learning styles of students, and other skills are discussed as well as selection, development, and evaluation of instructional materials.

EDUC-Z 532 Advanced Methods and Materials in Art Education (3 cr.) Advanced teaching methods and newer educational materials for art education designed to give art specialists opportunities to improve their skills and knowledge in relation to specific professional situations, including education of artistically talented students.

EDUC-Z 533 Arts and Crafts for Teachers (3 cr.) A flexible course planned to give experience in the use of wood, leather, textiles, ceramics, and other materials, with special emphasis on the application of design principles. Not open to art education majors.

EDUC-Z 550 Topical Seminar in Art Education (3 cr.) Course content will vary from semester to semester; this course may be repeated up to three times in a graduate program. Various topics, such as art and computers, women in art and education, understanding art testing, art curriculum theory and development, designing instructional materials, and current issues in art education, are examined and analyzed as they apply to contemporary art education.

EDUC-Z 590 Independent Study or Research in Art Education (1-3 cr.) Individual research or study with an Art Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, Z590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-Z 700 Practicum in Art Education (1-6 cr.) Education experiences for prospective researchers; or supervised college teaching experiences; or administrative internships in some area of art education.

EDUC-Z 701 Art Education Practicum with Artistically Talented Students (3 cr.) Observation and participation experiences appropriate to education of artistically talented students. Participants will have firsthand experiences with students identified as gifted/talented in the arts.

EDUC-Z 750 Topical Doctoral Seminar in Art Education: Variable Title (3 cr.) Required for Art Education doctoral students. Critical examination of a range of contemporary issues and topics, including those related to learning, curriculum, pedagogy, visual culture or equity in art education. May be taken up to four times for credit.

EDUC-Z 760 Art Education Research Seminar (1-3 cr.) Required for Art Education doctoral students. Emphasis is on the analysis of research and scholarship in art education as well as the development of independent research and publication skills within a learning community. May be taken up to four times for credit.

Computer Education (W)

EDUC-W 501 Integrating Technology in Teaching (1 cr.) P: Basic computer skills (e.g., MS Office). C: Field Experience. This course is designed to provide skills and experiences that will allow effective and appropriate integration of technology into teaching and learning activities. Class will teach developed lessons and activities to a group of students during field experience.

EDUC-W 515 Technology Leadership and Professional Development (3 cr.) This course is about providing leadership in support of technology for learning. Students will study theories and examples of technology leadership, evaluate standards for teacher effectiveness and professional development frameworks, critique policies and procedures, conduct data analysis, and assess the needs of adult learners. Students will create plans for professional development designed to advance the use of technology in learning environments.

EDUC-W 531 Technology for Teaching and Learning (3 cr.) A survey of technology used for teaching and learning which explores technologies in learning environments. Students will critically examine topics such as 21st century learning, new literacies, digital divides, digital citizens, technology in classrooms, web-based tools, mobile technologies, game-based learning, and technology innovations. Students will evaluate educational technology tools and engage in social networking and collaborative learning.

Counseling (G)

EDUC-G 502 Professional Orientation and Ethics (3 cr.) Studies that provide and understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

EDUC-G 505 Individual Appraisal: Principles and Procedures (3 cr.) An analysis of statistical, psychometric, sociometric, and clinical principles crucial to professional interpretation of standardized and informal data regarding individual clients. Current issues/ controversies about ethnic, sex, cultural, and individual differences will be examined.

EDUC-G 509 Counseling College Student-Athletes (3 cr.) This graduate seminar examines research, theory and discusses clinical training necessary to work with college student-athlete (SA) life-skills and counseling concerns. We will focus on academics, disordered eating, performance enhancement, gender differences in counseling, career development, addictions, effects of injury/retirement, and experiences of specific SA groups (e.g., African-American, GLBT).

EDUC-G 510 Introduction to Alcohol and Drug Counseling (3 cr.) Course is an introduction to social and behavioral theories concerning the causation and maintenance of alcohol and drug addiction. The study and application of research-based theories of counseling will be emphasized. The history of alcohol and drug

counseling and recent developments and issues in the field will also be discussed.

EDUC-G 522 Counseling Theories (3 cr.) P: G502 or equivalent. Master's students must take G523 concurrently. Introduction to counseling theories and psychological processes involved in individual counseling.

EDUC-G 523 Laboratory in Counseling (3 cr.) P: Consent of instructor. C: G522 Laboratory experience, counseling, analysis of counseling interviews, role playing and closely supervised counseling in the laboratory setting.

EDUC-G 524 Practicum in Counseling (1-3 cr.) P: G502, G522, and G523. Closely supervised counseling practice with clients in the department's counseling laboratories or in approved field sites in schools or agencies. Intensive supervision. Special application required.

EDUC-G 532 Introduction to Group Counseling (3 cr.) C: G502 (for MS students). Psychological and theoretical foundations of group counseling. Analysis of the dynamics of groups.

EDUC-G 542 Organization and Development of Counseling Programs (3 cr.) Environmental and population needs assessment for program planning. Procedures for counseling program development and accountability/evaluation. Case studies.

EDUC-G 550 Internship in Counseling (1-6 cr.) Counseling experience in school or agency situations. Under supervision, students get practice in counseling, interviewing, in-service training, orientation procedures, and data collection. Special application required.

EDUC-G 552 Career Counseling - Theory and Practice (3 cr.) An introduction to career development theory, psychological assessment for career planning, and sources and uses of career information in counseling.

EDUC-G 562 School Counseling (3 cr.) Foundations and contextual dimensions of school counseling. Knowledge and skills for the practice of school counseling, and developmental counseling. Program development, implementation, and evaluation. Consultation, principles, practices, and applications of needs assessment. Provides an overall understanding of the organization of schools and the function of the counselor and counseling program.

EDUC-G 563 Mental Health Counseling (3 cr.) Foundations and contextual dimensions of mental health counseling. Program development, implementation, and evaluation. Principles, practices, and applications of community needs assessment. Ethics, examination of professional issues, administration, finance and management of mental health counseling services.

EDUC-G 567 Marriage & Family Counseling (3 cr.) Analysis of historical context, theoretical formulations, counseling techniques/strategies, research findings, treatment issues, and ethical/social concerns in marriage and family counseling.

EDUC-G 568 Family Counseling (2-3 cr.) C: G524. Family Counseling will focus on treatment models and specific counselor skills in the assessment and treatment of inter-generational family problems. The course will present strategies and tactics for family counseling. Students will be supervised in the use of these tactics and strategies in the required concurrent (G524) one hour practicum.

EDUC-G 573 Communication Skills and Interpersonal Relations in Counseling (3 cr.) C: G485, G502, or consent of instructor. A study of basic skills of interviewing: attending, encouragement to talk paraphrasing, summarization of content, responding to feeling and summarization of feeling, when to use skills, settings in which different communication skills may be used.

EDUC-G 575 Multicultural Counseling (3 cr.) This course is designed to provide both a cognitive and guided training opportunity. It examines the influence of cultural and ethnic differences of counselor and client in counseling. Attention is given to theory, research, and practice. General cross-cultural dynamics as well as specific target populations are studied.

EDUC-G 580 Topical Seminar in Counseling and Guidance (1-3 cr.) An intensive study of theory and research of selected topics in counseling.

EDUC-G 581 Workshop in Counseling and Guidance (1-3 cr.) Individual and group work. Credit hours to be arranged at time of registration.

EDUC-G 584 Asian American Mental Health (3 cr.) This course addresses issues of Asian American ethnicity, culture, and race as they relate to mental health, psychopathology, and mental health services.

EDUC-G 590 Research in Counseling (1-3 cr.) P: Consent of instructor Individual study or research with a counseling faculty member.

EDUC-G 598 Seminar in Professional Issues (1-3 cr.) An examination of professional issues and trends in the field of counseling and their implications for practice.

EDUC-G 600 Pro-seminar in Counseling Psychology (1-3 cr.) Examination of the history, systems, issues, trends, ethical standards, and research findings that impact the role, function, and practice of providers of psychological services in the context of counseling.

EDUC-G 609 Interventions in Performance Psychology (3 cr.) Introduction to interventions used in facilitating the process of performance psychology, involving the study of the psychological skills and knowledge necessary to facilitate and develop peak performance guidelines into best practice for sport, business, fitness and the performing arts.

EDUC-G 615 Psychopathology and Advanced Diagnosis (1-3 cr.) P: G505 or equivalent. To acquire the requisite knowledge and skills in assessing psychopathology and abnormal behavior. It is built around the Diagnostic and Statistical Manual of Mental Disorders, DSM-III-R and subsequent revisions. Topics include: the function of diagnosis, etiology and epidemiology of abnormal behavior, relationship of diagnosis to treatment, and ethical considerations.

EDUC-G 622 Advanced Theories of Counseling (3 cr.) P: G505, G524, and consent of instructor. Critical analysis and research investigation of leading theories of counseling and their implications for practice.

EDUC-G 624 Advanced Practicum in Counseling Psychology (1-6 cr.) Closely supervised practice in counseling in various agency settings. Special application required.

EDUC-G 625 Advanced Practicum - Individual Supervision (1-6 cr.) This course consists of individual supervision for students' advanced practicum in clinical settings approved by the counseling psychology program. Supervisor provides a minimum of 1 hour per week of face-to face individual supervision, and a formal written evaluation of the supervisee at the end of the semester.

EDUC-G 632 Advanced Group Leadership: Counseling (3 cr.) A theoretical and applied basis for group leadership. Integrates current theoretical knowledge with parallel experience in intervention and techniques. Leadership procedures, group dynamics and process, professional ethics, small group simulations, and close supervision.

EDUC-G 645 Psychoeducational Consultation (3 cr.) P: Consent of instructor. Psychological, educational, and sociological theories, models, and processes applied to human and organizational systems of change. Special attention to applying theory to practice and to differentiating between human and structural problems and interventions.

EDUC-G 647 Advanced Internship in Counseling (3 cr.) P: G524, G532, G615, and two semesters of G550. Supervised practice in counseling in various educational or school settings. This field-based experience may be a paid internship for EdS students in counseling. Course partially satisfies new counselor licensure requirements.

EDUC-G 650 Topical Seminar in Counseling Psychology (1-3 cr.) Variable Title. Intensive advanced study of research and theory on selected topics.

EDUC-G 654 Seminar in Career Development: Theory and Research (3 cr.) Examination of psychological basis and theoretical approaches to vocational development; review of research relevant to career development and career counseling.

EDUC-G 656 Social Bases of Behavior (3 cr.) This course provides an overview of the social bases of behavior from a psychological perspective. Three broad categories of social psychological topics are addressed: social cognition, interpersonal processes, and social influence.

EDUC-G 672 Human Sexuality: An Introduction to Therapy (3 cr.) An examination of the role of sexuality in human adjustment. Examination of common sexual needs and dysfunctions. Counseling for sexual adjustment.

EDUC-G 685 Seminar in Counseling Research Methodology (3 cr.) An introduction and orientation to inquiries in counseling psychology; review and critical analysis of research reports in counseling psychology; and examination of supervised research experience.

EDUC-G 690 Advanced Independent Study in Counseling Psychology (1-6 cr.) Individual research with a Counseling Psychology faculty member on an advanced counseling topic, arranged prior to registration. A short proposal should be submitted during the first week of the term specifying the scope of the project, completion date, and products. G690 is not for material taught in regularly scheduled courses.

EDUC-G 699 Internship in Counseling Psychology (1-3 cr.) This is a 12-month full-time internship at a training site approved by the faculty. Training may include individual counseling, couple/family/group therapy, supervision of practicum students, outreach, consultation, and special rotations. Supervision is provided by on-site supervisors, with oversight by course instructor.

EDUC-G 763 Advanced Practicum In Counseling Supervision (1-3 cr.) Closely directed experience in supervising master's level students in counseling practice in a laboratory, a school, or an agency, plus participation in seminar discussions of the theory and practice of supervision.

EDUC-G 785 Topical Seminar in Counseling Psychology (1-3 cr.) An introduction and orientation to inquiries in counseling psychology; review and critical analysis of research reports in counseling psychology; and examination of supervised research experience.

EDUC-G 795 Dissertation Proposal Preparation (1-3 cr.) This course is for the development of a dissertation proposal in counseling psychology. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work.

EDUC-G 799 Doctoral Thesis in Counseling Psychology (1-12 cr.) Credit may be earned over a period of several semesters. The thesis is to be an organized scientific contribution to the field of counseling psychology.

Curriculum Studies (J)

EDUC-J 500 Instruction in the Context of Curriculum (3 cr.) First course for the Master's degree in Curriculum & Instruction. Extends concepts introduced in undergraduate teacher preparation. Topics include conceptions and definitions of curriculum and instruction and their impact on social contexts, learning theories, and schooling practices. Elementary and secondary contexts are studied.

EDUC-J 511 Methods of Individualizing Instruction (3 cr.) Student will critically examine several approaches to individualizing instruction.

EDUC-J 538 M.S. Practicum/Internship (1-6 cr.) Supervised practice in a school or other approved agency. Includes performance in such roles as curriculum development, program evaluation, action research, staff training and development, consultation, or program development. A comprehensive report involving a systematic analysis of the practicum activity must be completed.

EDUC-J 602 Introduction to Curriculum Studies (1-3 cr.) P: Admission to doctoral program or consent of instructor. This seminar will introduce students to the field of curriculum studies. Students will investigate the history of this academic field of study, become familiar with the structures that support the on-going discourses in the field, and explore a variety of conversations currently taking place among curriculum study scholars.

EDUC-J 605 Independent Research Experience in Curriculum and Instruction (3 cr.) P: Y520 or equivalent. Provides doctoral students an opportunity to work closely with faculty in pursuing an individual research project early in their program.

EDUC-J 610 Staff Development Issues and Principles (3 cr.) P: Y520 or equivalent Examines staff development issues and practices in elementary and secondary schools, especially as they relate to improvements in curriculum and instruction. Included is a discussion of needs assessment of teachers, goals for staff development programs, models and strategies, obstacles to implementation, and the evaluation of such programs.

EDUC-J 620 Leadership Models and Strategies (3 cr.) P: Doctoral or specialist candidate standing or permission of instructor. Includes a comprehensive study of the theory base for leadership, an analysis of leadership processes, an exploration of individual assets and liabilities of leaders, and an examination of leadership in groups.

EDUC-J 630 Curriculum Theory and Practice (3 cr.) P: J500 or doctoral student status, or Consent of Instructor. Explores fundamental dimensions of curriculum theory, such as: the social construction of knowledge, curriculum as cultural mindset, political reality, and scholarly discourse. Examines varied ideological orientations to curriculum studies. Introduces basic concepts of curriculum design and provides opportunities for curriculum development.

EDUC-J 636 Educational Futures/Curriculum (3 cr.) Investigates the concept of "futures research" and the significance of the future for education. Topics include major problems of the future, probable developments with a bearing on curriculum, curriculum designs and models for the future and related innovation techniques.

EDUC-J 637 Curriculum Development Process (3 cr.) The analysis and appraisal of goals and procedures used in creating, evaluating, and improving curricula. Critical consideration of theories, practices, and products of curriculum development.

EDUC-J 638 Curriculum/Instruction Practicum (3 cr.) P: Major or cognate field in curriculum or Consent of Instructor. Small-group or individual problem-oriented experiences in curriculum and instruction research, development, and evaluation. May be repeated once.

EDUC-J 650 Independent Study in Curriculum (1-3 cr.) Independent study of a selected topic under the guidance of a faculty member.

EDUC-J 655 Seminar in Multicultural and Global Education (1-3 cr.) P: Consent of Instructor. 1) Examine major concepts, theoretical frameworks and educational responses associated with multicultural/global education, 2) heighten cross-cultural awareness, 3) explore possibilities of integrating multicultural/global education into a unified approach for curriculum development and research, 4) enable participants to become leaders of multicultural/global education in their area of expertise.

EDUC-J 660 Seminar in the Study of Educational Programs (3 cr.) P: Y520, Y535, or Consent of Instructor. Explores the theoretical principles and field practices involved in the study of educational programs. Students will conduct an exploratory study during the semester. Course may have a topical focus in a given semester.

EDUC-J 661 Materials and Methods in Teacher Education (3 cr.) Concentrates on examining and critiquing various materials and methods currently being developed and used in teacher education. A major emphasis is placed on students developing and testing original materials for micro-teaching, simulation, and gaming as well as concept and skill acquisition. Proposals for teacher training programs will also be developed.

EDUC-J 664 Contemporary Curriculum Discourses (3 cr.) P: Admission to doctoral program. Critical analysis of selected contemporary curriculum and instructional discourses. Particular attention is given to theorizing during the last 25 years.

EDUC-J 670 History of Curriculum Thought in the United States (3 cr.) Examines the history of competing movements in American curriculum thinking and the individuals who created them, with attention to the cultural and institutional context within which they worked. Emphasis is placed on primary source readings and the position of curriculum thinking within an evolving national educational system.

EDUC-J 690 Internship in Curriculum (2-5 cr.) For persons about to enter positions as school administrators in charge of curriculum, curriculum supervisors, directors, or coordinators. Provides direct and supervised experience in the field.

EDUC-J 700 Teaching in the Teacher Education (3 cr.) P: Holding an associate instructorship or an internship in teacher education. Emphasis on pedagogical methods and student learning styles in higher education, applied to one's current or future course development and instruction. Topics will focus on application of teaching and field supervision methods in the context of literature review, observation, reflection, class discourse, and continual professional development.

EDUC-J 705 Seminar: Inquiry in Curriculum and Instruction (3 cr.) P: Completion of 57 graduate credit hours or permission from the instructor. Intended for students at a stage in their doctoral programs that requires them to begin conceptualizing their own doctoral dissertation research. Emphasis will be on analyzing and synthesizing a body of research in one or more of the specialized fields of study within curriculum and instruction. S/F grading.

EDUC-J 710 Paradigms and Programs in Teacher Education (3 cr.) This course provides an overview of teach education paradigms, their underlying ideologies, and their historical and current manifestations. It will also analyze models of teaching and how they relate to alternative paradigms of teacher education.

EDUC-J 720 Teacher Education as Occupational Socialization (3 cr.) This course focuses on program components and societal factors that affect the occupational socialization of pre-service teachers. It examines different orientations to occupational socialization, research on how teacher education program components influence pre-service teachers, and the societal forces that affect their socialization.

EDUC-J 760 Topical Seminar in Curriculum and Instruction Issues: variable title (3 cr.) Intended for advanced graduate students in curriculum and instruction; emphasizes analysis and appraisal of curriculum and reform efforts in terms of persistent, critical issues in education. Opportunities are provided to study trends and issues with reference to various specialties of students enrolled. May be repeated for up to 6 credit hours.

EDUC-J 762 Topical Seminar in Curriculum and Instruction (3 cr.) Intensive study and discussion of current topics selected from the general area of curriculum and instruction. Areas might include teacher preparation, international perspectives, educational computing, or program assessment. Opportunities provided for participant inquiry from the specialized perspective of students enrolled. May be repeated for up to 6 credit hours.

EDUC-J 795 Dissertation Proposal Preparation (1-3 cr.) P: J705. C: J705. This course is for the development of a dissertation proposal in curriculum and instruction. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work.

EDUC-J 799 Doctoral Thesis in Curriculum and Instruction (1-15 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

Educational Leadership (A)

EDUC-A 500 Introduction to Educational Leadership (3 cr.) This course entails an introduction to the history, philosophy, and social aspects of educational leadership. It reviews relevant theories of administration; the historical role of administration in schools; and the political, social, economic, and philosophical frameworks that have informed administration.

EDUC-A 508 School Law and the Teacher (1-3 cr.) Focuses primarily on legal concerns affecting teachers in public secondary schools. Topics include tort liability; church-state relations; expression rights; children with disabilities; conditions of employment; discrimination and harassment; student testing; collective bargaining; teacher life-style choices; copyright concerns; teach contracts; and dismissal, recordkeeping practices and student discipline.

EDUC-A 510 School Community Relations (3 cr.) This course investigates characteristics of the community school, including the multicultural quality of the community. It also explores adapting the educational program to community needs, using community resources in instruction, and planning school-community relations programs.

EDUC-A 515 Educational Leadership: Teacher Development and Evaluation (3 cr.) The primary outcome is to develop the knowledge, interpersonal and leadership skills that can be applied in leadership for the improvement of instruction. Models of supervision and evaluation will be examined, but the major focus will be to examine the context for change in today's schools and apply leadership knowledge to the task of direct assistance, group development, professional development, curriculum development, and action research

EDUC-A 560 Political Perspectives of Education (3 cr.) This course focuses on theoretical and conceptual approaches useful in describing, explaining, and predicting political behavior related to schools. Forces for continuity and change at local, state, and federal levels are explored.

EDUC-A 590 Independent Study in Educational Leadership (1-3 cr.) Individual research or study with School Administration faculty member, arranged in advance of registration. A one or two page written proposal should be submitted to the instructor during the first week of the term, specifying the scope of the project, project activities, meeting times, completion date, and student products.

EDUC-A 600 Problems in Educational Leadership (1-3 cr.) P: A500 or equivalent. This course is designed to identify problems of practice, determine issues, explore alternative solutions, and investigate implications of various actions.

EDUC-A 608 Legal Perspectives on Education (3 cr.) This course entails an overview of the legal framework affecting the organization and administration of public schools, including church-state issues, pupil rights, staff-student relationships, conditions of employment, teacher organizations, tort liability, school finance, and desegregation.

EDUC-A 615 Advanced School Law (1-3 cr.) P: A608 or equivalent and Consent of Instructor. This course considers constitutional and statutory provisions and court decisions affecting the administration of public schools. Particular attention is given to current legal concerns.

EDUC-A 624 Educational Leadership: The Principalship K-12 (3 cr.) This course engages students in a dialogue around building a professional learning community leading to instructional program coherence committed to the success of all students. Students complete their leadership platform as a part of this course.

EDUC-A 629 Data-Informed Decision Making for School Leaders (3 cr.) This on-line course prepares educational leaders to critically collect, analyze, evaluate, and use various forms of data to inform instructional and organizational decision making in schools. The focus of the course is on decision making to further student learning and school improvement.

EDUC-A 630 Economic Dimensions of Education (3 cr.) This course provides an introduction to economic thinking concerning K-12 education as well as the theory and practice of funding K-12 schools. Topics include economics and educational leadership, efficiency, equity, liberty, sources and characteristics of school revenue, and school funding distribution systems.

EDUC-A 631 Microeconomics Applications to Education (3 cr.) This course provides an overview of how microeconomic theories and models can be used to examine a wide variety of issues in both K-12 and postsecondary education. Topics include resource allocation, economic theory of individual behavior, investment in human capital, school choice and the return on education, application of demand and supply to education, the costs and production of education, theories

of education pricing and funding, and labor markets for education professionals.

EDUC-A 635 Public School Budgeting and Accounting (3 cr.) This course explores the normative and positive aspects of financing K-12 public education. After a rigorous introduction to the foundation of school finance theory, the course investigates the concepts and practices of effective budget management.

EDUC-A 636 School Finance in P-12 Education (3 cr.) P: A635 & Y502. In this course, students will learn about current research that is being conducted on how P-12 education is financed. The course will cover taxation for education, school funding formulas, equity and adequacy of school funding, funding and student performance, vouchers and labor market issues.

EDUC-A 638 Public School Personnel Management (3 cr.) P: A500 or equivalent. This course explores the background, present conditions, and future directions of school personnel management. It entails development and implementation of a school personnel management program and examination of problems and issues.

EDUC-A 640 Planning Educational Facilities (3 cr.) This course focuses on the basic concepts in planning educational facilities as they relate to educational needs. It covers educational specifications for learning and environments, and renovation and modernization of school buildings.

EDUC-A 650 Collective Bargaining: Education (3 cr.) This course is an introduction to collective bargaining as it is carried on in public school systems, with special emphasis on Indiana Public Law 217 and 254. Practical experiences through visitation, simulation, and interaction with parties to bargaining are provided.

EDUC-A 653 Organizational Context of Education (3 cr.) P: A500. This course examines organizational factors in terms of impact on human behavior and student learning and the critical role of administrative policies and practices in shaping the organizational context. Alternative organizational designs and administrative strategies are studied in terms of their effectiveness under specified conditions.

EDUC-A 670 Topical Seminar in Educational Leadership (1-3 cr.) P: Master's degree and Consent of Instructor. Advanced students investigate and discuss current issues, developments, and concerns bearing on educational leadership. Specific topics vary each semester.

EDUC-A 671 Planning and Change in Educational Organizations (3 cr.) This course uses change scenarios at the school and district level to facilitate the application of planning and change principles. Students are required to produce personal change paradigms and critique contemporary restructuring and transformational models.

EDUC-A 672 Moral Dimensions of Leadership (3 cr.) This course examines the concept of leadership from a political, historical, and social framework, with emphasis on values and ethics in the leader-follower relationship. Topics include analyses of change processes, conflict, power, and transformation.

EDUC-A 675 Leadership in Special Education (3 cr.) P: K505 and A500. This course addresses the historical and contemporary study of political, economic, and social factors that have influenced or are influencing the development and evolution of educational programs and services for students and adults with disabilities. Implications for district and site-level leadership practices are emphasized.

EDUC-A 680 Education Specialist Seminar (Educational Leadership) (3 cr.) P: Consent of Instructor. This course, taken near the completion of degree requirements, permits interaction with practicing school administrators and others with expertise in educational leadership. The student prepares an "issues" paper, the subject of which may be discussed in the final oral examination.

EDUC-A 695 Practicum in Educational Leadership (1-3 cr.) P: Consent of Instructor. This course provides for a closely supervised field experience in various areas of school administration.

EDUC-A 710 Research in School Law (3 cr.) P: A608 or equivalent and Consent of Instructor. Students pursue in-depth research on specific topics pertaining to interpretations of constitutional and statutory law affecting education.

EDUC-A 720 Workshop on Selected Problems in Educational Leadership (1-3 cr.) Individual and group study. One credit hour is offered for each week of full-time work.

EDUC-A 735 Building Unified Systems Inclusive of Students with Disabilities (3 cr.) P: A675. This course entails applied research in the transformation of special education as a parallel and separate system to a unified system. Using problem-based learning strategies, participants use contemporary examples of school districts along a continuum to plan and design alternative systems of service delivery.

EDUC-A 754 Seminar in Research in Educational Leadership (3 cr.) This course is limited to candidates for the doctorate with a major or minor in educational leadership. The course focuses on study of research design, techniques, and procedures applicable to research problems in administration.

EDUC-A 785 Internship in Educational Leadership (1-6 cr.) P: Consent of Instructor and advanced graduate standing. This course involves a supervised experience working in schools, agencies, or institutions. S/F grading.

EDUC-A 795 Dissertation Proposal Preparation (1-3 cr.) This course is for the development of a dissertation proposal in Educational Leadership. Students should be finished or nearly finished with program course work.

EDUC-A 799 Doctoral Thesis in Educational Leadership (1-15 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area. S/F grading.

Elementary/Early Childhood Education (E)

EDUC-E 505 Organization and Administration of Early Childhood Programs (3 cr.) P: One course in early childhood education or Consent of Instructor. The study of different organizational plans for Early Childhood programs from infancy through age 8. Includes discussion of school philosophy, goals, curriculum, housing, staffing, budget, policies for admission, grouping, health, licensing requirements, and school-community relations.

EDUC-E 506 Curriculum in Early Childhood (2-6 cr.) Planning the curriculum and selecting and evaluating learning experiences for children ages three through eight years with reference to relevant research. Organizing the classroom to provide maximum integration among experiences in different academic areas. A one- semester course; should be followed by E525 in the same year.

EDUC-E 507 Evaluation of Classroom Behavior (3 cr.) The child as a learner; goals for early childhood programs; organizing the instructional setting including teacher roles and methods of assessing behaviors, Use of this knowledge in organizing and evaluating self and a child in a program.

EDUC-E 508 Seminar in Early Childhood (1-3 cr.) Seminar will be based on current interests of students and will serve as a means of synthesizing their experiences. An interdisciplinary approach will be taken to exploring current issues and problems in early childhood education, current happenings as they relate to the issues, and major research efforts to support programs.

EDUC-E 513 Workshop in Elementary Social Studies (1-6 cr.) Means for improving the teaching of social studies in the elementary school. One credit hour is offered for each week of full-time work.

EDUC-E 516 Workshop in Elementary School Science (1-6 cr.) For experienced teachers. Ideas on analysis of problems; curriculum trends and teaching techniques; development of new educational materials; and recent resource materials. One credit hour is offered for each week of full- time work.

EDUC-E 518 Workshop in General Elementary Education (1-6 cr.) P: E506 or Consent of Instructor. In-depth study of those educators and philosophers, past and present, who have influenced early childhood curricula. Emphasis will be placed on the beliefs of a number of figures (such as Dewey, Piaget, Vygotsky, Montessori), and knowledge of their beliefs influences each student's educational belief system. Should follow E506 in the same year.

EDUC-E 525 Advanced Curriculum Study in Early Childhood (3 cr.) P: E506 or Consent of Instructor. In-depth study of those educators and philosophers, past and present, who have influenced early childhood curricula. Emphasis on the beliefs of Dewey, Piaget, Vygotsky, Montessori, Eisner, and Bruner and how they influence each student's educational belief system. Should follow E506 in the same year.

EDUC-E 535 Elementary School Curriculum (3 cr.) Social, economic, and educational forces influencing changes in the curriculum of the elementary school; observation and study of the curriculum and methods of evaluating it.

EDUC-E 536 Supervision of Elementary School Instruction (3 cr.) Modern concepts of supervision and the evaluation processes through which they have emerged. Supervisory work of the principal and supervisor or consultant. Study of group processes in a democratic school system.

EDUC-E 543 Advanced Study in the Teaching of Mathematics in the Elementary Schools (3 cr.) Designed to help the teacher improve the teaching of mathematics. Opportunities will be provided for individual and group study of content, methodology, and instructional materials for modern mathematics programs.

EDUC-E 547 Elementary Social Studies Curriculum (3 cr.) Explores the purposes, substantive issues, essential pedagogies, and content of elementary social studies curriculum. Also examines innovative approaches to designing and implementing social studies curriculum for elementary classrooms.

EDUC-E 548 Advanced Study in the Teaching of Science in the Elementary Schools (3 cr.) Designed for experienced teachers to gain greater proficiency in the teaching of science in the elementary school. Individualized learning experiences will be provided for persons interested in middle school teaching.

EDUC-E 555 Human Diversity in Education (3 cr.) Explores issues related to teaching in a complex and diverse culture. Through this class students will become familiar with a range of diversity issues that teachers confront in our increasingly pluralistic society, including cognitive abilities, learning styles, and cultural, racial, ethnic, and socio-economic backgrounds of children.

EDUC-E 579 Inquiry in Elementary Education (1-3 cr.) P: E535 or equivalent, 6 credit hours of foundations, 6 credit hours of methods, and 9 elective credit hours. A study of the methodology of inquiry, including the teacher as a researcher and the use of inquiry as a classroom learning technique. Required: An inquiry project to be designed and implemented in an elementary classroom.

EDUC-E 590 Independent Study or Research in Elementary Education (1-3 cr.) Individual research or study with an Elementary Education faculty member, arranged in advance of registration. A one or two page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, E590 should not be used for study of material taught in a regularly scheduled course.

EDUC-E 594 Master's Seminar in Elementary Education (1-3 cr.) Development of professional projects and reflection upon current teaching practices.

EDUC-E 595 Problem Analysis in Elementary Education (1-3 cr.) For experienced elementary teachers. Individual and group study of organizational and teaching problems. Techniques of problem analysis, identification, and use of resources contributing to the alleviation of teaching problems.

EDUC-E 650 Internship in Elementary Administration and Supervision (2-5 cr.) P: Basic courses in elementary administration, supervision, and curriculum and consent of instructor. Students work under the guidance of a principal

or supervisor and under the general supervision of an Indiana University supervisor.

EDUC-E 690 Internship in Elementary/Early Childhood Education (3-6 cr.) Individualized experience is planned on the basis of the student's professional goals, previous educational background and experience. Arrangements must be made prior to the semester during which the credit is desired.

Experimental (F)

EDUC-F 500 Topical Explorations in Education (1-3 cr.) The goal of this course is to bridge the gap between beginning computer users and beginning multimedia developers. The focus of the assignments will be on personal development of strategies and skills to be used in solving problems that arise during multimedia construction. A variety of multimedia software and hardware solutions will be presented including virtual reality, audio and video applications. Student will work on multimedia projects. Some will be undertaken individually while more complex media may involve the formation of teams and/or class projects.

Field Experience/Methods (M)

EDUC-M 500 Integrated Professional Seminar (0-6 cr.) This seminar if linked to courses and field experiences included in the Transition to Teaching (T2T) program. It will allow for collaboration among school-based mentors, university-based instructors and T2T candidates in offering academic content appropriate to the program. The seminar will provide a technology-rich and performance-based professional experience. This course has a fee attached.

EDUC-M 501 Laboratory/Field Experience (0-3 cr.) A laboratory /field experience in education for graduate students. May be repeated.

EDUC-M 502 Mathematics throughout the Secondary Curriculum (1-3 cr.) Students engage in making connections between the mathematical 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 521 Secondary School Mathematics Curriculum and Assessment (3 cr.) C: M469 and M303. 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.

EDUC-M 522 Teaching Mathematics in the Secondary School (3 cr.) C: M501. 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 co-requisite field experience.

EDUC-M 550 Practicum (1-16 cr.) Teaching or experience in an accredited school, normally in Indiana. Credit will be commensurate with time spent in the instructional setting. S/F grading.

EDUC-M 580 Internship in Music (1-16 cr.) Full time supervised teaching in the area of Music for a minimum of ten weeks in an elementary or junior high/middle, or 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. S/F grading.

EDUC-M 511 Field Experience/Professional Development Seminar (1-3 cr.) C: C: Q506. Laboratory or field experiences in middle or secondary school science classes. May be repeated.

Graduate Education (G)

EDUC-G 901 Advanced Research (6 cr.) Available to graduate student who have completed all course requirements for their doctorates, have passed doctoral qualifying examinations, and have the requisite number of degree credit hours, this course provides the advanced research student with a forum for sharing ideas and problems under the supervision of a senior researcher.

High Ability (W, Z)

EDUC-W 551 Education and Psychology of the Gifted and Talented (3 cr.) Participants develop an understanding of the nature and needs of high ability individuals. Focus is on historical foundations, theories and philosophies and laws and policies related to high ability education. Identification and selection strategies, characteristics, and educational program opportunities are also emphasized.

EDUC-W 552 Curriculum for the Gifted and Talented (3 cr.) Participants examine issues related to curriculum design, adaptation, implementation, and evaluation. Curricular theories and models as well as subject matter modifications and administrative and program management concerns will be studied.

EDUC-W 553 Methods and Materials for the Gifted and Talented (3 cr.) Participants concentrate on teaching strategies that benefit gifted and talented learners. Opportunities are provided to select, develop, and evaluate educational materials for art and academic programs and to observe a group of high ability students in a special program.

EDUC-W 560 Topical Seminar in Gifted Education (3 cr.) Intensive study of selected topics pertaining to gifted and talented education. May be repeated.

EDUC-W 595 Practicum: High Ability Students (3 cr.) In this course, emphasis is on learning through field activities with in-class feedback related to the education of students who have high abilities in academic and/or arts areas. Focus is on developing leadership abilities through actively pursuing grants, creating workshops and websites, and other educational supports for high ability students.

Higher Education (C)

EDUC-C 565 Introduction to College and University Administration (3 cr.) Types of institutions and their organization and roles on the nationwide scene: their principal administrative functions, including faculty personnel, business management, public relations, and the liaisons of student personnel with other administrative functions.

EDUC-C 585 Principles of Fund Raising Management (3 cr.) Important aspects of the fund raising process for non-profit organizations are described - assessing the organization's value base, preparing its case, techniques and strategies, sources of support, human resource development and process management. Important societal factors also are reviewed that may affect the process.

EDUC-C 590 Creating a Culture of Giving in Higher Education (3 cr.) This course will explore how to create a culture of giving within the higher education and student affairs environment. Students will explore how to foster a climate of giving taking into consideration institutional mission, values, and student culture. The specific role of fundraising and philanthropy will be examined in the context of higher education and student affairs services.

EDUC-C 595 Legal Aspects of Philanthropy (3 cr.) Provides a comprehensive review of types of charitable organizations; examines the legal issues relating to philanthropy and philanthropic endeavors in contemporary society. Topics include basic income, gift, and estate tax laws applicable to donors and to charitable organizations.

EDUC-C 620 Proseminar in Higher Education (3 cr.) This course is an introduction to the scholarly study of the field of higher education. Students will be introduced to current issues, theories, forms of inquiry, and disciplinary perspectives relevant to the study of higher education.

EDUC-C 654 Higher Education in the United States (3 cr.) P: Master's degree. Historical development, social impact and relationships, and pattern of systems of higher education in the United States with primary attention to traditional colleges and universities, both public and private.

EDUC-C 655 Higher Education and Public Policy (3 cr.) Course will introduce a broad range of public policy themes associated with higher education. Topics to be considered include roles of federal, state, and local governments; legislation, regulation, and policy formulation; impact of special commission reports, landmark legislation and lobbying; and other external relations.

EDUC-C 656 American Community College (3 cr.) Areas related to student life at community colleges will be examined; they include access, persistence, and culture. Administration, governance, and leadership together with consideration of community colleges.

EDUC-C 661 Foundations of Institutional Research (3 cr.) Provides a survey of the foundational concepts, practices, and techniques of institutional research as both a formally organized function and a more general approach to understanding and improving higher education institution and program effectiveness.

EDUC-C 664 Higher Education Organization and Administration (3 cr.) Issues of function, governance, management, and leadership in colleges and universities, examined primarily through the lens of organization theory.

EDUC-C 665 Higher Education Administration (3 cr.) P: Master's degree. C: C654 Patterns of organization and administration for academic, business, student, and public relation activities.

EDUC-C 670 Problems in Financing Higher Education (3 cr.) P: Master's degree and C665. Examines two areas related to financing higher education in the U.S. (1) Examines public policy issues related to economic costs and benefits of higher education. (2) Presents an overview of budgeting and finance issues confronting policy makers at the institutional level.

EDUC-C 675 Supervised College Teaching (1-3 cr.) P: Master's degree. Opportunities for advanced graduate students to teach college classes under close supervision and to participate in a seminar on college teaching.

EDUC-C 678 Capstone in Institutional Research (3 cr.) The IR capstone course provides students with a scholarly understanding of institutional research as well as the skills and abilities required of IR practitioners. It is a project-based course in which students complete a series of projects and produce an electronic portfolio that documents how their skills and knowledge related to the practice of institutional research have developed through course work and applied research experiences.

EDUC-C 690 Independent Study in Higher Education (1-3 cr.) Individual research or study with a Higher Education faculty member, arranged in advance of registration. A one or two page written proposal should be submitted to the instructor during the first week of the term, specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, C690 should not be used for the study of material taught in a regularly scheduled course.

EDUC-C 695 Academic Problems in Higher Education (3 cr.) P: C654 and C665. An examination of academic policies and practices that directly affect faculty. Presents an overview of academic ethics; diversity of institutions; goals and purposes; planning and decision making; governance, trustees and administrators; academic freedom and tenure; faculty roles; student outcomes; student retention; curriculum, teaching and learning; and higher education futures.

EDUC-C 705 Legal Aspects of Higher Education (3 cr.) P: Master's degree, C654, and C665. Study of the more important state and federal court decisions affecting facets of the operation and administration of universities, colleges, junior colleges and technical institutes; visible trends in the law of higher education and the underlying philosophies.

EDUC-C 747 Practicum in Administration (6-1 cr.) P: Master's degree, C665, and Consent of Instructor. Application of theory and knowledge gained in classroom, in an administrative office of a college or university, or in an agency related to higher education.

EDUC-C 750 Topical Seminar (1-6 cr.) P: Master's degree and Consent of the Instructor. Current issues,

developments, and concerns bearing on higher education. Specific topics vary each semester.

EDUC-C 760 Internship in Administration (1-6 cr.) P: Master's degree, C665, and Consent of Instructor. Practical application of learning and skills developed during course work by serving, under supervision, as staff members of cooperating college, universities, governmental commissions and educational agencies.

EDUC-C 788 Seminar in Research in Higher Education (3 cr.) Study of research design, techniques, and procedures applicable to research problems in administration.

EDUC-C 795 Dissertation Proposal Preparation (1-3 cr.) This course is for the development of a dissertation proposal in Higher Education. Students must have the consent of a dissertation director or prospective dissertation director. Students should be finished or nearly finished with program course work.

EDUC-C 799 Doctoral Thesis in Higher Education (1-15 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

Higher Education and Student Affairs (U)

EDUC-U 544 Introduction to Student Affairs Work in Higher Education (3 cr.) An overview of basic functions and professional issues in student affairs work. Pertinent concepts of administration and student development are introduced. The functions and relationships between various student services (e.g. admissions, counseling, financial aid, housing, student activities, etc.) are discussed.

EDUC-U 546 Diverse Students on the College Campus (3 cr.) This course focuses on the diversity of students on the college campus. Readings, guest lectures, and course assignments will be used to learn about diverse students' culture. The format will be lecture combined with class discussion.

EDUC-U 547 Professional Development in Student Affairs (1-7 cr.) Supervised experience in a student affairs related office. Overview of resource management associated with supervision, technology in higher education, and promising educational, teaching and leadership practices.

EDUC-U 548 Student Development Theory and Research (3 cr.) Overview of the social psychological and student affairs literature related to college student development. Relationships between student characteristics and college outcomes are examined. Applications of psychosocial, cognitive, developmental, and person-environment interaction theories to student affairs work are considered in-depth.

EDUC-U 549 Environmental Theory and Assessment (3 cr.) Selected environmental theories are examined (e.g. human aggregate, physical/architectural, campus ecology, cultural, perceptual). Various environmental assessment approaches for use in postsecondary settings are reviewed. Strategies for humanizing campus environments are examined with a particular emphasis on members of historically underrepresented groups.

EDUC-U 550 Topical Seminar in College Student Personnel (1-3 cr.) An investigation of issues, functions and concerns which relate to college student personnel administration, current issues in college student personnel, and international student concerns.

EDUC-U 551 Administrative Practices (1 cr.) An overview of practical applications of budget planning, budget implementation, staff supervision, staff development and leadership within the context of College Student Affairs and Higher Educational Institutions.

EDUC-U 553 The College Student and the Law (2 cr.) The course provides a practical working understanding of the legal foundations that govern student/institution relations, investigates how these relations are interpreted by the courts, and identifies the basic factors that can influence a court's interpretation.

EDUC-U 559 Seminar in Residence Life (3 cr.) Consideration of policies and procedures common to residence life administration. Application of student development, environmental, and organizational development theory to residential settings.

EDUC-U 560 Internship in Student Affairs (1-4 cr.) P: Appointment to off-campus internship. Relates theory to practice through supervised experience in student affairs.

EDUC-U 570 Workshop: College Student Personnel (1-3 cr.) The course provides an opportunity for persons with experience to study current trends and issues as related to functional areas of student personnel administration. Duration one to three weeks.

EDUC-U 580 Issues and Problems in Higher Education and Student Affairs Administration (3 cr.) This seminar is the capstone experience for the master's program in higher education and student affairs administration. Case studies and readings on current issues are used to foster integration and synthesis of concepts and research introduced previously in other required courses.

EDUC-U 590 Independent Study or Research in College Student Personnel Administration (3-1 cr.) Individual research or study with a College Student Personnel Administration faculty member, arranged in advance of registration. A one or two page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, U590 should not be used for the study of material taught in a regularly scheduled course.

History, Philosophy, and Policy Studies in Education (H)

EDUC-H 504 History of American Education (3 cr.) A study of education, both informal and institutional, in American history leading to an understanding of present educational theory and practice.

EDUC-H 510 Foundations of Educational Inquiry (3 cr.) Examination of the nature and purpose of

educational inquiry with a focus on topics in social science epistemology.

EDUC-H 520 Education and Social Issues (3 cr.) Identification and analysis of major problems set for education by the pluralistic culture of American society.

EDUC-H 525 Anthropology of Education (3 cr.) The bearing of modern and contemporary anthropological thought and cultural theory on selected problems of education; interdisciplinary approach to educational theory; designed for graduate students in education.

EDUC-H 530 Philosophy of Education (3 cr.) A study of representative topics in the philosophy of education, indoctrination, the nature of teaching and learning, moral issues in education, etc.

EDUC-H 538 Critical Thinking and Education (3 cr.) A philosophical examination of the role of education in fostering the development of critico-creative thinking, with an emphasis on (1) techniques of reasoning; (2) methods of (formal vs. informal) logical appraisal; and their application in the classroom.

EDUC-H 540 Sociology of Education (3 cr.) Examines the role of schools in society; the interaction between schooling as a social institution and other institutions of society; the effects of society on educational processes and practices; the functioning and characteristics of schools as formal organizations; and the contribution of schooling to social system maintenance and change.

EDUC-H 551 Comparative Education I (3 cr.) Introduction to the comparative method in the study of educational systems in different societies. Provides students with conceptual and methodological tools from the field of education and related disciplines—such as sociology, political science, anthropology, and economics—for studying societal school systems in depth and making international and cross-cultural comparisons.

EDUC-H 552 Comparative Education II (3 cr.) P: H551. A continuation of the introductory course to comparative education. Run on a seminar basis, students select an educational problem or a national system which they analyze from a comparative perspective.

EDUC-H 553 Travel Study: variable title (1-6 cr.) Provides an opportunity to conduct independent inquiry while traveling to different areas of the United States and foreign countries.

EDUC-H 560 Education and Change in Societies (3 cr.) Analysis of the role of education and literacy in national development, modernization, and change processes. Compares the historical role schools have played in the growth of industrialized countries with present demands placed on educational systems in the developing countries.

EDUC-H 590 Independent Study or Research in History, Philosophy, and Comparative Education (1-3 cr.) Individual research or study with a History, Philosophy, and Comparative Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, H590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-H 600 Concepts and Arguments in Education (3 cr.) The use of philosophic resources in the analysis of the grounds and reasons for educational claims.

EDUC-H 601 Historical Inquiry in Education (3 cr.) Methodology of historical inquiry in education, including selection and definition of topics, collection and verification of data, interpretation of evidence, and art of historical writing.

EDUC-H 603 Classics in Philosophy of Education (3 cr.) Selected readings from authors such as Plato, Aristotle, Aquinas, Descartes, Kant, and Nietzsche.

EDUC-H 620 Seminar in Educational Policy Studies (3 cr.) Critical study of educational policy and the related field of educational planning. Relates educational policy to social policy, science policy, and communication policy within a social system; and to what consequently happens in a system's classrooms. Introduction to some tools and approaches to policy design and educational planning here and abroad.

EDUC-H 622 Seminar: Issues in Education Policy (3 cr.) Critical study of contemporary issues of education policy research with a special emphasis on policy implementation. The emerging policy agendas in K-12, higher education, and international education are considered. This course complements H620, Seminar in Education Policy Studies.

EDUC-H 623 Education Policy Research Seminar (1 cr.) P: Admission to education policy studies major or minor. Discussion of faculty, student, and other experts' research on education policy.

EDUC-H 631 Social and Political Philosophy and Education (3 cr.) Methods and concepts of social and political philosophy relative to educational issues.

EDUC-H 637 Topical Seminar (3 cr.) P: Consent of Instructor. Critical examination of a problem area in history of education or comparative education that has been extensively studied by the instructor.

EDUC-H 638 Aesthetics and Education (3 cr.) Selected topics in philosophical aesthetics as they relate to aesthetic appreciation, art criticism, and art production or performance as educational objectives.

EDUC-H 650 Theory of Knowledge and the Educational Process (3 cr.) Consideration of theories of knowledge as they relate to educational objectives, methods of instruction and curriculum organization.

EDUC-H 657 Topics in Philosophy of Education (3 cr.) Critical examination of a philosophy of education problem area which has been intensively studied by the instructor.

EDUC-H 710 Advanced Study in Philosophy of Education (3 cr.) Selected topics in logic of significance to education. Offered once every two years.

EDUC-H 795 Dissertation Proposal Preparation (1-3 cr.) This course is for the development of a dissertation proposal in history, philosophy, and policy studies in education. Students must have the consent of

a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work.

EDUC-H 750 Topical Inquiry Seminar in History of Education (3 cr.) Consideration of theoretical or research problems in the conduct of inquiry (especially dissertation studies) in the history of education.

EDUC-H 799 Doctoral Thesis in the History of Philosophy of Education (1-15 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

Inquiry Methodology (P, Y)

EDUC-P 501 Statistical Method Applied to Education (3 cr.) An introduction to statistical methods needed for basic data analysis in education. Includes an introduction to distribution of variables, measures of central tendency, variability, hypothesis testing, correlation techniques, one-way analysis of variance, and simple regression analysis. Emphasis is placed on theoretical and computational skills.

EDUC-Y 500 Computer Laboratory and Consultation for Educational Statistics (0-1 cr.) This laboratory course is designed to accompany specific courses in educational inquiry. Use of research software, interpretation of analysis results, and conceptual discussion of corresponding concepts and principles are included in this laboratory. This course will include course-related consultation. The management and use of large data sets may be included in some laboratory offerings.

EDUC-Y 502 Intermediate Statistics Applied to Education (3 cr.) P: Basic mathematical and algebra skills, and knowledge of research concepts as might be learned in an introductory statistics or research course. Review of descriptive statistics; correlation and regression; multiple regression; inferential statistics e.g., t-test; analysis of variance; one- and two-way factorial designs; analysis of covariance; and categorical data analysis e.g., chi-square.

EDUC-Y 510 Action Research I (3 cr.) (This is not a core inquiry course for Ph.D. students.) An introduction to the basic philosophy and methods of action research. Students will design an action research project and write a proposal. Students will learn how to conduct action research. This course emphasizes the selection of an area of focus, collection of data, organization, analysis and interpretation of data, as well as decisions about the appropriate actions to take based on findings.

EDUC-Y 515 Foundations of Educational Inquiry (3 cr.) Examination of the nature and purpose of educational inquiry with a focus on topics in social science/epistemology.

EDUC-Y 520 Strategies for Educational Inquiry (3 cr.) Introductory course intended to orient beginning graduate students to the conduct of social science inquiry in general and educational inquiry in particular and to acquaint them with key terms and generally accepted procedures in qualitative and quantitative inquiry.

EDUC-Y 521 Methodological Approaches to Educational Inquiry (3 cr.) Introduction to the various methodological approaches to the conduct of social sciences inquiry in general and educational inquiry in particular. Focus on the epistemological implications of methodological choices.

EDUC-Y 525 Survey Research Methodology (3 cr.) P: Y520 or Y521 and Y502. This course introduces students to social survey research, with particular emphasis on questionnaire design. Specifically the educational goals for the course include: 1) designing survey items that match research questions and plans for analysis, 2) understanding concepts, terminology related to questionnaire design and the fundamental steps of conducting survey research, 3) critical reading of survey research, 4) developing an awareness of current issues and important problems in questionnaire design, and 5) developing a theoretical and epistemological framework within to understand the ambitions, limitations, and history and practice of survey research.

EDUC-Y 527 Educational Assessment and Psychological Assessment (3 cr.) P: P501 and Y520. Theoretical foundations for assessing educational and psychological constructs, with application to tests and alternative assessment procedures; methods for estimating reliability and validity; and techniques for scale construction, including attitude, personality, interest, aptitude, and performance.

EDUC-Y 530 Topics in Computer Analysis of Educational Data (1-3 cr.) P: Y502 or equivalent. Use of computers in educational research. Topics include operating systems, file generation and management, screen editing, packaged statistical programs, batch and interactive operation, libraries of statistical procedures, microcomputer applications, and library-related computing research tools.

EDUC-Y 535 Evaluation Models and Techniques (3 cr.) P: Y520 or equivalent. An overview of evaluation as an inquiry process, including a discussion of the history of evaluation and the state of the art. Frameworks and models for planning evaluation studies are discussed and applications are demonstrated. Criteria for evaluating studies, steps for writing evaluation proposals and reports, and techniques for the collection of information are discussed.

EDUC-Y 590 Independent Study or Research in Inquiry Methodology (1-3 cr.) P: Y520 or equivalent Individual research or study with an Inquiry faculty member, arranged in advance of registration. A one or two page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, Y590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-Y 600 Methodological Implications of Social and Psychological Theories (3 cr.) Introduction to social psychological theories that inform current methodological theory and practice including those developed by Freud, Piaget, Levi-Strauss, Webber and Marx. This introduction forms the basis of an exploration of methodological

concepts such as validity and inference in terms of their social and psychological foundations.

EDUC-Y 603 Statistical Design of Educational Research (1-3 cr.) P: Y502 or Consent of Instructor. Topics covered include distribution of random variables, estimation, statistical hypotheses, and analysis of trend data. Also included is analysis of variance: groups-within treatments, simple factorial, split plot, mixed, nested, and other higher dimensional analysis.

EDUC-Y 604 Multivariate Analysis in Educational Research (3 cr.) P: Y502 or Consent of Instructor. Multivariate normal distribution, multivariate correlational analysis, covariance matrix, testing hypotheses of covariance matrices, principal components and factor analysis, canonical correlations and variables, multiple discriminant functions.

EDUC-Y 611 Qualitative Inquiry in Education (3 cr.) P: Y520 or Y521, or Consent of Instructor. Examination of qualitative approaches to educational inquiry (e.g. case study, naturalistic inquiry, educational anthropology, educational connoisseurship and criticism). Exploration of methods for collecting and analyzing qualitative data, criteria for field studies, and approaches to writing up field studies.

EDUC-Y 612 Critical Qualitative Inquiry I (3 cr.) P: Y520 or Y521. This first course in the sequence provides an introduction to critical social theory as it emerges through the context of qualitative research. Students begin corresponding field work, including both data collection and analysis.

EDUC-Y 613 Critical Qualitative Inquiry II (3 cr.) P: Y612. This second course in the sequence continues the exploration of social theory and methodology by providing an opportunity for students to follow through on fieldwork and analysis started in EDUC-Y 612 and by examining some theory left implicit in EDUC-Y 612. The course will include opportunities to begin writing methodological tests.

EDUC-Y 617 Psychometric Theory (3 cr.) P: Y502 and Y527. Study of psychometric theories and procedures, including derivation of reliability and validity indices, and statistical techniques for advanced test analysis; critical review of issues in educational and psychological assessment.

EDUC-Y 624 Discursive Psychology Approaches to Discourse Analysis (3 cr.) This course is to provide an introduction to discursive psychology approaches to discourse analysis. This is both a theoretical and methodological approach for understanding naturally-occurring language use, or talk-in-interaction. In this course, we will focus on both the theoretical foundations and analytical implications of a discursive psychology (DP) approach to data analysis.

EDUC-Y 630 Narrative Theory and Inquiry (3 cr.) P: Y611 or Y612. Examines narrative theory and its connection to narrative approaches to inquiry. Explores the use of narrative in qualitative inquiry, and practices methods of collecting and analyzing narrative data.

EDUC-Y 631 Discourse Theory and Analysis (3 cr.) P: Y611 or Y612. Examines the roots of discourse analytic field in qualitative research. Explores current trends in discourse theory and analysis. Examines exemplars and provides opportunities to engage in discourse analytic methods.

EDUC-Y 633 Feminist Theory and Methodology (3 cr.) Students will explore various iterations of feminist theory across an international spectrum in order to understand how feminist theory critiques enlightenment problematics, examining the epistemological aspects of feminist theories and their methodological implications. Students will engage in feminist research and reflect on feminist theoretical principles through the project.

EDUC-Y 635 Methodology of Educational Evaluation (3 cr.) P: Y535 or Consent of Instructor. Multidisciplinary methods for organizing, collecting, and processing evaluative information; presentation of problems in evaluation methods of inquiry and use of methods from other disciplines to alleviate these problems. Emphasis will be on the transfer of appropriate methods and techniques to evaluation problems.

EDUC-Y 637 Categorical Data Analysis (3 cr.) P: Two statistics courses at the graduate level (i.e., Y502 & Y604), or Consent of Instructor. The analysis of cross-classified categorical data. Loglinear models, regression models in which the response variable is binary, ordinal, nominal, or discrete. Logit, probit, multinomial logit models; logistic and Poisson regression. Course is equivalent to STAT-S 637.

EDUC-Y 639 Multilevel Modeling (3 cr.) P: Two statistics courses at the graduate level (i.e., Y502 & Y604), or Consent of Instructor. Introduction to the general multilevel model and an emphasis on applications. Discussions of hierarchical linear models, and generalizations to nonlinear models. How such models are conceptualized, parameters estimated and interpreted. Model fit via software. Major emphasis throughout the course will be on how to choose an appropriate model and computational techniques.Course is equivalent to STAT-S 639.

EDUC-Y 645 Covariance Structure Analysis (3 cr.) P: Two statistics courses at the graduate level (i.e., Y502 and Y604), or Consent of Instructor. Path analysis, introduction to multivariate multiple regression, confirmatory factor analysis, and latent variables. Structural equation models with and without latent variables. Mean-structure and multi-group analysis. Course is equivalent to STAT-S 645.

EDUC-Y 650 Topics in Educational Inquiry Methodology (3 cr.) P: 6 hours of basic inquiry methodology course work. Advanced study of research and theory on selected topics in qualitative or quantitative inquiry methodology.

EDUC-Y 655 Longitudinal Data Analysis (3 cr.) P: Two statistics courses at the graduate level, or Consent of Instructor. Introduction to methods for longitudinal data analysis; repeated measures data. The analysis of change-models for one or more response variables, possibly censored. Association of measurements across time for both continuous and discrete responses. Course is equivalent to STAT-S 655.

EDUC-Y 660 Affinity Research Group (1-6 cr.) P: Consent of Instructor. Study and Research support

groups formed on the basis of mutual interests to generate new curriculum and research projects integrating previous course work under the guidance of a faculty member.
The work of these groups could continue over the course of several semesters to develop research papers, presentations, books or conduct empirical research as a team.

EDUC-Y 671 Knowledge, Reflection and Critique in Methodological Theory (3 cr.) P: Y611 or Y612. This course examines the concept of reflection in epistemological theories as these have historically developed from Kant to the contemporary period. Kant's philosophy introduced reflection on the theory of knowledge through development of transcendental logic. Less visible traditions in epistemology took Kant's insights in many different directions: hermeneutics, critical theory, psychoanalytic theory and the cognitive and moral development theories of Piaget, Vygotsky and Kohlberg.
This history will be covered in the course, with direct applications of relectionate research methodology. (taught previously under Y650).

EDUC-Y 672 Communicative Action Theory (3 cr.) P: Y611 or Y612. This course focuses on both volumes of Habermas' Theory of Communicative Action Volumes One and Two. The Theory of Communicative Action (TCA) has direct implications for all social research both in methodological and substantive ways. Methodology, TCA provides a core theory of reason and validity, action and meaning and bifurcated concepts of the social (lifeworld and system) having implications for research design and data analysis. Substantively, the theory of communicative action is suggestive for research questions and determines the vocabulary through which articulate findings. (taught previously under Y650).

EDUC-Y 673 Discursive Psychology as Theory (3 cr.) Discursive psychology is a theory of language as action that explores how psychological constructs are made visible in talk and text. Students will explore the theoretical principles and epistemological bases for engaging in discourse methodology. Students will examine theoretical texts and the ideas that compel researchers who are committed to discursive psychology.

EDUC-Y 690 Advanced Independent Study in Inquiry Methodology (1-3 cr.) P: Consent of Instructor. Individual research with an Inquiry faculty member on an advanced methodology topic, arranged prior to registration. A short proposal should be submitted during the first week specifying the scope of the project, completion date, and products. Y690 is not for material taught in a regularly scheduled course. May be repeated for a total of 6 cr.

EDUC-Y 750 Topical Seminar in Educational Inquiry Methodology: variable title (3 cr.) P: 9 credit hours of pertinent 500- and 600-level inquiry courses. Study of selected advanced methodological topics encountered in educational research and exploration of recent developments in inquiry methods.

EDUC-Y 799 Doctoral Thesis in Inquiry Methodology (1-12 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

EDUC-Y 795 Dissertation Proposal Preparation (1-3 cr.) This course is for the development of a dissertation proposal in program areas in education which do not currently offer such a course. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work.

In-Service Education (W)

EDUC-W 505 Professional Development Workshop: variable title (1-6 cr.) Workshop to meet specific professional needs. May be repeated.

Instructional Systems Technology (R)

EDUC-R 503 Instructional Media Applications (3 cr.) Surveys the characteristics of widely used audiovisual media (e.g. slides, film, video) and technologies of instruction (e.g. programmed instruction, simulation/ gaming, computer-assisted instruction). Provides guidelines for selecting media and techniques. Develops media presentation skills. For IST majors, does not count toward the minimum credit-hour requirement.

EDUC-R 505 Workshop in Instructional Systems Technology (1-6 cr.) Topical workshops on selected media/technology emphasizing hands-on experience. Content will vary; e.g. multi-image, microcomputers, simulations/games. This is a service course that may or may not be applicable to IST majors depending on workshop topic and content.

EDUC-R 511 Instructional and Performance Technologies Foundations I (3 cr.) Introduction to the field, theory, and profession of instructional and human performance technologies, including definitions, history of the field, and current trends and issues. Includes participation in discussions devoted to broadening understanding of instructional and human performance technology field and career opportunities.

EDUC-R 519 Effective Writing for Instructional Technology (3 cr.) The major emphasis of the course is reader-centered writing in the creation of instructional materials. Additionally, students will develop skills in writing business as well as technical proposals and reports using suitably direct and simple language.

EDUC-R 521 Instructional Design and Development I (3 cr.) Introduces the instructional systems development process, from analysis through evaluation and implementation, and includes practice in all phases. Emphasizes design issues such as classification of learning tasks, selection of instructional strategies, and development of prototypes. Students practice the design of effective and appealing instruction based on principles from instructional theory.

EDUC-R 522 Instructional Design and Development II (3 cr.) Explores in-depth the components of the instructional development process, focusing on design issues: classification of learning tasks, selection of instructional strategies and tactics, and construction of prototypes. Students practice the design of effective and appealing instruction based on principles from instructional theory.

EDUC-R 541 Instructional Development and Production Process I (3 cr.) P: R521. Given a design plan for a simple interactive product, student teams are introduced to the entire multimedia production process. Emphasizes basic skills in: writing, graphic design, interface design, scripting, prototyping, editing, formative evaluation, quality assurance and complementary teamwork. Laboratory use of text, still image, authoring and presentation software.

EDUC-R 542 Instructional Graphics Design (3 cr.) Introduction to instructional graphics design. Promotes visual thinking and problem solving with an emphasis on multimedia based applications for instructional learning environments. Focuses on message design principles, specifically as they relate to graphic design. Explores the philosophy and use of appropriate technology.

EDUC-R 546 Instructional Techniques to Facilitate Thinking, Collaboration, and Motivation (3 cr.) Students in this course will learn how to develop learning environments that stimulate critical thinking and creativity, and that promote cooperative learning and motivation. To highlight method similarities and differences and to link theory to practice in each area, scientifically researched strategies and programs will be illustrated through hands-on activities.

EDUC-R 547 Computer-Mediated Learning (3 cr.) P: R521 and R541. Intermediate level course on design, development and formative evaluation of computer assisted instruction (CAI) programs. Instructional design strategies based on research on effective CAI are emphasized. Students use CAI software development tools to create and evaluate interactive lessons including questions for assessing learning achievement.

EDUC-R 551 Learning in Organizations (3 cr.) This course centers on theories, frameworks, models, and cases for learning in organizations to support the workplace learning and performance improvement. Organizational learning, learning organizations, organizational knowledge, and knowledge management are covered as key elements of learning in organizations.

EDUC-R 561 Evaluation and Change in the Instructional Development Process (3 cr.) The course focuses on evaluation of instructional products as they are developed during each major stage of the instructional systems development process. The course also focuses on change theory and principles as they relate to adoption and use of instructional products.

EDUC-R 563 Human & Organization Performance Effectiveness (3 cr.) P: R561. Overview of key principles to guide instructional designers, HRD professionals, managers, and organization development consultants throughout the life cycle of any project to improve human performance effectiveness. Explores the business dimensions of training and performance improvement, and links the consultative process to these dimensions. Includes project planning, analysis, intervention design, instructional design, implementation and project evaluation.

EDUC-R 580 Instructional Systems Technology Colloquium (.5 cr.) Students and faculty participate weekly in a colloquium which begins with a presentation on a substantive topic, followed by an open discussion. Presenters include IST faculty, practicing professionals, and IST doctoral students. Course is repeatable for a maximum of 1 credit.

EDUC-R 586 Practicum in Instructional Systems Technology (1-3 cr.) P: R521 and R541. The development of practical competencies in such components of instructional technology as development, production, materials evaluation, and project management and implementation. One credit hour requires approximately 48 hours of laboratory and/or independent work.

EDUC-R 590 Independent Study or Research in Instructional Systems Technology (1-3 cr.) Individual research or study with an Instructional Systems Technology faculty member, arranged in advance or registration. A one or two page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, R590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-R 611 Instructional Technology Foundations II (1 cr.) P: R511. An in-depth study of the field, theory, and profession of instructional technology, including the evaluation of research questions in the field of instructional technology.

EDUC-R 613 Theoretical Bases of Organizational Performance (3 cr.) A survey course focusing on organizational theory (OT) and culture(s) that support and contribute to performance and effectiveness in organizational settings. Emphasis is placed on integrating various theories (classic and contemporary) to build a coherent understanding of performance outputs at the individual, group, and organizational levels.

EDUC-R 620 Task and Process Analysis for Performance Improvement (3 cr.) P: R521. Examination of the principles and practices used in the analysis of various processes and tasks in organizational settings. Study of task configurations, taxonomies for task classifications and task sequencing related to jobs and work processes. Particular emphasis is placed on job analysis including: procedural task analysis, systems task analysis, and knowledge task analysis.

EDUC-R 621 Analysis for Instruction and Performance Improvement (3 cr.) P: R521. This course centers on concepts, cases, and practices of analyzing needs in organizations. The identification of needs is a starting point for organizational and instructional development activities. The process of conducting needs analysis has a greater impact on performance improvement by attending to the context in the organization.

EDUC-R 622 Learning Environments Design (3 cr.) P: R521. Principles and practice of environmental design. Study of interrelationships among environmental variables. Use of decision models in the design process. Design, construction, and testing of learning environments representing alternative profiles of variables.

EDUC-R 625 Designing Instructional Systems (3 cr.) P: R521. An advanced course in instructional development. Students work in small groups to solve real or simulated instructional problems of substantial

scope. Requires application of principles of planning, analysis, design, production, evaluation, implementation, and management. Design decisions derive from theory and research.

EDUC-R 626 Instructional Strategies and Tactics (3 cr.) P: R521. This course is an elaboration on the instructional strategies portion of R522. It helps students develop a deeper understanding of instructional theory and a greater ability to create effective, efficient, and appealing instruction in any content area for any audience and with any medium, including live instruction.

EDUC-R 630 Learner Analysis in the Instructional Technology Process (3 cr.) P: R521. Methods for utilizing student information in the instructional technology process. Use of criterion-referenced instruments to diagnose entry behavior and place students in the instructional environment. Use of task and aptitude information to create differentially effective mediated treatments.

EDUC-R 641 Instructional Development and Production Process II (3 cr.) P: R541. Given an instructional problem, student teams create a design plan for an interactive product, and complete the instructional development process. Emphasizes intermediate skills in: writing, graphic design, interface design, scripting, prototyping, editing, formative evaluation, quality assurance and teamwork. Laboratory use of audio and motion video software.

EDUC-R 660 Change Management, Consulting, and Group Training (3 cr.) P: R561. Studies the social and psychological principles relevant to understanding the processes of change. Consideration of the psychological principles of perception, motivation, and learning and the social-psychological forces of interpersonal and small group dynamics. Integration of these principles into consulting and working with groups in training and development settings.

EDUC-R 665 Managing Training and Development Projects (3 cr.) P: R511 and R521. This course addresses the planning and management of successful training and development projects. Topical areas include organizational issues, managing human resources, team structures, defining project requirements, and quality assurance. Tools will be utilized to enhance project planning, scheduling, monitoring, and control, including software designed to support project managers.

EDUC-R 667 Educational Systems Design (3 cr.) This course introduces students to the opportunities and challenges of systemic restructuring in education. It is concerned with both product and process issues: what an educational system should be like for a post-industrial information-age society, and what process will most facilitate transformation to such a system.

EDUC-R 678 Emerging Learning Technologies (3 cr.) Learning technologies are generating waves of opportunities across educational settings and learning environments. Topics include open educational resources, collaborative technologies, digital books, virtual education, adventure learning, mobile learning, and other technologies as they emerge. Course will include hands-on tasks with much choice and options that offer broad and deep understanding.

EDUC-R 685 Topical Seminar in Instructional Systems Technology (1-3 cr.) P: Consent of Instructor. Intensive study and discussion of a specific topic of current interest in the theory and/ or practice of instructional technology.

EDUC-R 686 Internship in Instructional Systems Technology (3-6 cr.) P: R511, R521, and R541. To be completed during the final stages of a degree program. Provides an opportunity for students to gain professional experience in a work situation appropriate to their career goals. Students are assigned to a cooperating agency and work in consultation with an IST faculty internship coordinator.

EDUC-R 690 Application of Research Methods to Instructional Systems Technology Issues (3 cr.) Problems of research are taken up with special emphasis on research designs for instructional systems technology. Students participate in the various aspects of a research project, including the writing of a research report. This course is part of IST inquiry sequence and serves as IST's doctoral linkage courses.

EDUC-R 695 Topical Inquiry Seminar in Instructional Systems Technology variable title (3 cr.) P: R690. Problems of research are taken up with special emphasis on research designs for instructional systems technology. Students partake in the various aspects of a research project, including the writing of a research report. This course is part of IST inquiry sequence and serves as IST's doctoral linkage course.

EDUC-R 699 Specialist Project in Instructional Systems Technology (1-3 cr.) P: No more than 15 credit hours remaining and completion of most specialist course work. Individual instructional technology project serving as the culminating experience in the specialist degree program. The project will be presented and evaluated at a final meeting with the student's advisory committee.

EDUC-R 711 Readings in Instructional Technology (3 cr.) P: R511, R521, R541, R561, and the majority of doctoral courses completed. Selected advanced readings in instructional technology and related fields with guidance from members of the IST faculty. S/F grading.

EDUC-R 741 Instructional Development and Production Process III (3 cr.) P: R641. Working with a client, student teams conduct the entire instructional design and development process. Emphasizes advanced skills in writing, graphic design, interface design, scripting, prototyping, editing, formative evaluation, quality assurance, and teamwork. Laboratory use of multimedia software development tools as required.

EDUC-R 745 Development/Production Role Specialization (3 cr.) P: R741 Advanced practice and in-depth study of instructional design, interface design, graphic design, authoring, evaluation, or project management. Students specialize in one of these roles on an R641 or R741 product development team. Students receive individualized coaching in their specialized roles.

EDUC-R 780 Instructional Systems Technology Research Colloquium (.5 cr.) P: Doctoral student status. The emphasis of this colloquium is on research methodologies in the field of IST. Faculty and students

will meet to discuss research being conducted within the IST department and review research discussed in the literature. May be repeated for a maximum of one credit.

EDUC-R 795 Dissertation Proposal Preparation in Instructional Systems Technology (1-3 cr.) P: R690, R695, and approved program of studies. This course is for the development of a dissertation proposal in instructional systems technology. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work. S/F grading.

EDUC-R 799 Doctoral Dissertation in Instructional Systems Technology (1-15 cr.) P: R795 may be taken concurrently, draft prospectus, and approval of faculty member who agrees to serve as director. Credit earned over more than one semesters. Involves individualized study. For Ph.D., reflects the ability to conduct an original piece of research. For Ed.D, may involve significant work in evaluation, program development, description, or other suitable studies of professional practice. S/F grading.

Learning and Developmental Sciences / Educational Psychology (P)

EDUC-P 502 Intermediate Statistics Applied to Education (3 cr.) An extension of correlation techniques, including partial and multiple correlation and exploration of various complex analyses of variance procedures, with emphasis on application to problems commonly faced in research in education.

EDUC-P 506 Topical Workshop in Educational Psychology (0-3 cr.) Individual and group study of selected topics in the field of educational and school psychology.

EDUC-P 507 Assessment in Schools (3 cr.) Introductory assessment course for teachers and school administrators. Topics include principles of assessment, formal and informal classroom assessment instruments and methods, formative and summative assessment, interpretation and use of standardized test results, social and political issues in assessment, use of student data bases in schools.

EDUC-P 510 Psychology in Teaching (2-3 cr.) Basic study of psychological concepts and phenomena in teaching. An analysis of representative problems and of the teacher's assumptions about human behavior and its development. Intended for current and prospective classroom teachers who are working toward a master's degree.

EDUC-P 513 Gerontology: Multidisciplinary Perspectives (3 cr.) Multidisciplinary perspectives on aging. Topics include: research methods; demographics; historical and cultural aspects of aging; biological and social theories of aging; physical; cognitive and personality changes in old age; physical and mental health in old age; social relationships in old age; and death. Implications for social policy are emphasized.

EDUC-P 514 Life Span Development: Birth to Death (3 cr.) A survey course of human development from infancy through old age, emphasizing the life span perspective of development. Classical stage theorists, current popular conceptions, major research findings, and educational implications from all life stages from birth to death.

EDUC-P 515 Child Development (3 cr.) Major theories and findings concerning human development from birth through the elementary years as they relate to educational and clinical practice. Topics include: biological development, cognitive development, language acquisition, emotional and social development.

EDUC-P 516 Adolescent Development (3 cr.) Examination of major theories and findings concerning biological, cognitive, social, and emotional development during adolescence, emphasizing educational and clinical implications. Topics may include: puberty and adolescent health, identity development, decision-making, the role of families, peers and romantic relationships, schools and achievement, and socioemotional problems in adolescence.

EDUC-P 517 Adult Development and Aging (3 cr.) Development in early, middle, and late adulthood. Topics include development research methods; racial and ethnic diversity in adult development; social relationships in adulthood; work, leisure and retirement; changes in health, sensory, cognitive and personality functioning; copying; mental health interventions; and communicating with the elderly.

EDUC-P 518 Social Aspects of Aging and Aging Families (3 cr.) This course explores the social, familial, resource needs, and unique life problems of older adults. Contemporary responses to these needs and conditions by the public health and social systems are examined. The course involves critical analysis, based on theory and research, of current social events relating to issues in aging.

EDUC-P 525 Psychological Issues in Education (3 cr.) P: Graduate standing. Historic, current and emergent issues in psychology and education are explored. Issues are selected that reflect psychological theory and that directly concern or have practical implications for education. While designed for teachers and other educators, students from all disciplines are invited.

EDUC-P 526 Theory and Method in Educational Psychology (2-3 cr.) The major conceptual systems and methodologies which shape educational, school, and counseling psychology. For students majoring in educational, school, and counseling psychology.

EDUC-P 530 Instructional Psychology (3 cr.) Psychological concepts, research, and methods related to instruction and effective teaching. Instruction is considered in both school and non-school settings, and in both teacher-conducted and instructor-free modes. Topics include relevant theories of instruction as well as knowledge representation, problem solving, cognitive strategies, transfer, and instructional decision making.

EDUC-P 540 Learning and Cognition in Education (3 cr.) Survey of theoretical positions in the areas of learning and cognition, with emphasis on their relevance for the design of classroom learning situations.

EDUC-P 544 Applied Cognition and Learning Strategies (3 cr.) Survey of applied cognitive psychology including: information processing; schema theory;

cognitive and metacognitive learning strategies; reading comprehension; mnemonic devices and other study skills; expert-novice research; technology-related learning supports; process and protocol analysis; problem representation and problem solving in math; and new assessment tools and measures.

EDUC-P 545 Educational Motivation (3 cr.) This course examines a variety of theories of human motivation in educational settings, focusing on those theories that have practical application for teachers of kindergarten through post-secondary education. The course includes an examination of the development of achievement and intrinsic motivation and focuses specifically on the anxious, apathetic, and/or underachieving student as well as other problem students. Teachers will gain knowledge and skills in understanding how students' needs motivate them to learn or cause problems.

EDUC-P 566 Social Psychology in Education (3 cr.) P: P525 or Consent of Instructor. Application of social-psychological concepts and principles in education: role theory, attitude theory and measurement, attitude formation and change, leadership, group dynamics, social perception, communication and interaction, organizations, theory and methodology in social psychology.

EDUC-P 571 Proseminar in Learning Science (1 cr.) Presentations by learning science faculty and students as well as invited speakers from throughout the world. Students enroll each semester until they accumulate 5 credit hours. Students will discuss and write critiques of presentations as well as make a presentation. May be repeated.

EDUC-P 572 Introduction to the Learning Sciences (3 cr.) The course is a review of the major philosophies, methodologies, and conceptual systems that shape the learning sciences.

EDUC-P 573 Learning Science Apprenticeship (1-3 cr.) The course places students into a research apprenticeship within an active research laboratory in each of the first 6 semesters of doctoral work where they will engage in the research practices of the laboratory. All apprentices will meet as a group to reflect, discuss, and collaborate with the apprenticeship coordinator.

EDUC-P 574 Topical Seminar in Learning Science (1-3 cr.) Special topic seminars by learning science faculty or visiting scholars. Potential topics include higher education pedagogy, embodied cognition, gaming/ simulation in problem solving.

EDUC-P 600 Topical Seminar in Learning, Cognition, and Instruction (3 cr.) P: Previous graduate course work in learning, cognition, or instructional psychology. A seminar involving in intensive analysis of the research and theory on selected current topics in learning, cognition, and instruction as well as implementation issues in an educational environment.

EDUC-P 601 Educational and Historical Foundations of Psychology (3 cr.) The course surveys the history and systems of psychology from ancient Greece to the present day. Psychology is modern when it becomes a scientific discipline. We consider four specialities of this discipline: school, counseling, developmental, and educational psychology.

EDUC-P 622 Social Development (3 cr.) P: 12 hours of graduate course work. Social development from birth to young adulthood. Topics include attachment relationships; self-concept and understanding of others; temperament and personality; parent-child relationships; sibling relationships; friends and peer relationships; and the development of aggression. Implications of theory and research for educators and clinical practitioners are emphasized.

EDUC-P 623 Child Development (3 cr.) P: P515 or equivalent. Seminar for doctoral students in issues of human development covering infancy, preschool, and elementary school ages. Emphasis is placed on the educational implications of development. Readings include current theory and research articles.

EDUC-P 624 The Biology of Behavior: Implications for Educational & Clinical Practice (3 cr.) P: 12 hours of graduate course work. Research in developmental psychobiology applied to educational practice and to clinical practice in school psychology and counseling psychology. Including the implications of genetics, endocrinology and neuroscience research in the development of attention, memory, self-regulation, language, reading, mathematics, temperament, emotions/ depression, attachment, and aggression.

EDUC-P 625 Family Processes and Child/Adolescent Development (3 cr.) P: 12 hours of graduate coursework. Areas of family process are examined in relation to child and adolescent development. These include the parenting subsystem (attachment, styles, beliefs, practices, and corporal punishment), the martial subsystem (conflict, divorce, remarriage), and the family system. The effects of child temperament, culture, and poverty will be emphasized. Implications of theory and research for educational and clinical practice will be emphasized.

EDUC-P 631 Theorizing Learning in Context (3 cr.) P: P572. The course examines and analyzes the fundamental ideas about learning and knowing that engage the field. Specifically, this course will consider four aspects of knowing and learning: epistemological perspectives, cognitive development, motivation, and learning theory.

EDUC-P 632 Designing for Learning in Context (3 cr.) P: P572. Course examines current design frameworks based on contemporary learning theory, experiencing exemplary learning environments, and understanding the resulting research. The goal of this course is the ability to design learning environments that have a local impact on the learners as well as a scholarly impact.

EDUC-P 633 Capturing Learning in Context (3 cr.) P: P572. The course examines theories and methods for capturing, supporting, and assessing knowing and learning as it occurs in context, in order to build theory while refining practice. Each student will carry out and document knowing and learning in at least one context using at least two different methods to capture learning.

EDUC-P 640 Thinking and Learning in Social Contexts (3 cr.) P: P525, P530, P540, P550, or equivalent of any of these. Examines social contexts literature relevant to creating effective learning environments and guiding learner psychological development. Emphasis on sociocultural theories of mind and learner centered

psychology. Topics may include social interaction and classroom discourse, cooperative learning, scaffolded instruction, cognitive apprenticeships, inter-subjectivity and problem-based learning.

EDUC-P 650 Topical Seminar in Educational Psychology (1-3 cr.) An intensive advanced study of research and theory on selected topics.

EDUC-P 652 Family Transitions (3 cr.) This course examines major theories and findings regarding normative and non-normative family transitions from a developmental life course perspective. Research on relationship formation, cohabitation and marriage, parenthood, work and family, divorce and remarriage, and transitions related to aging will be reviewed.

EDUC-P 671 Advanced Proseminar in Learning Sciences (1 cr.) Faculty and students from Learning Sciences, Cognitive Science, and Informatics participate in public presentations and critical debates of research. Course activities include developing, presenting, and critiquing student research studies. Intended for second-year Learning Sciences students.

EDUC-P 674 Advanced Topical Seminar in Learning Sciences (1-3 cr.) P: P574 or 12 hours of graduate course work. Topical seminar for doctoral students in Learning Sciences. Possible topics include higher education, pedagogy, embodied cognition, gaming/simulation, and problem solving.

EDUC-P 681 Psychology of Cultural Diversity: Equity and Opportunity in Public Education (3 cr.) P: 12 hours of graduate course work in psychology or permission of instructor. Addresses the history and context of racial and socioeconomic disparities in public education and methods for addressing these inequities. Data on racial test score gap and minority overrepresentation in special education are studied. Several education subsystems are considered as possible sources of educational inequity, including curriculum, discipline practices, and teacher expectations. The course includes examination of the history and influence of race and racism in the U.S., the concept of white privilege, and an exploration of role-specific strategies for improving equity in public education.

EDUC-P 682 Developmental Psychopathology of Childhood and Adolescence (3 cr.) Emphasis on a developmental approach to understanding psychopathology of childhood and adolescence. Students will learn about emotional, behavioral, developmental, and educational problems of children and adolescents over time, their stability and change, and risk and protective factors. Discussion of current research and practical applications are included.

Literacy, Culture, and Language Education (L)

EDUC-L 500 Instructional Issues in Language Learning (3 cr.) This course reviews the principles and the current instructional issues related to learning a first or second language. Besides the general issues of effects of the environment, developmental states, and basic instructional methodologies, relationships among reading education, English education and second language education will be explored.

EDUC-L 501 Critical Reading in the Content Area (3 cr.) Analyzes and applies to reading various theories and models of thinking; presents teaching/learning strategies for developing critical reading; evaluates instructional materials and methodologies designed to foster critical reading.

EDUC-L 502 Socio-Psycholinguistic Applications to Reading Instruction (3 cr.) Explores the linguistic and cognitive dimensions of language as they relate to the teaching of reading. Discusses relationships among the systems of language and between the various expressions of language. Always includes topics on pragmatics, semantics, grammar and dialect.

EDUC-L 503 Assessment Literacy for Cultural and Linguistic Diversity (3-4 cr.) Defines assessment literacy for working with culturally and linguistically diverse students. Topics include the assessment process, curriculum design, backwards planning, ongoing, traditional and alternative classroom assessment, high stakes testing, language proficiency testing, and principles of designing useful, meaningful, and equitable classroom assessments for and of learning. B, I

EDUC-L 504 Identifying and Working with Learner Literacy Difficulties (3 cr.) Examines methods and tools for identifying and working with literacy difficulties. Emphasizes on-going assessment as a part of the teaching process as well as techniques effective with at-risk literacy learners.

EDUC-L 505 Second Language Literacy Instruction (3-4 cr.) Explores the role of world knowledge, language knowledge, and literacy knowledge in second language literacy development. Topics include critical literacy, culturally responsive curriculum, differentiation, miscue analysis, strategies for promoted comprehension, writing, and vocabulary development across the curriculum, current research, and effective assessment, assistance, and pedagogy.

EDUC-L 506 Reading and Academic Support of Postsecondary Learners (1-3 cr.) Theory and practice in the field of academic support services, special emphasis on roles and uses of reading, writing, and language. Topics include review of current literature on learning at postsecondary levels, exemplary programs and models; curriculum and instructional applications. Opportunities available for related internships at I.U. Student Academic Center.

EDUC-L 507 Issues in Language Learning for Graduate Level Pre-Service English Teachers (3 cr.) The study of growth in language as a developmental process and how social, cultural, and economic environments are intrinsic parts of language learning. This course explores the close relationship between home language, dialect, and a second language and addresses how speaking, listening, writing, reading, and observing are interrelated.

EDUC-L 508 Teaching Young Adult Literature in a Diverse Society for Graduate Level Pre-Service English Teachers (3 cr.) This course explores the instructional potential of reading literature written for, by, and about young adults in middle and secondary classrooms. It will focus on engaging diverse young adults so that they become lifelong readers and socially

responsible students. Pre-service teachers will learn pedagogical techniques for connecting with struggling readers and for challenging proficient readers.

EDUC-L 509 Critical Issues for the Reading Professional (3 cr.) Focus on practitioner inquiry, reflective practice, culturally responsive literacy curriculum, and creating professional learning communities.

EDUC-L 511 Advanced Study in the Teaching of Writing in Elementary School (3 cr.) The study of trends, issues, theories, research, and practice in the teaching and evaluation of written composition in elementary schools. The emphasis is on alternative methods for the teaching of writing and for the evaluation of progress (growth) in writing.

EDUC-L 512 Advanced Study in the Teaching of Writing in Secondary Schools (3 cr.) Study of current trends, issues, theories, and 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 and varied nature of "good" writing and "effective" communication, tracing the implications for composition pedagogy.

EDUC-L 513 Literary Aspects of Designing Documents for Training (2-3 cr.) Teachers and business trainers must develop materials for readers at a variety of ability levels. This course will provide the research foundation and practical experiences needed to design print materials for readers of varying literacy abilities in high schools, the workplace, and English as a Second Language classrooms.

EDUC-L 516 Advanced Study in the Teaching of English/Language Arts (3 cr.) Study of current trends, issues, theory, and research in teaching and learning English/language arts. Explores language, composition, literature and media education, focus on integrating language arts, developing multicultural curricula, and engaging students in meaningful inquiry facilitating student responsibility for themselves and their world.

EDUC-L 517 Advanced Study of Content Reading and Literacy (1-3 cr.) Examines approaches for improving adolescent/adult literacy when reading the specialized materials of various content areas. Special focus upon the literacy process, dealing with a wide range of student literacy abilities, identifying and modifying materials to support literacy development, and using reading, writing, and thinking activities in instruction.

EDUC-L 520 Advanced Study in Foreign Language Teaching (3 cr.) P: Completion of an undergraduate methods course and teaching experience, or permission of instructor. Principles, practices, problems, and current research pertaining to the teaching of a particular modern language in the secondary school. Emphasis on teaching the advanced levels. Separate sections as needed for teachers of French, German, Russian, and Spanish.

EDUC-L 524 Language Education Issues in Bilingual and Multicultural Education (3 cr.) A survey of language education issues related to the linguistic abilities and educational needs of students requiring bilingual or bidialectal instruction. Topics discussed include language acquisition, language pedagogy, program models, cultural influences, teacher training, and research directions.

EDUC-L 525 Practicum in Literacy, Culture, and Language Education (1-4 cr.) Supervised application of language and literacy teaching methods. Special emphasis on setting up effective learning environments, selecting materials, designing instruction, monitoring student growth, adjusting instruction based upon student performance, and communicating with other professionals.

EDUC-L 528 Inquiry Middle School English (1-5 cr.) This course focuses on working in a "real world" middle school classroom, and involves inquiry around reading, writing, speaking, discussing, viewing and listening for authentic purposes. We will develop, demonstrate, and critique lessons and instructional units based on models presented in class readings and critiques.

EDUC-L 530 Topical Workshop in Literacy, Culture, and Language Education (1-6 cr.) P: Consent of instructor. Individual and group study of special topics in the field of language education. Updating and improving the teaching of English, English as a second or foreign language, foreign languages, and reading.

EDUC-L 535 Teaching Adolescent/Young Adult Literature (3 cr.) The course highlights and analyzes recent young adult literature acknowledging significant, earlier texts and their distinguishing features. It also considers curricular and pedagogical issues salient to the adoption of young adult literature, particularly related to reader-centered approaches and multicultural curricula.

EDUC-L 536 Methods and Materials for Teaching English as a Second Language (3 cr.) Study and analysis of current methods and materials in TESOL. Development and evaluation of practical exercises, visual aids, and demonstration materials for use by teacher-trainers in pre-service and in-service English teacher-training programs overseas.

EDUC-L 539 Language Foundations for ESL/EFL Teachers (1-3 cr.) Focus on identification of systematic aspects of English that could challenge English Language Learners at different proficiency levels of language acquisition. Students engage in the discussion and development of modification approaches that address language needs in content classes with attention to socio-cultural aspects of language use and language learning experiences of diverse students.

EDUC-L 540 ESL/EFL Instruction and Assessment Approaches (1-3 cr.) The course provides an overview of various approaches to instruction and assessment that incorporate the current thinking in the field. Includes discussion of content-based models of language instruction and standardized, alternative, and authentic forms of assessment.

EDUC-L 541 Writing Instruction for TESL Teachers (1-3 cr.) Current trends and issues in the teaching of writing to ESL/EFL students. Focus on the development and evaluation of techniques and materials for classroom instruction with an emphasis on the analysis of student writing and troubleshooting common problems.

EDUC-L 543 Teaching English in K-12 Classrooms in Global Contexts (3 cr.) Students will learn about practitioner inquiry involving systematic, intentional

and self-critical inquiry about language teaching in K-12 settings (US & international). Students will better understand pedagogical, curriculum issues and "pathways of practice" unique to English Language teaching in public schools.

EDUC-L 544 Computer Assisted Language Learning (3 cr.) Computer Assisted Language Learning (CALL) offers information about computer-enhanced language teaching and learning important for ESL teaching. Participants will explore a working theory of language learning environments, discuss existing and potential applications of computer technology, and create projects to use and test knowledge gained through reading, discussion, and hands-on experience.

EDUC-L 545 Advanced Study in the Teaching of Reading in Elementary Schools (3 cr.) Review of developmental reading program in the elementary school, use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for individualized instruction.

EDUC-L 546 Mentorship and Literacy Coaching of EFL/ESL Teachers (3 cr.) The course allows EFL/ESL and bilingual professionals acquire general understanding of mentoring and coaching processes as well as specific knowledge. Course goals focus on positive change, and transformative practice and professional growth. Emphasis is on interrelationships between exploration, critique and reflection to help teachers build on setbacks and successes.

EDUC-L 547 Language Policy and Planning (3 cr.) Participants are introduced to concepts, theories, and methods in language and literacy policy and planning from multiple perspectives. The course enables students to understand issues being pursued. Thematic units include: definitions and frameworks, descriptive frameworks and status planning, social change and conclusions, theoretical and methodological perspectives, and topical areas.

EDUC-L 549 Advanced Study in the Teaching of Language Arts in Elementary Schools (3 cr.) Helps experienced teachers gain further insight into the development of the English language and how best to teach language arts. Emphasizes the basic communication skills and significant trends and materials.

EDUC-L 559 Trade Books in the Elementary Classroom (3 cr.) Emphasizes the use of trade books in language and reading in elementary classrooms.

EDUC-L 567 Media and Popular Culture in the Teaching of English/Language Arts (3 cr.) Explores curricular and pedagogical issues related to media and popular culture in the classroom. Highlights the uses of full range of media to promote student engagements in literacy. Considers reader response and cultural studies, informing and enabling teaching and learning of media and popular culture.

EDUC-L 580 Theories, Practices, and Possibilities in Literacy Education (3 cr.) In this course, students compare, analyze, apply, and evaluate theories of literacy in local and global contexts. Literacy education is consistently in a state of change with an evolving knowledge base, changing contexts, and competing theories that shape literacy as a global field and as everyday practices in local classrooms.

EDUC-L 590 Independent Study in Literacy, Culture, and Language Education (1-3 cr.) Individual research or study with a Language Education faculty member, arranged in advance of registration. A one or two page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meetings times, completion date, and student product(s). Ordinarily, L590 should not be used for the study of material taught in a regularly scheduled course. May be repeated.

EDUC-L 599 Master's Thesis in Literacy, Culture, and Language Education (3 cr.) To be used as the master's thesis in language education or the early inquiry experience as part of the doctoral program. The thesis or inquiry experience may be an organized study or a systematic and comprehensive analysis of theory and practice in a specific area.

EDUC-L 600 Issues in Literacy, Culture, and Language Education (3 cr.) Explores research and arguments related to current issues in first and second language education with focus upon issues in learning, instruction, assessment, and policy. Studies and interrelates research done in the areas of reading, English education, and second language education.

EDUC-L 601 Theoretical Issues in the Study of Language and Literacies (3 cr.) Explores traditional understandings of literacy, current theories of multiple literacies, and theoretical issues in research on diverse literacies. Particular attention paid to shifting theoretical perspectives and methodologies that have been employed to construct our current understandings of literacies from anthropological, sociocultural, and political perspectives.

EDUC-L 605 Capstone in Literacy, Culture, and Language Education (3 cr.) In this course, students analyze their academic preparation, knowledge, skills, and experiences in terms of professional goals in their area of language expertise, design independent projects to address self-identified areas for further growth, and implement instructional applications to their settings to develop their experiences with educational programs and communities.

EDUC-L 630 Topics in Literacy, Culture, and Language Education: variable title (1-3 cr.) P: Instructor's permission. Study of special topics in the field of language education. Emphasis on research applications to the improvement of practice.

EDUC-L 631 Multicultural and International Literature for Children and Young Adults (3 cr.) This course focuses on themes and issues in research about multicultural and international children's and young adult literature, such as race, ethnicity, gender, class, disability, and sexual orientation.

EDUC-L 645 Organization and Administration of a School Reading Program (1-3 cr.) Reviews principles and practices in organizing reading programs within elementary and secondary schools. Describes techniques for supervising and administering a reading program via case studies, simulation, and discussion.

EDUC-L 646 Administration of System Reading Curriculum (1-3 cr.) P: J620. Develops rationale for a systemwide reading curriculum and a plan for administering it systemwide.

EDUC-L 647 Practicum - Supervision of Reading (1-4 cr.) Provides directed field experience in the supervision of programs in reading, coordinated reading, and reading curriculum development.

EDUC-L 650 Internship in Literacy, Culture, and Language Education (1-4 cr.) Provides directed and supervised experience for advanced graduate students in the field of language education.

EDUC-L 651 Topics in Children's and Young Adult Literature (3 cr.) This course offers rotating topics in children's and young adult literature that are genre-based, such as picturebooks, science fiction and fantasy, or folklore, within classroom contexts.

EDUC-L 661 Latino/a Children and Young Adult Literature (3 cr.) Develop familiarity, read, discuss, and develop criteria for selection of quality Latino/a children's and adolescent's literature both in English and Spanish. Theoretical perspectives include critical multicultural literacy and Latino/a, Chicano/a literary theory among others.

EDUC-L 690 Readings in Literacy, Culture, and Language Education (1-3 cr.) Individually selected advanced readings.

EDUC-L 700 Seminar-Literacy, Culture, and Language Education Research (3 cr.) An in-depth treatment of various issues and trends in the design and status of language education research. Students will evaluate and critique extant research, outline a detailed program of language education research for themselves, and conduct initial studies related to this research program.

EDUC-L 750 Research Seminar in Literacy, Culture, and Language Education (3 cr.) P: Basic courses in foundations and admission to candidacy for an advanced degree. Intensive study of research and theory in selected topics

EDUC-L 795 Dissertation Proposal Preparation (1-3 cr.) P: Authorization required. This course is for the development of a dissertation proposal in language education. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work.

EDUC-L 799 Doctoral Thesis in Literacy, Culture, and Language Education (1-15 cr.) P: Authorization required. Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

Master's Thesis (X)

EDUC-X 599 Master's Thesis in Education (1-6 cr.) P: 12 hours of graduate course work and consent of thesis advisor. The thesis may be an organized scientific study or a systematic and comprehensive analysis of theory and practice in a specific area. May be repeated.

Mathematics Education (N)

EDUC-N 510 Middle School Mathematics Curriculum (3 cr.) P: MATH T101, T102 or EDUC N102, and MATH T103 or EDUC N103, or authorization by the instructor. Focuses on preparation for mathematics teaching in the middle school years by surveying content, methods, materials, and instructional issues. Designed primarily for inservice teachers or post-graduate preservice teachers.

EDUC-N 517 Advanced Study in Teaching of Secondary School Mathematics (3 cr.) P: Completion of an undergraduate methods course and teaching experience. Methods, materials, literature; laboratory practice with mathematics equipment; evaluation techniques; standards; and determination of essentials of content. Developing mathematics programs for specific school situations.

EDUC-N 518 Advanced Methods in the Teaching of Middle/Junior High School Mathematics (3 cr.) Combines theory of learning, curriculum development and research in the teaching of middle/junior high school mathematics with instructional strategies. Use made of laboratory and student experiences. Special attention given to establishing foundations on which to build instructional strategies.

EDUC-N 523 Workshop in Elementary Modern Mathematics (1-6 cr.) Means for improving the teaching of mathematics in the elementary school. One credit hour is offered for each week of full-time work.

EDUC-N 524 Math Teachers Workshop (1-6 cr.) Means for improving the teaching of mathematics in the junior / senior high school.

EDUC-N 543 Advanced Study in the Teaching of Mathematics in the Elementary Schools (3 cr.) Designed to help the experienced teacher improve the teaching of mathematics. Opportunities will be provided for individual and group study of content, methodology, and instructional materials for modern mathematics programs.

EDUC-N 590 Independent Study or Research in Mathematics Education (1-3 cr.) Individual research or study with a Mathematics Education faculty member, arranged in advance of registration. A one or two page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, this course should not be used for the study of material taught in a regularly scheduled course.

EDUC-N 610 Internship in Mathematics Education (1-3 cr.) P: Teaching experience and advanced graduate student standing in mathematics education, or consent of instructor. Under the direction of mathematics education faculty, experiences prescribed to coordinate professional practice with contemporary theory. The student's professional goals will significantly influence the prescribed experiences.

EDUC-N 716 Topical Seminar in Mathematics Education (2-4 cr.) Required for doctoral students in mathematics education. Study and discussion of current topics and issues in mathematics education. Areas might include curriculum, history, problem solving, research, and

teacher education. May be repeated for up to 18 credit hours.

EDUC-N 717 Contemporary Issues in Mathematics Education (1-3 cr.) P: Doctoral student in Math Education or consent of instructor. An investigation of contemporary issues and problems in mathematics education. May be repeated.

Multicultural/Urban Education (T)

EDUC-T 515 Interprofessional Collaboration in Urban Schools (3 cr.) An interdisciplinary seminary for graduate students designed to prepare professionals to work collaboratively by engaging students in a critical analysis of contemporary issues using a variety of philosophical approaches and practice examples. The seminar focuses on the development of Interprofessional Practitioners through the Schools of Education, Nursing, and Social Work.

EDUC-T 531 Organizational Change in Culturally and Linguistically Diverse Schools (3 cr.) Organizational development in linguistically and culturally diverse school sites: legal basis; administrative strategies; staff development models; use of community resources; and formative evaluation techniques for organizational development in school contexts.

EDUC-T 550 Cultural/Community Forces and the Schools (3 cr.) Promotes modification of instructional strategies within diverse educational settings by providing opportunities to analyze community forces and cultures through cultural orientation workshops and seminars, culturally focused readings, direct residential participation in community-related activities, and site-based culture/ strategies reports.

EDUC-T 590 Independent Study or Research in Urban Multicultural Education (1-3 cr.) Individual research or study with an Urban/Multicultural Education faculty member, arranged in advance of registration. A one or two page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, T590 should not be sued for the study of material taught in a regularly scheduled course.

School Psychology (P)

EDUC-P 590 Independent Study or Research in Educational Psychology (1-3 cr.) Individual research or study with an Educational Psychology faculty member, arranged in advance of registration. A one or two page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, P590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-P 596 Internship in School Psychology I (1-6 cr.) P: Consent of instructor. Supervised, intensive field experiences in a school setting for a full academic year for the Ed.S. students in School Psychology.

EDUC-P 655 Cognitive Assessment and Intervention (4 cr.) Historical and current theories of intellectual functioning. Supervised practice in the use and interpretation of major individually administered measures of cognitive behavior. Emphasis on ethical test use in a diverse society and linking assessment results to cognitive behavioral and self-monitoring interventions for children and adolescents.

EDUC-P 656 Practicum in School Psychology (1-3 cr.) P: Consent of instructor. Supervised experience in various educational settings. Use of psychometric techniques with children, advising on decisions about children, and conferences to aid children's academic and social efficiency. May be repeated.

EDUC-P 657 Academic Assessment and Intervention (4 cr.) P: P591 or Consent of Instructor. Major approaches and procedures for individual assessment and intervention with students experiencing academic difficulties. Supervised practice with curriculum-based and norm-referenced instruments in general achievement areas, adaptive behavior, and early childhood assessment. Emphasis placed on linking assessment and classroom intervention for students with disabilities and culturally diverse populations.

EDUC-P 670 Behavioral Analysis and Consultation for School Psychologists (3 cr.) Course covers the principles and applications of applied behavioral analysis (ABA) to school settings. Emphasis will be placed on problem-solving models of consultation. The influence of culture on behavior will be examined from the perspective of ABA. Graduate standing in school psychology required.

EDUC-P 680 Ethical, Legal, & Professional Issues in School Psychology (3 cr.) Ethical and legal issues in the provision of comprehensive school-based psychological services. Organization, administration, and evaluation of service delivery in the context of diverse children, schools, and communities.

EDUC-P 690 Independent Study in Educational Psychology (1-3 cr.) P: 36 credit hours of graduate credit. Reading and/or research directed by an educational psychology faculty member.

EDUC-P 691 Personality Assessment and Intervention (3 cr.) P: Y527 or equivalent, P682 or equivalent, consent of instructor, and graduate standing in school psychology or counseling psychology. Administration scoring, interpretation, and reporting of selected personality and behavior assessment instruments and procedures, and linking assessment results to educational and therapeutic interventions. Emphasis on practical applications.

EDUC-P 692 Seminar in Therapeutic Interventions with Children (3 cr.) P: P540 or equivalent, and Consent of Instructor. Course work in counseling and personality theory recommended. Emphasis on behavioral intervention techniques with children having behavioral/ emotional problems, school consultation, play therapy, and related techniques.

EDUC-P 695 Practicum in Personality and Behavioral Assessment (1-2 cr.) P: P691 or Consent of Instructor. Supervised experience in conducting personality and behavioral assessments of children and/or adults in various settings, such as schools, mental health settings, and hospitals. May be repeated.

EDUC-P 696 Practicum in Therapeutic Interventions with Children (1-2 cr.) P: P692 or Consent of Instructor. Supervised experience in therapeutic interventions with children in mental health settings, schools, etc. Emphasis on behavioral techniques, counseling, therapy, and consultation. May be repeated.

EDUC-P 697 Advanced Practicum in School Psychology (1 cr.) P: Consent of Instructor. For advanced doctoral students in School Psychology. Experience in providing psychological and educational services to children and youth, parents, teachers, and others at advanced, more independent level. Also will provide some supervision to less experienced students. May be repeated.

EDUC-P 699 Internship in School Psychology II (1-2 cr.) P: Advanced standing in School Psychology Ph.D. program and Consent of Instructor. Supervised, intensive field experience. Minimally, one-half time in work directly related to public schools. Remainder may be in institutions primarily designed for providing services to children and families.

EDUC-P 795 Dissertation Proposal Preparation (1-3 cr.) This course is for the development of a dissertation proposal in educational psychology. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work.

EDUC-P 799 Doctoral Thesis in Educational Psychology (1-15 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

Science Education (Q)

EDUC-Q 506 Teaching Secondary School Science (3-4 cr.) P: 35 credit hours of science. Designed for graduate students who plan to teach biology, chemistry, earth science, general science, physical science, or physics in the junior high/middle school or secondary school.

EDUC-Q 514 Workshop in Junior High School/Middle School Science (1-3 cr.) For experienced teachers. Ideas on curriculum trends and instructional techniques; new resource materials; development of new educational materials; and analysis of problems. One credit hour is offered for each week of full-time work.

EDUC-Q 515 Workshop in High School Science (1-3 cr.) For experienced teachers. Ideas on curriculum trends and instructional techniques; development of new educational materials; analysis of problems; and new resource materials.

EDUC-Q 517 Junior High/Middle School Science Teaching (3 cr.) An advanced study of science curriculum concepts and instructional strategies appropriate for a J.H. or M.S. science program.

EDUC-Q 528 Demonstration and Field Strategies in Science (1-6 cr.) Identification, selection, design, implementation, and evaluation of demonstrations and field trips. Strategies in science for elementary, middle school, junior high, and secondary school teachers.

EDUC-Q 540 Teaching Environmental Education (3 cr.) For elementary and secondary teachers. Basic principles of environmental/ conservation education stressed in grades K-12. Methods and techniques for integrating these principles into existing curricula. Designed for the development and evaluation of new interdisciplinary teaching materials.

EDUC-Q 546 Exploring Secondary School Science Teaching (2-3 cr.) An introduction to the study of teaching science. Includes a review of the issues currently surrounding science teaching with an emphasis on the role of inquiry in science instruction. Students cannot receive credit for both M346 and Q546, since Q546 serves the same purpose as M346 at the graduate level.

EDUC-Q 590 Independent Study or Research in Science Education (1-3 cr.) P: Individual research or study with a Science Education faculty member, arranged in advance of registration. A one or two page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, Q590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-Q 610 Science Education Curriculum (2-3 cr.) Seminar on the concepts, issues, and theories, underlying science curriculum and a critical examination of the historical foundations and projected alternative futures of science curricula.

EDUC-Q 611 Research Issues in Science Education (3 cr.) Seminar on concepts of research design specific to science education. Will address current issues in science education to inform future studies and to form the basis for research design. Students will design a science education research study as an outcome of the course.

EDUC-Q 612 Topical Seminar in Science Education (2-4 cr.) Required for doctoral students in science education. Study and discussion of current topics and issues in science education. Areas might include history and philosophy inquiry, assessment, research and teacher education. May be repeated for up to 18 credit hours.

EDUC-Q 690 Advanced Research in Science Education (1-6 cr.) Individual research participation in an attempt to determine what science (process and content) can be learned by whom and how science learning can be facilitated through teacher training or improved instructional design. Open only to advanced graduate students.

Secondary Education (S)

EDUC-S 500 Field-Based Seminar in Teacher Education (1-4 cr.) 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. May be counted toward a master's degree. S/F grading. May be repeated for up to 9 credit hours.

EDUC-S 501 Introduction to Teaching in Senior High, Junior High and Middle School (1-3 cr.) Provides the prospective secondary teacher with information relative to the IUB Secondary Teacher Education Program and the

structure, organization, and curriculum of the secondary school.

EDUC-S 502 The Nature of STEM (3 cr.)
This course is designed to provide an introduction to the profession of middle and secondary teaching in the STEM (Science, Technology, Engineering and Mathematics) disciplines. Students will examine the nature and history of the STEM disciplines, roles of STEM in society and schooling, and strategies used in teaching STEM disciplines.

EDUC-S 503 Secondary School Curriculum (3 cr.)
Designed to provide an overview for the teacher of the basic theories underlying the secondary school curriculum as well as an examination of the subject areas, problems, trends, and challenges for the future and significant research in the field.

EDUC-S 504 Introduction to STEM Teaching (3 cr.)
An introduction to the foundational principles necessary to create a student-centered, inquiry-based learning environment. Students will identify and evaluate their preconceptions about classroom teaching and reflect on the following: Why do we teach STEM? What does quality STEM instruction look like? What are the implicit and explicit messages conveyed by the teacher?

EDUC-S 505 The Junior HIgh and Middle School (3 cr.) Role of the junior high school and middle school in American education. Total program: philosophy, functions, curriculum, guidance, activities, personnel, and administration.

EDUC-S 506 Student Activity Programs (2-3 cr.)
For elementary, junior high/middle, and secondary school teachers and administrators. Comprehensive consideration of the student activity program.

EDUC-S 507 The Teacher and Secondary School Organization (3 cr.) For teachers and administrators. Functions of school personnel, organization of professional and lay people for a more effective school program, professional leadership, lay participation, and effective personnel organization.

EDUC-S 508 Problems in Secondary Education (1-3 cr.) Group analysis of a common problem in the field of secondary education. May be repeated.

EDUC-S 509 Middle School STEM Methods (3 cr.)
Course will provide students with the knowledge and skills needed to understand middle level students and effective teaching strategies; to learn to appropriate model for developing assessments and curriculum design and be proficient in planning and carrying out instruction. Scholars will create units for middle level students based on current learning theories, best practices, and local standards.

EDUC-S 510 Development of Secondary School Programs (1-6 cr.) Organized group study of a wide variety of problems in secondary education. Each study is tailored to meet the needs of the group concerned.

EDUC-S 512 Workshop in Secondary Education (1-6 cr.) Individual and group study of issues or concerns relating to the field of secondary education in workshop format.

EDUC-S 518 Advanced Study in the Teaching of Secondary School Science (3 cr.) P: Completion of an undergraduate methods course and teaching experience, or Consent of Instructor. Improved techniques, current literature, textbooks, and free and low-cost materials. Solution of specific practical problems confronting science teachers in the classroom and laboratory.

EDUC-S 519 Advanced Study in the Teaching of Secondary School Social Studies (3 cr.) Completion of an undergraduate methods course and teaching experience, or consent of instructor. Re-studying the purposes of high school social studies, evaluating recent developments in content and instructional procedures, and developing social studies programs for specific school situations.

EDUC-S 521 Teaching and Learning in the Middle School (5 cr.) Teaching in the middle school requires teachers to have clear philosophical and organizational foundations. This course will explore elements of middle schools including team teaching, interdisciplinary units, and teaching for conceptual understanding. Students will study the developmental characteristics of young adolescents, educational legal issues, content area literacy and socialization.

EDUC-S 530 Junior High and Middle School Curriculum (3 cr.) The educational program especially designed for pre and early adolescents, with emphasis on analysis, planning, organization, and evaluation of jh/ms curriculum and special attention to specific subject areas.

EDUC-S 533 The Computer in the Secondary Classroom (3 cr.) A course for practicing secondary teachers which focuses on: the role of the computer for the classroom; an introduction to programming; guidelines for selecting and using software in several subject areas. Credit will not be granted for both S533 and R531.

EDUC-S 555 Diversity and the Communities of All Learners (1-3 cr.) This class explores issues related to teaching all learners in increasingly complex secondary schools. It draws on anthropology to understand diversity across culture, sociology to examine the social complexities of pluralistic societies, special education to address the individualize student needs. The course emphasizes educational practice and communities of learners.

EDUC-S 590 Independent Study or Research in Secondary Education (1-3 cr.) Individual research or study with a Secondary Education faculty member, arranged in advance of registration. A one or two page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, S590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-S 650 Readings in Junior High/Middle/ Intermediate Education (1-3 cr.) P: Consent of Instructor.
Selected advanced readings in junior high/middle/ intermediate school education.

EDUC-S 655 Supervision of Secondary School Instruction (3 cr.) The role and functions of supervisors;

the modern concept of supervision; techniques of supervision; improvement of teaching procedures; and new trends in organization of instruction.

EDUC-S 690 Internship in Secondary Education (3-5 cr.) For persons about to become high school administrators, supervisors, and/or curriculum directors or coordinators. Directed and supervised experiences in the field for such positions.

Social Studies Education (M)

EDUC-M 514 Workshop in Social Studies Education (1-6 cr.) Special topics in methods and materials for improving the teaching of social studies in middle, junior high, and high school. May be repeated.

EDUC-M 540 Teaching Environmental Education (3 cr.) For elementary and secondary teachers. Basic principles of environmental/conservation education stressed in grades K-12. Methods and techniques for integrating these principles into existing curricula. Designed for the development and evaluation of new interdisciplinary teaching materials.

EDUC-M 590 Independent Study in Social Studies Education (1-3 cr.) Individual research or study with a Social studies Education faculty member, arranged in advance of registration. A one or two page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, this course should not be used for the study of material taught in a regularly scheduled course.

EDUC-M 653 The Nature of Social Studies (3 cr.) Exploration of the relationships between history, the social sciences and the social studies in elementary and secondary schools.

EDUC-M 680 Internship, Social Studies Education (1-6 cr.) Experiences designed for persons in elementary or secondary social studies to acquire skills in the areas of social studies research, teacher education, curriculum development or field studies.

Special Education (K)

EDUC-K 500 Topical Workshop in Special Education: variable title (1-3 cr.) P: Consent of Instructor. Intensive study of such selected topics as language development for exceptional children, the disadvantaged child, and behavior modification for exceptional children. May be repeated.

EDUC-K 505 Introduction to Special Education for Graduate Students (3 cr.) P: Graduate standing or Consent of Instructor. Basic special education principles for graduate students with no previous course work in special education. Students cannot receive credit for both K205 and K505.

EDUC-K 510 Assistive Techniques in Special Education (3 cr.) Provides beginning graduate students with an overview of current trends and issues in the field. Major emphasis is on application and implication of principles mandated by PL 94-142 and Section 504 of the Rehabilitation Act of 1973.

EDUC-K 520 Survey of Behavior Disorders (3 cr.) P: K505. An advanced survey of the literature related to behaviorally disordered/emotionally disturbed children including historical information, theoretical approaches, characteristics, and issues.

EDUC-K 521 Survey of Learning Disabilities (3 cr.) P: K505. Advanced survey of the literature related to learning-disabled children, including historical information, theoretical approaches, characteristics, and issues.

EDUC-K 522 Teaching Social Skills (3 cr.) The course shows how to identify the social skills students need to have to be successful in school and community settings, and how to address these skills as part of instructional programs. It also explains how to assess the social skills of student who display problems in their behavior, and how to develop and implement teaching lessons and activities that improve these students' social competence.

EDUC-K 525 Survey of Mild Handicaps (3 cr.) An advanced survey of the literature relating to mild handicaps, including historical foundations, definitions, and current issues facing workers in the field.

EDUC-K 529 Interagency Collaboration and School-wide Behavior Supports (3 cr.) This course is designed to both explore ideas and introduce procedures for working with students with high support needs involving more serious levels of emotional and/or behavioral challenges. The focus is developing approaches grounded in prevention and early intervention, as well as using effective higher-end, proactive interventions.

EDUC-K 536 Assessment and Remediation of the Mildly Handicapped II (3 cr.) P: K535. Focuses on the analysis and selection of instructional materials, the use of assessment information, and the development and implementation of individual educational plans for mildly handicapped children.

EDUC-K 535 Assessment and Remediation of the Mildly Handicapped I (3 cr.) P: K505. Emphasizes the collection and use of formal and informal assessment information for designing the content of individual educational plans for handicapped children in various academic areas such as reading and mathematics.

EDUC-K 540 Early Education for Children with Disabilities or At-Risk for Disabling Conditions (3 cr.) The emergence of early childhood special education as a sub-discipline in special education, unique educational needs of infants and young children with disabilities and their families, efficacy of early intervention/education, state and local responses to federal and state legislation, and models of service delivery.

EDUC-K 541 Transition Across the Life Span (3 cr.) In this course, issues and strategies related to the array of transitions students with disabilities need to make as they progress from pre-school to public school and on to adult life are discussed. The course covers laws, policies, and guidelines governing service provision across age groups and levels of instruction, and it addresses strategies for program planning, interagency cooperation and collaboration, and resource utilization.

EDUC-K 545 Management of the Severely Emotionally Disturbed (3 cr.) Theoretical and practical issues in

the education management of the severely emotionally disturbed. Emphasis will be place on case analyses.

EDUC-K 548 Families, School and Society (3 cr.) The course focuses on the family as a system and discusses the impact of disabilities on the daily lives of family members. Historical, legal and ethical perspectives on family involvement and empowerment are explored. Approaches for providing services to families with members who are developmentally disabled, chronically ill, at risk or who have other types of impairments also are presented.

EDUC-K 549 Early Childhood Special Education Program Models (3 cr.) Planning and implementing appropriate programs for infants/toddlers and preschoolers with handicaps to include an understanding on consultation and interdisciplinary techniques, integrative programming, and interagency cooperation.

EDUC-K 553 Classroom Management and Behavior Support (3 cr.) 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 565 Collaboration and Service Delivery (3 cr.) 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 590 Independent Study or Research in Special Education (3 cr.) Individual research or study with a Special Education faculty member, arranged in advance of registration. A one or two page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, K590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-K 599 Research in Special Education (3 cr.)

EDUC-K 595 Practicum in Special Education (1-6 cr.) P: Consent of Instructor. Provides for closely supervised field experience in various areas of special education.

EDUC-K 631 Introduction to Autism Spectrum Disorders (3 cr.) Provides a broad but substantive survey of research, issues, and trends; promotes critical examination of what is known and is unknown about ASD; and examines perspectives of individuals with autism spectrum disorders (ASD) and their families.

EDUC-K 632 Promoting Social Competency in Autism Spectrum Disorders (3 cr.) The course reviews social skills intervention research and examines effective approaches for promoting social competency in students with ASD.

EDUC-K 633 Communication Development, Assessment, and Intervention in Autism Spectrum Disorders (3 cr.) The course will explore communication development in ASD and assessment, planning, and strategies to enhance functional and social communication.

EDUC-K 634 Preventing and Intervening with Challenging Behavior for Students with Autism Spectrum Disorders (3 cr.) Students will identify challenging behaviors associated with autism and examine both the internal and environmental correlates of such behaviors. Application of preventive and intervening strategies will be explored.

EDUC-K 635 Evidence-Based Professional Practice to Support School-Based Learning for Students with ASD (3 cr.) Focuses on identifying individual learning outcomes for students with ASD, addressing family and individual priorities, collaborating across disciplines and with families, adapting inclusive educational settings to accommodate individual needs, building on strengths, and creating peer-supported learning opportunities.

EDUC-K 780 Seminar in Special Education (1-4 cr.) P: Consent of Instructor. Intensive advanced study of selected problems in the field.

EDUC-K 785 Internship in Special Education (1-6 cr.) P: Consent of Instructor and broad background in special education. Direct experience working in special education programs in schools, agencies, or institutions.

EDUC-K 795 Dissertation Proposal Preparation (1-3 cr.) This course is for the development of a dissertation proposal in special education. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work.

EDUC-K 799 Doctoral Thesis in Special Education (1-15 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

Policies & Procedures

The following pages provide an overview of the academic policies and procedures that have been developed and approved by faculty to govern and facilitate student academic progress. These policies and procedures exist for all graduate students including master's degree students, master's thesis students, education specialist students and doctoral degree students.

Policies Governing All Graduate Programs

Retention in Graduate Programs

Students admitted to graduate degree programs are expected to maintain a high level of scholarship and to make regular and sufficient progress toward program completion.

Maintaining Active Student Status

Students who have matriculated in a graduate program but fail to enroll in program coursework for a period of two academic years are automatically terminated from the program. Students whose admission status is terminated because of a two-year lapse in enrollment may apply for readmission. They must meet current criteria for admission, and, if readmitted, are subject to current program requirements.

Minimum Grade Point Average

Indiana University course grading is on the following four-point scale:

A	=	4.0	C	=	2.0
A-	=	3.7	C-	=	1.7
B+	=	3.3	D+	=	1.3
B	=	3.0	D	=	1.0
B-	=	2.7	D-	=	0.7
C+	=	2.3	F	=	0.0

Students in certificate programs are expected to maintain a GPA of 3.00 or higher in graduate coursework. Master's students are expected to maintain a GPA of 3.30 or higher in graduate coursework. Specialist and doctoral program students are expected to maintain a GPA of 3.50 or higher in graduate coursework. Graduate students whose program GPA falls below the minimum for their program are subject to probation and dismissal. Students may not graduate with GPA's in their programs coursework below the minimum specified level. Students so dismissed may apply for readmission. Application to any School of Education program will not be accepted for a period of two years from the date of an academic dismissal. They will be readmitted only if there is a substantial reason to expect that their academic performance will improve.

Policy for Assigning Grades

The following grading policy has been adopted for graduate courses in the School of Education:

A = Outstanding achievement. Unusually complete command of the course content; exceptionally high level of scholarship.

A- = Excellent achievement. Very thorough command of course content; very high level of scholarship.

B+ = Very good achievement. Thorough command of course material.

B = Good achievement. Solid, acceptable performance.

B- = Fair achievement. Acceptable performance.

C+ = Adequate achievement and performance.

C = Not wholly satisfactory achievement. Marginal performance on some aspects of the course requirements. Marginal achievement. Minimally acceptable performance on course assignments. **Lowest grade which may be counted in graduate programs**.

C- = Unsatisfactory achievement. Inadequate knowledge of course content. (Courses with a grade of C- or lower may not be counted in graduate programs.)

Pass/Fail Grading (P/F)

Pass/Fail grading allows any grade from an A to a D in a course to be recorded as a grade of P on the transcript. A grade of F issued in a P/F course included in the GPA, but the P grade is not averaged in the GPA. Students may not use courses graded Pass/Fail in their degree programs.

Satisfactory/Fail Grading (S/F)

Courses graded Satisfactory/Fail (S/F) are not the same as courses graded Pass/Fail (P/F). S/F grading is applied to all students in a class. Only a few graduate courses, including some workshop courses and thesis courses, are eligible for S/F grading. A grade of F in an S/F course is included in the GPA, but a grade of S is not averaged into the GPA.

In order to count a course graded S/F towards a graduate degree program a memo is be required from the instructor showing that a grade of B or higher would have been issued to the student for the course. Without this memo the course will not be counted toward a degree program.

Incomplete Course Work (I)

A grade of Incomplete may be assigned when, at the end of the term, a student has not completed all coursework. This grade may be given only when the completed work is of passing quality.

Unfinished coursework must be completed within one calendar year from the date the grade of I is assigned. The course must ordinarily be completed with the original course instructor. The instructor then completes an e-Grade Change to remove the incomplete and assigns a letter grade. Incomplete grades that are not removed within one year are changed to a grade of F. This change occurs automatically unless the Associate Dean for Graduate Studies receives and approves a petition for extension from the course instructor.

Accumulation of Incomplete Courses

Graduate students with 9 or more credit hours of incomplete (I or R grade) courses (excluding dissertation credits) may not be allowed to register in additional courses.

Deferred Grade (R)

An R, indicating that the grade has been deferred, may be assigned in thesis and dissertation courses, internship courses, and a few other selected courses where work is expected to take longer than one year to complete. Unlike a grade of I, a grade of R does not automatically change to an F.

Withdrawal from Courses (W and WF)

Withdrawal from enrollment in a course during the drop/add period (in the first week of each term) is not recorded on a student's transcript. Withdrawal after this time is recorded as a W on the student's transcript. During the first quarter of each term, students may withdraw without instructor consent. After this date, instructor approval is required. If a student is failing at the time of withdrawal, or simply discontinues attending the class, a grade of WF (withdrawal with failure) is assigned. This is treated as an F in grade point averaging. Near the end of the term withdrawal is not allowed at all, except in cases where a student is withdrawing from all classes. See the Schedule of Classes at http://enrollmentbulletin.indiana.edu/pages/index.php for pertinent dates.

Courses Counted in Graduate Programs

Courses at the 500 level and above are designated as graduate courses at Indiana University. Beginning master's courses are at the 500 level; advanced master's and beginning doctoral courses are at the 600 level; and advanced doctoral courses are at the 700 level. Some 300- and 400-level courses in the College of Arts and Sciences are also approved for graduate credit. These are listed in the University Graduate School Bulletin.

Not all courses listed in this bulletin are offered every year. Inquiries concerning the availability or suitability of a particular course should be directed to the appropriate departmental chairperson.

Correspondence courses and activity courses may not be used in graduate programs. (Activity courses are courses for learning and practicing a nonprofessional skill, such as a sports activity or playing a musical instrument.)

Students in Residential Programs Taking Online Courses

Students in residential programs may take online courses, but on campus courses must account for at least half of their coursework. Online courses do not count towards the residency requirement. Information on tuition and fees can be found on the Bursar website.

Students in Online Programs Taking Courses on Campus

Students in online programs are allowed to take on campus courses. However, students doing this can be subject to not only higher tuition rates but also additional on campus fees. Information on tuition and fees can be found on the Bursar website.

Using Graduate Coursework in Two Programs

Coursework applied toward a master's lesser degree may also be applied to a specialist or doctoral higher degree (with the exception of the Master’s degree required for admission toward the 60 credit hour post-master's Ed.D. program), and coursework applied toward a specialist degree may also be applied to a doctoral degree, providing such coursework is relevant to the requirements of the more advanced degree and that it is less than seven years old or is revalidated. This does not apply when degrees are earned in the opposite direction. If coursework is applied to a completed, more advanced degree, then it may not be counted afterward to a lesser degree. Students seeking to earn a second master's degree may apply 6 credit hours of relevant coursework from the first master's degree program to the second master's degree. The number of credits applied from one degree to another may not exceed the limits of allowable credits transferred into that degree, even if the credits were earned at Indiana University. In all cases, a program advisor and the Associate Dean for Graduate Studies must approve the use of such coursework.

Certificate and Licensure Students Applying for a Master's Degree

Students in certificate and licensure programs who wish to seek a master's degree must go through the standard process for admission to graduate study. Furthermore, in order to be accepted into any of the School of Education's specialization areas in which a master's degree may be earned, students must be admitted to a master's degree program in one of these specialization areas in the semester prior to the semester in which they intend to graduate and they must be officially registered in the semester in which they graduate.

Credit hours earned by a licensure student who has been admitted to a master's degree program may or may not be counted in the student's master's program. The Department Chair or program head and the Associate Dean of Graduate Studies must approve the inclusion of courses taken while the student was earning credits toward licensure but was not admitted to a master's degree program. A licensure student who has been admitted to a master's degree program may use a maximum of 15 credits taken while the student was working on licensure but was not admitted to the master's degree program toward the master’s degree.

Undergraduate Students in Graduate Courses

There are two conditions under which undergraduate students may enroll in graduate courses: (1) students in their junior or senior year may take graduate courses which will count toward their undergraduate degree if the graduate courses are relevant to their program of study and there is no similar undergraduate course available; (2) students in their last undergraduate semester may take graduate courses which may later be applied to a graduate degree. Graduate courses taken prior to the last semester may, ordinarily, not be applied to a graduate program, and no course may be applied to both an undergraduate and a graduate program. Students who meet either of these conditions must, in addition, have an undergraduate GPA of 3.00 or higher (exceptions are made in majors where grading is especially stringent). The student must also complete the Verification Coursework was not Applied to a Bachelor’s Degree Form, which requires advisor approval in addition to the signatures of the undergraduate recorder from the applicable program, and of the Associate Dean for Graduate Studies.

Semester Load

Full-time graduate students typically enroll in 9 to 15 credit hours per semester. Specialist and doctoral students should normally carry no more than 12 credit hours per semester. The maximum allowable course load for graduate students is 16 credit hours in any semester. The maximum load for summer sessions is 16 credit hours.

Graduate students holding appointments such as associate instructor, graduate assistant, and research assistant for 15 hours per week (.375 full time equivalency) or more must be registered for 6 credit hours during each semester (no registration is required during summer sessions). Fellowship holders must enroll in a minimum of 6-8 credit hours per semester. International students should check with the Office of International Services concerning required credit hours to meet visa requirements. Students holding government-guaranteed student loans must be enrolled in at least 8 credit hours per semester.

Additional policies apply. Please refer to the degree sections (Certificate, Masters, Ed.S., Ed.D., or Ph.D.).

Certificate Policies

General Requirements for Certificate Programs

A graduate certificate program ranges from 12 to 21 credit hours. As there is no “general” certificate program in education, requirements vary between programs. Students must go through the standard process for admission for a certificate and be admitted before the semester starts. Certificates that share coursework with higher degrees must be awarded before or at the same time as the higher degree.

Faculty Advisor

An advisor from the major program area must be selected by the student or assigned by the department. Students should check with the department office for information about the assignment of faculty advisors.

Electronic Plan of Studies (e-POS)

For the certificate program there is a program outline form used for planning the specific courses included in a student’s electronic Plan of Studies (e-POS). It must be developed with a faculty advisor, then be approved by the Department Chair and the Associate Dean for Graduate Studies. An electronic Plan of Studies (e-POS) must be submitted before all coursework for the certificate is completed. If any courses listed on the electronic Plan of Studies (e-POS) were not taken at Indiana University, a Request for Transfer of Graduate Credit must be submitted concurrently. The electronic Plan of Studies (e-POS) can be found on the Graduate Student Portal.

Transfer Courses

Up to 6 credit hours of graduate coursework completed at other universities may be transferred into certificate programs. All coursework transferred must be from an accredited college or university. No transfer credit will be given for a course with a grade lower than B. Courses graded P (Pass) may not ordinarily be transferred into education graduate programs. Courses graded S (Satisfactory) may be transferred only if a letter is received from the course instructor stating that the student's performance in the course was at or above a grade of B.

All transferred courses must be relevant to the student's Plan of Studies. They must be approved by a program advisor and by the Associate Dean for Graduate Studies. An official transcript showing the courses to be transferred and the grades awarded for them is required for coursework to be transferred. A course description or syllabus may be required in order to judge the appropriateness of coursework to be transferred.

Certificate students must complete a minimum of 6 - 15 credit hours of coursework at Indiana University. Beyond this, graduate coursework may be transferred from other universities. At least half of the hours must be taken on the campus awarding the certificate.

Course Revalidation

Revalidation is a process whereby a student demonstrates current knowledge of course material that was not taken recently. For all graduate certificate programs, coursework over seven years old must be revalidated. For certificate programs, the seven years is counted back from the date of certificate conferral.

Several methods of revalidating old courses are available:

- Passing an examination specifically covering the material
- Passing a more advanced course in the same area, taken
- Passing an examination specifically covering the course material
- Teaching a comparable course – Attached CV required.
- Scholarly publication which demonstrates knowledge of course content – Attached CV required
- Professional experience in which course content was required, applied, or demonstrated Attached CV required

Forms for course revalidation are available on the School of Education Graduate Student Portal. Courses must be revalidated individually (only one course per form).

The revalidation evidence for each course must be assessed by an Indiana University faculty member who teaches the course being revalidated. The revalidating faculty member must be personally convinced, based upon present evidence, that the student demonstrates current mastery of basic course concepts and principles.

Graduation

Certificate Conferral

Certificate conferral occurs monthly. An online Application for Graduation form must be submitted to the Graduate Studies Office at least one month prior to the degree conferral date. The Graduate Studies Office will send out an e-mail and post these specific dates each semester.

Failure to apply for graduation by the deadline may result in the certificate being denied for that graduation period. The application may be filed for the subsequent period, but students should note that this may create issues with the seven-year deadline for completing coursework or for visa status, depending on individual circumstances. The online application to graduate can be found on the Graduate Student Portal.

Masters Policies

General Requirements for Master's Programs

A master of science in education program requires a minimum of 36 credit hours. Up to 6 credits may be undergraduate course credits at the 300 and 400 level, however courses counted in a bachelor's degree may not be counted in a master's degree. As there is no “general” master’s program in education, requirements vary between programs. The minimum number of credit hours in a major area of specialization ranges from 12 to 30. Several programs have additional course requirements in areas such as research and foundations as well.

A minimum of 12 credit hours must be taken outside of the major program area for all master's programs. The exceptions are the master's degree in Adult Education and master's degree in Instructional Systems Technology, for which a minimum of 9 credit hours must be taken outside the major. Master's degree students must complete all program coursework within seven years of matriculating in the program.

Faculty Advisor

An advisor from the major program area must be selected by the student or assigned by the department. Students should check with the department office for information about the assignment of faculty advisors.

Electronic Plan of Studies (e-POS)

The electronic Plan of Studies (e-POS) is a coursework plan to fulfill program requirements. It must be developed with the faculty advisor, then be approved by the Department Chair, and the Associate Dean for Graduate Studies. An electronic Plan of Studies (e-POS) should be submitted within one year of matriculation. Failure to do so can result in a hold on enrollment. If any courses listed on the electronic Plan of Studies (e-POS) were not taken at Indiana University, a Request for Transfer of Graduate Credit must be submitted concurrently. Links to the electronic Plan of Studies (e-POS) as well as other forms can be found on the Graduate Student Portal.

Students in Residential Programs Taking Online Courses

Students in residential programs may take online courses, but on campus courses must account for at least half of their coursework. Online courses don't count towards the residency requirement. Information on tuition and fees can be found on the Bursar website.

Students in Online Programs Taking Courses on Campus

Students in online programs are allowed to take on campus courses. However, students doing this can be subject to not only higher tuition rates but also additional on campus fees. Information on tuition and fees can be found on the Bursar website.

Master's Thesis

A master's thesis is an option in some program areas. Carrying out master's thesis research and writing a master's thesis are particularly valuable experiences for students who seek a scholarly career. Students who choose to write a master's thesis should incorporate appropriate research coursework in their electronic Plan of Studies (e-POS).

Students who opt to complete a master's thesis must enroll in 3-6 credit hours of 599 Master's Thesis as part of the minimum 36 credit hour requirement for the degree. A master's research committee must be appointed. This committee consists of two or three faculty members. The thesis director must be from the major area of specialization. If the proposed research involves the use of human subjects, a research review form for the use of human subjects must be completed. The thesis study must include gathering information or data to answer a research question pertinent to the area of specialization of the student's major. A thesis manuscript must be written and submitted to the research committee.

The thesis manuscript must explain all aspects of the study, including the question posed, the rationale for the study, a literature review, the method and procedure for collecting information to answer the question, procedure for data reduction, synthesis and analysis, conclusions of the study, and educational implications.

A public thesis defense is required. The announcement of the defense must be submitted to the Graduate Studies Office, at least four weeks prior to the defense date for dissemination to school faculty. The committee members assess the quality of the manuscript and of the thesis defense. The committee must approve the thesis in order for a passing grade to be awarded in the thesis credits.

Forms for the appointment of a thesis committee, the acceptance of the thesis proposal, the thesis defense announcement, as well as information about the formatting and submission of the thesis manuscript, are available online at the School of Education Graduate Student Portal.

Workshops

Workshop courses are intended primarily as a mechanism for the professional development of teachers and other education professionals. The topics covered and the skills learned in workshop courses are generally of an applied nature intended to give participants hands-on experience with models and techniques directly useful in school settings. Workshop courses are typically scheduled to meet on a concentrated schedule (e.g., for one or a few continuous days, sometimes all day) and afford little or no time between class sessions for studying or for out-of-class assignments. They may or may not generate credit hours. Workshop courses carrying graduate credit require a minimum of 700 contact minutes per credit hour and require readings and papers or projects for each credit hour earned. (Papers are sometimes scheduled with a due date after the end of the workshop period.)

Up to 9 hours of credit gained through workshop courses (including conference and institute courses) may be used in master's programs. If both undergraduate and workshop courses are to be used in a master's program, the total of undergraduate credit hours and workshop credit hours may not exceed 9.

Transfer Courses

Some graduate coursework completed at other universities may be transferred into degree programs at Indiana University. All coursework transferred must be from an accredited college or university. No transfer credit will be given for a course with a grade lower than B. Courses graded P (Pass) may not ordinarily be transferred into education graduate programs. Courses graded S (Satisfactory) may be transferred only if a letter is received from the course instructor stating that the student's performance in the course was at or above a grade of B.

All transferred courses must be relevant to the student's electronic Plan of Studies (e-POS). They must be approved by a program advisor and by the Associate Dean for Graduate Studies. An official transcript is required for coursework to be transferred. A course description or syllabus may be required in order to judge the appropriateness of coursework to be transferred.

Master's degree students must complete a minimum of 27 credit hours of coursework at Indiana University. Beyond this, graduate coursework may be transferred from other universities. Of the 27 credit hours required at Indiana

University, a minimum of 18 credit hours must be earned through the campus awarding the degree.

Course Revalidation

Revalidation is a process whereby a student demonstrates current knowledge of course material that was not taken recently. For all graduate degree programs, coursework over seven years old must be revalidated. For master's programs, the seven years is counted back from the date of degree conferral.

Several methods of revalidating old courses are available:

Passing an examination specifically covering the material taught in the course (such as a course final examination).

Passing a more advanced course in the same subject area, taken more recently (within the seven years).

Passing a comprehensive examination (e.g., a doctoral qualifying examination) in which the student demonstrates substantial knowledge of the content of the course.

Teaching a comparable course.

Publishing scholarly research that demonstrates substantial knowledge of the course content and understanding of fundamental principles taught in the course.

Presenting evidence of extensive professional experience that requires the application of material taught in the course.

Forms for course revalidation are available on the School of Education's Graduate Student Portal. Courses must be revalidated individually (only one course per form). A Curriculum Vitae is required when revalidating coursework through professional experience, publications, and teaching.

The revalidation evidence for each course must be assessed by an Indiana University faculty member who teaches the course being revalidated. The revalidating faculty member must be personally convinced, based upon present evidence, that the student has current mastery of basic course concepts and principles.

If the course instructor is not available, a faculty member in the same program specialization area may be substituted. Permission to use a part-time faculty member or a faculty member at another university for course revalidation must be secured from the Associate Dean of Graduate Studies.

Departments have the right to limit the amount of old coursework to be included in graduate programs.

Graduation

Degree Conferral

Degree conferral for Master's degrees occurs monthly. An online Application for Graduation form must be submitted to the Graduate Studies Office at least one month prior to the degree conferral date. In order for a name to be listed in the Commencement program, students must apply much earlier. The Graduate Studies Office will send out an e-mail and post these specific dates each semester. Generally, applications must be submitted by the dates listed below, however dates are subject to change year to year.

Late September for December Commencement

Late February for May Commencement

Failure to apply for graduation by the deadline may result in your degree being denied for that graduation period. The online application to graduate can be found in the Graduate Student Portal

Commencement

There are two Commencement ceremonies per year: May and December. May commencement is intended for students graduating January through August, and December commencement for students graduating September through December. Procedures for participating in Commencement may be obtained online at http://www.commencement.iu.edu. Information will be mailed by the IU Alumni Association to those who applied on time to graduate.

Additional policies apply. Please refer to the "Policies Governing All Graduate Programs " section of this bulletin for more information.

Ed.S. Policies

An Ed.S. program consists of a minimum 65 credit hours, at least 35 of which must be taken on the campus awarding the degree.

The remaining credit hours may be from other campuses of Indiana University or transferred from other accredited colleges. A residency period of 9 credit hours taken in one semester or summer, following admission, is required. Specialist degree students must complete all degree requirements within seven years of the date of matriculating after admission. Students who fail to meet this time limit may be terminated from the program. Such students may apply for readmission to the program. They are subject to current admission and program requirements. See the section titled Policies Governing All Graduate Programs for regulations governing all graduate programs in the School of Education, including course revalidation, residency, and GPA requirements.

A form for the appointment of the advisory committee and electronic Plan of Studies (e-POS) is available on the Graduate Student Portal. The completed electronic Plan of Studies (e-POS) must be submitted within one year of matriculation in the program. Failure to do so can result in a hold on enrollment.

Advisory Committee

Each student admitted to an Ed.S. program must form an advisory committee to assist in program formation and to monitor program progress. This committee must consist of two faculty members from the specialization area and one from the cognate area. A regular faculty member from the specialization area serves as chair. At least two members of the committee must be regular faculty members. The third may be a part-time or adjunct faculty member. The committee must be approved by the Department Chair and by the Associate Dean for Graduate Studies.

Electronic Plan of Studies (e-POS)

The electronic Plan of Studies (e-POS) is a coursework plan to fulfil program requirements. It must be developed with the faculty advisory committee, then be approved by the Department Chair and the Associate Dean for Graduate Studies. An electronic Plan of Studies (e-POS) should be submitted within one year of matriculation. If any courses listed on the electronic Plan of Studies (e-POS) were not taken at Indiana University, a Request for Transfer of Graduate Credit must be submitted concurrently. Links to the electronic Plan of Studies (e-POS) as well as other forms can be found on the Graduate Student Portal.

All Ed.S. programs must include appropriate coursework in the following categories:

Major (24 cr.)

This is the area of specialization. Eighteen (18) of these credit hours must be taken on the campus awarding the degree.

Cognate (9 cr. minimum)

The cognate area should complement the major, and should consist of courses that in combination form a cohesive entity. The cognate courses must be outside of the major area of study and may be from within or outside the School of Education. The cognate committee member must approve the selection of courses in this category.

Research/Inquiry (6 cr.)

A list of approved inquiry courses is available on the School of Education's Graduate Student Portal.

Electives

Electives taken must bring the total to at least the minimum required credit hours for the degree and be approved by the advisory committee. They must be relevant to the program. The electives category may be used to add to the major, research/inquiry, or minor components.

Capstone Project or Comprehensive Examination

A substantial project or a comprehensive examination constitutes the culmination of the Ed.S. program. A project normally requires a written manuscript describing the project. Projects vary from program to program.

Practical Experience

Ed.S. students must have demonstrated successful practical experience in order to be eligible for graduation. This experience may be in the form of work experience prior to or during the program, or it may be accomplished through practicum and internship courses taken during the program.

Final Meeting and Nomination to Award Degree of Specialist in Education

A final meeting of the advisory committee is required, at which the student's entire program, including the project manuscript or comprehensive examination results, are reviewed. If the committee is satisfied that all program requirements have been successfully completed, the Nomination to Award Degree of Specialist in Education can be signed and submitted prior to the student applying for graduation. The Nomination to Award Degree of Specialist in Education form can be found on the Graduate Student Portal.

Workshops

Workshop courses are intended primarily as a mechanism for the professional development of teachers and other education professionals. The topics covered and the skills learned in workshop courses are generally of an applied nature, intended to give participants hands-on experience with models and techniques directly useful in school settings. Workshop courses are typically scheduled to meet on a concentrated schedule (e.g., for one or a few continuous days, sometimes all day) and afford little or no time between class sessions for studying or for out-of-class assignments. They may or may not generate credit hours. Workshop courses carrying graduate credit require a minimum of 700 contact minutes per credit hour and require readings and papers or projects for each credit hour earned. (Papers are sometimes scheduled with a due date after the end of the workshop period.)

Up to 9 hours of credit gained through workshop courses (including conference and institute courses) may be used in specialist programs.

Residency

The purpose of a residency requirement in graduate programs is for students to become closely involved in the academic life of their program and of the university; to become fully immersed in their graduate study for a substantial period of time; and to develop a relationship of scholarly and professional collegiality with faculty and fellow students. To this end, it is advantageous for students in graduate programs to be full-time, residential students for a significant period. During their residency period, students are expected not only to take courses, but to participate in other aspects of the intellectual life of their discipline and of the university community. There are numerous opportunities to attend presentations, colloquia, conferences, and brown-bag lunches in which they are invited to participate in discussions about both theoretical and practical issues in their discipline. Participation in national and regional professional meetings, including the presentation of scholarly papers, is encouraged during this time.

Ed.S. students must fulfill residency requirements by completing 9 credit hours in one semester or summer after admission to the program.

Students in Residential Programs Taking Online Courses

Students in residential programs may take online courses, but on campus courses must account for at least half of their coursework. Online courses do not count towards the residency requirement. Information on tuition and fees can be found on the Bursar website.

Transfer Courses

Some graduate coursework completed at other universities may be transferred into degree programs at Indiana University. All coursework transferred must be from an accredited college or university. No transfer credit will be given for a course with a grade lower than B. Courses graded P (Pass) may not ordinarily be transferred into education graduate programs. Courses graded S

(Satisfactory) may be transferred only if a letter is received from the course instructor stating that the student's performance in the course was at or above a grade of B.

All transferred courses must be relevant to the student's electronic Plan of Studies (e-POS). They must be approved by a program advisor and by the Associate Dean for Graduate Studies. An official transcript is required for coursework to be transferred. A course description or syllabus may be required in order to judge the appropriateness of coursework to be transferred.

Specialist degree students must complete 35 credit hours of coursework on the campus awarding the degree. Beyond this, coursework may be transferred from other universities.

Course Revalidation

Revalidation is a process whereby a student demonstrates current knowledge of course material that was not taken recently. For all graduate degree programs, coursework over seven years old must be revalidated.

For specialist programs, the seven years is counted back from the date of degree conferral

Several methods of revalidating old courses are available:

Passing an examination specifically covering the material taught in the course (such as a course final examination).

Passing a more advanced course in the same subject area, taken more recently (within the seven years).

Passing a comprehensive examination (e.g., a doctoral qualifying examination) in which the student demonstrates substantial knowledge of the content of the course

Teaching a comparable course.

Publishing scholarly research that demonstrates substantial knowledge of the course content and understanding of fundamental principles taught in the course.

Presenting evidence of extensive professional experience that requires the application of material taught in the course.

Forms for course revalidation are available on the School of Education’s Graduate Student Portal. Courses must be revalidated individually (only one course per form). A Curriculum Vitae is required when revalidating coursework through professional experience, publications, and teaching.

The revalidation evidence for each course must be assessed by an Indiana University faculty member who teaches the course being revalidated. The revalidating faculty member must be personally convinced, based upon present evidence, that the student has current mastery of basic course concepts and principles.

If the course instructor is not available, a faculty member in the same program specialization area may be substituted. Permission to use a part-time faculty member or a faculty member at another university for course revalidation must be secured from the Associate Dean of Graduate Studies.

Departments have the right to limit the amount of old coursework to be included in graduate programs.

Graduation

Degree Conferral

Degree conferral for Ed.S. students occurs monthly. An online Application for Graduation form must be submitted to the Graduate Studies Office at least one month prior to the degree conferral date. In order for a name to be listed in the Commencement program, students must apply much earlier. The Graduate Studies Office will send out an e-mail and post these specific dates each semester. Generally, applications must be submitted by the timeframes listed below, however exact dates are subject to change year to year.

Late September for December Commencement

Late February for May Commencement

Failure to apply for graduation by the deadline may result in your degree being denied for that graduation period. The online application to graduate can be found in the Graduate Student Portal

Commencement

There are two Commencement ceremonies per year: May and December. May commencement is intended for students graduating January through August, and December commencement for students graduating September through December. Procedures for participating in Commencement may be obtained online at http://www.commencement.iu.edu. Information will be mailed by the IU Alumni Association to those who applied on time to graduate.

Additional policies apply. Please refer to the "Policies Governing All Graduate Programs " section of this bulletin for more information.

Ed.D. Policies

Getting Started in Your Doctoral Program

During the first semester each doctoral student will be advised by the program head or Department Chair, or will be assigned a temporary faculty advisor. Before the end of the third semester in the program, each student must submit an electronic Plan of Studies (e-POS).

Advisory Committee

The advisory committee consists of at least three faculty members. Two must be from the major area of study and one from the minor area. The committee chair, who becomes the student's primary advisor, must be a regular faculty member in the major area of specialization. For interdisciplinary minors, the minor representative must be from outside the major. At least two of the faculty members on each doctoral advisory committee must be members of the Graduate Faculty; one may be an adjunct, emeriti, or part-time faculty member.

Electronic Plan of Studies (e-POS)

The e-POS is a coursework plan to fulfil program requirements. These requirements fall into several component categories. The student and the advisory committee chair are responsible for planning and creating the e-POS. The e-POS must then be approved by the

Department Chair and the Associate Dean for Graduate Studies. If any courses listed on the e-POS were not taken at Indiana University, a Request for Transfer of Graduate Credit must be submitted concurrently for approval. An e-POS should be submitted within one year of matriculation. Failure to do so can result in a hold on enrollment.

90 Hour Program

For the 90 credit hour program, credit hours earned in master's or specialist degree programs may be included in the doctoral program as long as they are relevant to the student's doctoral areas of focus. 60 credit hours (including 12 dissertation credit hours) in the 90 credit hour program must be taken at Indiana University.

Electronic Plan of Studies (e-POS) Components

Major

A major consisting of a minimum of 36 credit hours of coursework in the selected field of specialization is required. Courses from related areas of study may be included in the major component if their relevance to the major can be demonstrated and committee approval can be secured.

In addition to the inquiry core coursework, 6 credit hours of inquiry coursework are required in the major. One of these inquiry courses must be an early inquiry experience, during which a student carries out a research project, including the collection and analysis of data to answer a research question, and the writing of a research manuscript. This research is to be prior to the dissertation and not a direct part of the dissertation research. The early inquiry experience may be implemented through an independent study course (e.g., a 590 course), through a master's thesis (e.g. 599 course), or through a departmental research seminar. Each student must carry out an independent research project. The research manuscript that results from this study must be read and approved by the student's advisory committee.

The second of the two major area inquiry courses is an inquiry linkage course. This is a course in which research relevant to the major field of specialization is studied. Such study, however, focuses more on the research design and methodology of research in the major area than on the findings of the research. Analyzing and critiquing the research methodology are of primary importance in this experience. Each department has a research seminar or a specialized research methodology course for this purpose. The inquiry core courses normally should be completed prior to taking inquiry courses in the major.

Inquiry Core

Inquiry Core courses are to lay a rudimentary methodological foundation for applied inquiry courses in the major, and for dissertation research. This component requires a minimum of 9 credit hours, however many doctoral programs in the school require 12 or 15 credit hours of Inquiry Core coursework. The Inquiry Core includes a survey course in research methodologies (e.g. Y520) and beginning courses in statistics, measurement, program evaluation, or in ethnographic, qualitative, quantitative, and historical research methods. A list of approved Inquiry Core courses is available at the School of Education Graduate Student Portal website. Substitutions or transfer courses for this section must be approved by a member of the Inquiry Methodology faculty as well as your Advisory Committee Chair.

Minor

The minor requires a minimum of 12 credit hours of coursework taken in an area of studies outside of the major. The minor must complement the major and have integrity in its own right. The committee member representing the minor field must approve the selection of courses in the minor area. Students may minor in any area of study inside or outside of the School of Education that is listed in the University Graduate School Bulletin. An interdisciplinary or individualized minor is also possible.

Electives

The electives category is designed to allow students freedom in course selection. This is also the place to put foundations courses. Each program area has specified courses in foundations, substantive core perspective, or other areas outside the major and minor, which are required for breadth. Courses that may fall into this category are those needed to meet the doctoral program requirement for 27 credit hours outside of the major program area. This ordinarily includes the 12 credit hours of minor coursework, and the 9 or more credit hours of inquiry core courses.

Dissertation

The dissertation requires 3 credit hours of 795 and 12 credit hours of 799. The focus of the dissertation is on data collection and analysis for the purpose of answering practical questions in the field. Descriptive research, program evaluation, needs assessment, case study, campus audit, and survey research are examples of the kinds of research studies expected.

60 Hour Program

For the 60 credit hour program, a master's degree is a prerequisite for admission. Master's coursework may not be counted toward the 60 required credit hours, but graduate coursework beyond the master's degree may be, as long as it meets requirements. In this program, 42 credit hours must be taken on the campus where the degree is awarded. At present, the 60 credit hour program is only available in Curriculum and Instruction, Educational Leadership, Higher Education, Instructional Systems Technology and Literacy, Culture, and Language Education.

Electronic Plan of Studies (e-POS) Components

Major

The major must consist of a minimum of 27 credit hours, of which 3 credit hours are to be in an inquiry linkage course. Courses from related areas of study may be included in the major component if their relevance to the major can be demonstrated and committee approval can be secured. Early inquiry experience courses may be required by the program.

Inquiry Core

Inquiry Core courses are to lay a rudimentary methodological foundation for applied inquiry courses in the major, and for dissertation research. This component

requires a minimum of 9 credit hours of inquiry core coursework. The Inquiry Core includes a survey course in research methodologies (e.g., Y520) and beginning courses in statistics, measurement, program evaluation, or in ethnographic, qualitative, quantitative, and historical research methods. A list of approved Inquiry Core courses is available at the School of Education Graduate Student Portal website. Substitutions or transfer courses for this section must be approved by a member of the Inquiry Methodology faculty as well as your Advisory Committee Chair.

Minor

The minor requirement is 9 credit hours of coursework taken in an area of studies outside of the major. The minor must complement the major and have integrity in its own right. The committee member representing the minor field must approve the selection of courses in the minor area. 9-hour Ed.D. minors are listed in the School of Education Bulletin. Any minor not listed with a 9-hour version in the School of Education Bulletin must be submitted as an individualized minor. Ed.D. minors not officially listed in the School of Education Bulletin will show as individualized on the transcript.

Dissertation

The dissertation requires 3 credit hours of 795 and 6 credit hours of 799. The focus of the dissertation is on data collection and analysis for the purpose of answering practical questions in the field. Descriptive research, program evaluation, needs assessment, case study, campus audit, and survey research are examples of the kinds of research studies expected.

Shared Policies for 60 and 90 Hour Programs

Workshops

Workshop courses are intended primarily as a mechanism for the professional development of teachers and other education professionals. The topics covered and the skills learned in workshop courses are generally of a very applied nature, with the intent of giving participants hands-on experience with models and techniques directly useful in school settings. Workshop courses are typically scheduled to meet on a very concentrated schedule (e.g., for one or a few continuous days, sometimes all day) and have little or no time between class sessions for studying or for out-of-class assignments. They may or may not generate credit hours. Workshop courses awarding credit require a minimum of 700 contact minutes per credit hour and require readings and papers or projects for each credit hour earned. (Papers are sometimes scheduled with a due date after the end of the workshop period.)

Up to 9 hours of credit gained through workshop courses (including conference and institute courses) may be used in Ed.D. programs.

Residency

The purpose of a residency requirement in graduate programs is for students to become closely involved in the academic life of their program and of the university; to become fully immersed in their graduate study for a substantial period of time; and to develop a relationship of scholarly and professional collegiality with faculty and fellow students. To this end, it is advantageous for students in graduate programs, especially those in doctoral programs, to be full-time, residential students for a significant period. During their residency period, students are expected not only to take courses, but to participate in other aspects of the intellectual life of their discipline and of the university community. Many doctoral students have research assistantships in which they work closely with faculty members and peers on research and development projects. Some have teaching assistantships. There are also numerous opportunities to attend presentations, colloquia, conferences, and brown-bag lunches in which they are invited to participate in discussions about both theoretical and practical issues in their discipline. Participation in national and regional professional meetings, including the presentation of scholarly papers, is encouraged during this time.

For Ed.D. students, two consecutive semesters in a single academic year (exclusive of summer sessions) must be spent in residence on the campus where the degree is awarded. This residency period must be subsequent to admission to the program. 8 credit hours of program coursework must be completed in each of these semesters. Ed.D. students who are working full time may fulfill residency requirements with three consecutive 6 credit hour terms (individual summer sessions are not counted as separate terms.). Dissertation credit hours (799 or G901) and online courses may not be used to fulfill residency requirements.

Students in Residential Programs Taking Online Courses

Students in residential programs may take online courses, but on campus courses must account for at least half of their coursework. Online courses do not count towards the residency requirement. Information on tuition and fees can be found on the Bursar website.

Students in Online Programs Taking Courses on Campus

Students in online programs are allowed to take on campus courses. However, students doing this can be subject to not only higher tuition rates but also additional on campus fees. Information on tuition and fees can be found on the Bursar website.

Transfer Courses

Some graduate coursework completed at other universities may be transferred into degree programs at Indiana University. All coursework transferred must be from an accredited college or university. No transfer credit will be given for a course with a grade lower than a B. Courses graded P (Pass) may not ordinarily be transferred into education graduate programs. Courses graded S (Satisfactory) may be transferred only if a letter is received from the course instructor stating that the student's performance in the course was at or above a grade of B.

All transferred courses must be relevant to the student's e-POS. They must be approved by a program advisor and by the Associate Dean for Graduate Studies. An official final transcript reflecting the courses to be transferred is required. A course description or syllabus may also be required in order to judge the appropriateness of coursework.

Students may transfer no more than 30 credit hours into an Indiana University 90-hour doctoral program. No more than 18 credit hours may be transferred into a 60-hour doctoral program. The form required for students to transfer courses is available at the School of Education Graduate Student Portal.

Double Major

Students in a doctoral program may declare a double major. A double major requires students to take all of the required coursework in both majors. No minor is required, and some required courses outside of the major proper may be double-counted (i.e., research courses— including inquiry linkage courses and foundations courses). Please note that the credit hours will not be double-counted. Students must be admitted to each program in which they are intending to major. Double majoring students must include two representatives from each major on both their advisory and research committees, and they must take qualifying examinations in both major areas. Only one dissertation is required.

Guidelines for Maintaining Doctoral Progress

Qualifying Examinations

In order to be eligible to take the qualifying examinations a student must have:

- been admitted unconditionally to the doctoral program;
- an appointed doctoral advisory committee and an-POS that has been approved by the Graduate Studies Office;
- completed all or nearly all doctoral coursework, with no more than 6 credit hours graded as incomplete; and
- completed the early inquiry requirement for that doctoral major program.

Prior to beginning a doctoral dissertation, students in the School of Education must pass a qualifying examination in the major area, or areas (for a double major) of study. This examination process is intended to determine if a student is qualified to begin work on a doctoral dissertation.

A minor area qualifying examination may also be required for minors outside the School of Education.

Departments and programs determine the specific form of qualifying examination their students will take and establish the times at which examinations will be administered. Students need to file an application with their major and minor departments in the School of Education to take their qualifying examinations. Such application forms are available in departmental offices.

All qualifying examinations contain written and oral components. The written component will take one of three forms:

A proctored examination: The major area examination is administered in the School of Education in two four-hour sessions on consecutive days. The minor area examination is administered in a four-hour session on a third day. The major and minor examinations may be taken in the same semester or in different semesters.

A take-home examination: Students completing a take-home examination in either their major or minor area should contact the appropriate program or department for examination requirements.

Portfolio: Students work with their doctoral advisory committee to determine the contents of the portfolio and a timeline for its completion. Students taking this form of examination should see their advisors regarding specific requirements for preparation of their portfolios.

Students are not required to register for the semester they are taking qualifying exams. However, continual enrollment is required every fall and spring the semester after passing the qualifying exam until graduation. Summer enrollment is only required if the student is graduating in the summer.

After all portions of the written component of the qualifying examinations are taken, an oral examination must be held. The primary purpose of this examination is for the advisory committee to review the answers to the written qualifying examination questions, to request elaboration or clarification to questions that were poorly or incompletely answered, and to quiz the student in-depth over any or all of the examination material.

Double-Major Examinations

Students with a double-major must take qualifying examinations in both major areas.

Retaking the Exam

Students who fail some or all portions of the qualifying examinations may be allowed to retake these portions. This decision is made by the student's advisory committee and the Department Chair, and is based on the student's overall program performance and the extent of the deficits on the qualifying examinations. Only ONE retake of the qualifying examinations is allowed.

Seven-Year Rule

The date of passing the oral qualifying examination is a critical date. All coursework must be completed within seven years (prior and post) of the examination date. If coursework has been completed more than seven years prior to the examination date, course revalidation is required.

The dissertation must also be completed within seven years of passing the final component of the qualifying examination. After this time, doctoral candidacy is terminated for students who have not completed the dissertation. Such students may apply for readmission, but will be subject to the current admission criteria. If readmitted, students must retake the current qualifying examinations and fulfill other conditions imposed by the department in order to establish currency (such as taking or auditing selected courses). If the qualifying examinations are passed and the other conditions are met, these students are readmitted to candidacy. They have three years from the passing of second qualifying exam date to complete and submit a dissertation.

Revalidation

Revalidation is a process whereby a student demonstrates current knowledge of course material that was not taken within seven years of passing the oral qualifying examination.

Several methods of revalidating old courses are available:

- Passing an examination specifically covering the material taught in the course (such as a course final examination).
- Passing a more advanced course in the same subject area, taken more recently (within the seven years).
- Passing a comprehensive examination (e.g., a doctoral qualifying examination) in which the student demonstrates substantial knowledge of the content of the course.
- Teaching a comparable course.
- Publishing scholarly research that demonstrates substantial knowledge of the course content and understanding of fundamental principles taught in the course.
- Presenting evidence of extensive professional experience that requires the application of material taught in the course.

Forms for course revalidation are available on the School of Education's Graduate Student Portal. Courses must be revalidated individually (only one course per form). A Curriculum Vitae is required when revalidating coursework through professional experience, publications, and teaching.

The revalidation evidence for each must be assessed by an Indiana University faculty member who teaches the course being revalidated. The revalidating faculty member must be personally convinced, based upon present evidence, that the student has current mastery of basic course concepts and principles.

If the course instructor is not available, a faculty member in the same program specialization area may be substituted. Permission to use a part-time faculty member or a faculty member at another university for course revalidation must be secured from the Associate Dean of Graduate Studies.

Departments have the right to limit the amount of old coursework to be included in graduate programs.

Transfer credit must be transferred before it can be revalidated.

Nomination to Candidacy

It is the responsibility of the advisory committee, either before or during the oral examination, to review all aspects of the student's doctoral program work, to assess the student's development as a scholar and a professional educator, and, if appropriate, to discuss topics for dissertation research and career goals. Thus, the committee is expected to assess the student's progress in the doctoral program, inventory the work remaining, plan program requirements to ensure a good fit to career goals, and offer advice, criticism, and encouragement.

Examination of all major scholarly works produced by the student during their program is also the responsibility of the advisory committee under the guidance of the committee chair. These works include the research manuscript that resulted from the early inquiry experience study, papers presented at conferences or published, and scholarly works produced in courses taught throughout the program. These may include literature reviews, position papers, curriculum development projects, program evaluation studies, measurement instrument construction studies, needs assessments, library research studies, and data-based research.

When the advisory committee is satisfied with the student's performance in the written and oral qualifying examinations and with the student's overall progress in the doctoral program, the student can be nominated to candidacy.

All non-dissertation coursework must be completed and graded at this time.

Students must submit a Nomination to Candidacy form, which may be found on the School of Education's Graduate Student Portal.

Candidacy

Admission to candidacy is approved by the Graduate Studies Office after the student has an approved e-POS, completed all required non-dissertation coursework, and submitted a Nomination to Candidacy form.

Maintaining Active Status

After passing qualifying examinations, doctoral students must register for at least 1 credit hour each semester (not including summer session) in order to maintain active student status. This is ordinarily done by enrolling in 1 or more credit hours of dissertation credit (799). After 90 credit hours of program coursework have been taken and students have been admitted to candidacy (i.e., all but the dissertation hours have been completed and qualifying examinations have been passed), students may enroll in G901 Advanced Research in order to maintain active status. G901 is a 6 credit hour course and is an inexpensive way for students to maintain continual enrollment. However, enrollment in G901 is limited to 6 semesters. Permission from the Graduate Studies Office is required to enroll in G901. The G901 request form can be found on the Graduate Student Portal.

Off campus sections of 799 may be available for doctoral students who reside more than 25 miles from the Bloomington campus. Permission should be requested through the department.

Students who fail to register each semester after passing qualifying examinations must back-enroll for all semesters missed, in order to graduate.

Forming a Research Committee

After admission to candidacy, the student must assemble a research committee. The doctoral research committee has the responsibility to guide the student through the dissertation process and to conduct the final oral defense.

Research committees must have at least three members who are listed on the Graduate Faculty List maintained by the University Graduate School. Two must be associate or full professors in the student's major area of study. The dissertation chair must be an endorsed member of the University Graduate School faculty. The third member cannot be from the major field of study. One member may be from the faculty of a campus of Indiana University outside the core campus. At least two of the committee members must be tenure-line faculty members. The

committee chair must be an endorsed member of the Graduate Faculty.

It is possible to include a committee member who is not an Indiana University faculty member, such as a faculty member at another university, on a doctoral committee. The full committee must still be composed from Indiana University faculty. The outside Indiana University member is in addition to the full committee and is not counted as one of the three required members. To receive approval for such an addition, two conditions must be met:

- the outside Indiana University member must have special expertise not available among University Graduate School faculty, either in the substantive area of the study or in the research methodology, and
- the outside Indiana University member must supply evidence of published research.

The procedure for selecting a research committee chair and research committee members varies considerably from student to student. Ideally, the research question that becomes the focus of the dissertation study stems naturally from research experiences, coursework, or graduate assistantship assignments that the student has had during their program. Often the advisory committee chair is the student's mentor and becomes the research committee chair. In such a case, the student and chair typically have had discussions about tentative dissertation topics prior to admission to candidacy and prior to the selection of other research committee members.

It is not required that the advisory committee chair be asked to chair the research committee, nor that the advisory committee chair agree to chair the research committee, if asked. Ultimately, the choice of a research chair involves a combination of personal compatibility and compatibility of the research interests of the student and the chair. The student and the committee chair typically confer regarding the selection of other research committee members.

Prospectus/Summary

A one- to two-page dissertation prospectus/summary must be submitted with the Nomination of Research Committee form. This prospectus/summary should include a clear statement of the questions to be addressed in the study, an outline of the design of the study, the research methods to be used, and a discussion of the contribution of the study to theory and/or to practice. The prospectus/summary should play an important role in the selection of a research committee. This document allows prospective members to decide whether to participate in the study, based on the area of focus and the integrity of the prospectus.

Dissertation Proposal

After submitting the prospectus/summary, students are next required to submit a dissertation proposal, a document that is considerably more detailed than the prospectus/summary. The proposal should contain the following elements: a statement of purpose, rationale, literature review, research questions, proposed procedures, the source of data, methods of data collection, methods of data analysis or data reduction, and the contribution of the study to theory and/or to practice. Frequently, students are advised by their research committee to write a draft of the first three chapters of the dissertation (purpose and rationale, literature review, and method) as their research proposal.

A meeting of the research committee must be held to discuss and approve the dissertation proposal. A dissertation proposal approval form is available on the Graduate Student Portal. When committee approval has been secured, the form must be submitted to the department who will file it with the Graduate Studies Office. This form must be submitted to the Graduate Studies Office before a defense announcement will be approved. If the proposed research has changed since submission of the Nomination of Research Committee form, then a new two-page summary must be attached to the Dissertation Proposal Form.

Use of Human Participants

If the proposed research includes the use of human participants or accessing archival data that includes identifiable information of human beings, the School of Education requires verification of review from the Institutional Review Board. A copy of the Institutional Review Board approval must be submitted with either (a) the Nomination of Research Committee Form prior to the dissertation proposal meeting or (b) the Dissertation Proposal Approval Form after the dissertation proposal meeting.

If the proposed research does not involve the use of human participants or accessing archival data that includes identifiable information of human beings, the School of Education requires verification from the dissertation advisor that Institutional Review Board review is not required (by checking the appropriate box on the Dissertation Proposal Approval Form). Note that human research proposals applicable under the exempt category of IRB review still require IRB approval.

Completing Your Doctoral Program

Dissertation Manuscript

The Ed.D. Dissertation Guide can be found on the Graduate Student Portal. This guide contains detailed instructions for the preparation and submission of the dissertation manuscript.

Dissertation Defense

A Dissertation Defense is scheduled at the completion of the dissertation research, after the dissertation manuscript is complete, allowing the student to defend the dissertation research. This examination may not be scheduled less than six months subsequent to the date of research committee approval. Committee members must receive a copy of the dissertation manuscript two weeks prior to the final Defense.

A Defense Announcement must be submitted to the Graduate Recorder in the Graduate Studies Office one month prior to the examination. Formatting instructions are located in the Ed.D. Dissertation Guide.

Following acceptance by the research committee, the dissertation is submitted to the Graduate Studies Office. Students are expected to submit the final version of the

dissertation within six months of the defense date to maintain sufficient academic progress.

Degree Conferral

Ed.D degrees are awarded monthly. An online Application for Graduation must be submitted to the Graduate Studies Office at least one month prior to the degree conferral date. In order for a name to be listed in the Commencement program, students must apply much earlier. The Graduate Studies Office will send out an e-mail and post these specific dates each semester. Generally, applications must be submitted by the timeframes listed below, however exact dates are subject to change year to year.

Late September for December Commencement

Late February for May Commencement

Failure to apply for graduation by the deadline may result in your degree being denied for that graduation period. The online application to graduate can be found in the Graduate Student Portal.

Commencement

There are two Commencement ceremonies per year: May and December. May commencement is intended for students graduating January through August, and December commencement for students graduating September through December. Procedures for participating in Commencement may be obtained online at http://www.commencement.iu.edu. Information will be mailed by the IU Alumni Association to those who applied on time to graduate.

Additional policies apply. Please refer to the "Policies Governing All Graduate Programs " section of this bulletin for more information.

Ph.D. Policies

Getting Started in Your Doctoral Program

During the first semester each doctoral student will be advised by the program head or Department Chair, or will be assigned a temporary faculty advisor. Before the end of the third semester in the program, each student must submit an electronic Plan of Studies (e-POS).

Advisory Committee

The advisory committee consists of at least three faculty members. Two must be from the major area of study and one from the minor area. The committee chair, who becomes the student's primary advisor, must be a regular faculty member in the major area of specialization. For interdisciplinary minors, the minor representative must be from outside the major. At least two of the faculty members on each doctoral advisory committee must be members of the Graduate Faculty; one may be an adjunct, emeriti, or part-time faculty member.

Electronic Plan of Studies (e-POS)

The e-POS is a coursework plan to fulfil program requirements. These requirements fall into several component categories. The student and the advisory committee chair are responsible for planning and creating the e-POS. The e-POS must then be approved by the Department Chair and the Associate Dean for Graduate Studies. If any courses listed on the e-POS were not taken at Indiana University, a Request for Transfer of Graduate Credit must be submitted concurrently for approval. An electronic Plan of Studies (e-POS) should be submitted within three semesters of matriculation. Failure to do so can result in a hold on enrollment.

90 Hour Program

Credit hours earned in master or specialist degree programs may be included in the doctoral program as long as they are relevant to the student's doctoral areas of focus. The 90 hours consists of 75 hours of pre-dissertation work, 3 hours of dissertation proposal preparation (795), and 12 dissertation hours (799).

Electronic Plan of Studies (e-POS) Components

Major

A major consisting of a minimum of 36 credit hours of coursework in the selected field of specialization is required. Courses from related areas of study may be included in the major component if their relevance to the major can be demonstrated and committee approval can be secured.

In addition to the inquiry core coursework, 6 credit hours of inquiry coursework are required in the major. One of these inquiry courses must be an early inquiry experience, during which a student carries out a research project, including the collection and analysis of data to answer a research question, and the writing of a research manuscript. This research is to be prior to the dissertation and not a direct part of the dissertation research. The early inquiry experience may be implemented through an independent study course (e.g., a 590 course), through a master's thesis (e.g. 599 course), or through a departmental research seminar. Each student must carry out an independent research project. The research manuscript that results from this study must be read and approved by the student's advisory committee.

The second of the two major area inquiry courses is an inquiry linkage course. This is a course in which research relevant to the major field of specialization is studied. Such study, however, focuses more on the research design and methodology of research in the major area than on the findings of the research. Analyzing and critiquing the research methodology are of primary importance in this experience. Each department has a research seminar or a specialized research methodology course for this purpose. The inquiry core courses normally should be completed prior to taking inquiry courses in the major.

Inquiry Core

Inquiry Core courses are to lay a rudimentary methodological foundation for applied inquiry courses in the major, and for dissertation research. This component requires a minimum of 9 credit hours, however many doctoral programs in the school require 12 or 15 credit hours of Inquiry Core coursework. The Inquiry Core includes a survey course in research methodologies (e.g. Y520) and beginning courses in statistics, measurement, program evaluation, or in ethnographic, qualitative, quantitative, and historical research methods. A list of approved Inquiry Core courses is available at the School of Education Graduate Student Portal website. Substitutions or transfer courses for this section must be

approved by a member of the Inquiry Methodology faculty as well as your Advisory Committee Chair.

Minor

The minor requires a minimum of 12 credit hours of coursework taken in an area of studies outside of the major. The minor must complement the major and have integrity in its own right. The committee member representing the minor field must approve the selection of courses in the minor area. Students may minor in any area of study inside or outside of the School of Education that is listed in the University Graduate School Bulletin. An interdisciplinary or individualized minor is also possible.

Electives

The electives category is designed to allow students freedom in course selection. This is also the place to put foundations courses. Each program area has specified courses in foundations, substantive core perspective, or other areas outside the major and minor, which are required for breadth. Courses that may fall into this category are those needed to meet the doctoral program requirement for 27 credit hours outside of the major program area. This ordinarily includes the 12 credit hours of minor coursework, and the 9 or more credit hours of inquiry core courses.

Dissertation

The dissertation requires 3 credit hours of 795 and 12 credit hours of 799. The focus of the dissertation is on data collection and analysis for the purpose of answering practical questions in the field. Descriptive research, program evaluation, needs assessment, case study, campus audit, and survey research are examples of the kinds of research studies expected.

Workshops

Workshop courses are intended primarily as a mechanism for the professional development of teachers and other education professionals. The topics covered and the skills learned in workshop courses are generally of a very applied nature, with the intent of giving participants hands-on experience with models and techniques directly useful in school settings. Workshop courses are typically scheduled to meet on a very concentrated schedule and may or may not generate credit hours.

No workshop credit hours can be applied toward a Ph.D. program.

Residency

The purpose of a residency requirement in graduate programs is for students to become closely involved in the academic life of their program and of the university; to become fully immersed in their graduate study for a substantial period of time; and to develop a relationship of scholarly and professional collegiality with faculty and fellow students. To this end, it is advantageous for students in graduate programs, especially those in doctoral programs, to be full-time, residential students for a significant period. During their residency period, students are expected not only to take courses, but to participate in other aspects of the intellectual life of their discipline and of the university community. Many doctoral students have research assistantships in which they work closely with faculty members and peers on research and development projects. Some have teaching assistantships. There are also numerous opportunities to attend presentations, colloquia, conferences, and brown-bag lunches in which they are invited to participate in discussions about both theoretical and practical issues in their discipline. Participation in national and regional professional meetings, including the presentation of scholarly papers, is encouraged during this time.

For Ph.D. students, two consecutive semesters in a single academic year (exclusive of summer session) must be spent in residence on the campus where the degree is awarded. This residency period must be subsequent to admission to the program. 8 credit hours of program coursework must be completed in each of these semesters. Dissertation credit hours (799 or G901) may not be used to fulfill residency requirements.

Students in Residential Programs Taking Online Courses

Students in residential programs may take online courses, but on campus courses must account for at least half of their coursework. Online courses do not count towards the residency requirement. Information on tuition and fees can be found on the Bursar website.

Transfer Courses

Some graduate coursework completed at other universities may be transferred into degree programs at Indiana University. All coursework transferred must be from an accredited college or university. No transfer credit will be given for a course with a grade lower than a B. Courses graded P (Pass) may not ordinarily be transferred into education graduate programs. Courses graded S (Satisfactory) may be transferred only if a letter is received from the course instructor stating that the student's performance in the course was at or above a grade of B.

All transferred courses must be relevant to the student's e-POS. They must be approved by a program advisor and by the Associate Dean for Graduate Studies. An official final transcript reflecting the courses to be transferred is required. A course description or syllabus may also be required in order to judge the appropriateness of coursework.

Ph.D. students must complete 60 credit hours of coursework at Indiana University (this includes dissertation credits) while enrolled in that doctoral program. Ph.D. students may transfer no more than 30 credit hours into an IU doctoral program. The form required for students to transfer courses is available on the Graduate Student Portal on the School of Education’s website.

Double Major

Students in a doctoral program may declare a double major. A double major requires students to take all of the required coursework in both majors. No minor is required, and some required courses outside of the major proper may be double-counted (i.e., research courses— including inquiry linkage courses and foundations courses). Please note that the credit hours will not be double-counted. Students must be admitted to each program in which they are intending to major. Double majoring students must include two representatives from each major on both their advisory and research committees, and they must take

qualifying examinations in both major areas. Only one dissertation is required. Special forms are available on the University Graduate School website for the appointment of double major advisory and research committees.

Guidelines for Maintaining Doctoral Progress

Qualifying Examinations

In order to be eligible to take the qualifying examinations a student must have:

been admitted unconditionally to the doctoral program;

an appointed doctoral advisory committee and a doctoral electronic Plan of Studies (e-POS) that has been approved by the Graduate Studies Office;

completed all or nearly all doctoral coursework, with no more than 6 credit hours graded as incomplete; and

completed the early inquiry requirement for that doctoral major program.

Prior to beginning a doctoral dissertation, students in the School of Education must pass a qualifying examination in the major area, or areas (for a double major) of study. This examination process is intended to determine if a student is qualified to begin work on a doctoral dissertation.

A minor area qualifying examination may also be required for minors outside the School of Education.

Departments and programs determine the specific form of qualifying examination their students will take and establish the times at which examinations will be administered. Students need to file an application with their major and minor departments in the School of Education to take their qualifying examinations. Such application forms are available in departmental offices.

All qualifying examinations contain written and oral components. The written component will take one of three forms:

A proctored examination: The major area examination is administered in the School of Education in two four-hour sessions on consecutive days. The minor area examination is administered in a four-hour session on a third day. The major and minor examinations may be taken in the same semester or in different semesters.

A take-home examination: Students completing a take-home examination in either their major or minor area should contact the appropriate program or department for examination requirements.

Portfolio: Students work with their doctoral advisory committee to determine the contents of the portfolio and a timeline for its completion. Students taking this form of examination should see their advisors regarding specific requirements for preparation of their portfolios.

Students are not required to register for the semester they are taking qualifying exams. However, continual enrollment is required every fall and spring the semester after passing the qualifying exam until graduation. Summer enrollment is only required if the student is graduating in the summer.

After all portions of the written component of the qualifying examinations are taken, an oral examination must be held. The primary purpose of this examination is for the advisory committee to review the answers to the written qualifying examination questions, to request elaboration or clarification to questions that were poorly or incompletely answered, and to quiz the student in-depth over any or all of the examination material.

Double-Major Examinations

Students with a double-major must take qualifying examinations in both major areas.

Retaking the Exam

Students who fail some or all portions of the qualifying examinations may be allowed to retake these portions. This decision is made by the student's advisory committee and the Department Chair, and is based on the student's overall program performance and the extent of the deficits on the qualifying examinations. Only one retake of the qualifying examinations is allowed.

Seven-Year Rule

The date of passing the oral qualifying examination is a critical date. All coursework must be completed within seven years (prior and post) of the examination date. If coursework has been completed more than seven years prior to the examination date, course revalidation is required.

The dissertation must also be completed within seven years of passing the final component of the qualifying examination. After this time, doctoral candidacy is terminated for students who have not completed the dissertation. Such students may apply for readmission, but will be subject to the current admission criteria. If readmitted, students must retake the current qualifying examinations and fulfill other conditions imposed by the department in order to establish currency (such as taking or auditing selected courses). If the qualifying examinations are passed and the other conditions are met, these students are readmitted to candidacy. They have three years from the passing of second qualifying exam date to complete and submit a dissertation.

Revalidation

Revalidation is a process whereby a student demonstrates current knowledge of course material that was not taken within seven years of passing the oral qualifying examination.

Several methods of revalidating old courses are available:

- Passing an examination specifically covering the material taught in the course (such as a course final examination).
- Passing a more advanced course in the same subject area, taken more recently (within the seven years).
- Passing a comprehensive examination (e.g., a doctoral qualifying examination) in which the student demonstrates substantial knowledge of the content of the course. (Only two courses may be revalidated by this method).
- Teaching a comparable course.
- Publishing scholarly research that demonstrates substantial knowledge of the course content and understanding of fundamental principles taught in the course.

- Presenting evidence of extensive professional experience that requires the application of material taught in the course.

E-docs for course revalidation are available in One.IU. Courses must be justified individually even if a common method is used. A Curriculum Vitae is required when revalidating coursework through professional experience, publications, and teaching.

The revalidation evidence for each must be assessed by an Indiana University faculty member who teaches the course being revalidated. The revalidating faculty member must be personally convinced, based upon present evidence, that the student has current mastery of basic course concepts and principles.

If the course instructor is not available, a faculty member in the same program specialization area may be substituted. Permission to use a part-time faculty member or a faculty member at another university for course revalidation must be secured from the Associate Dean of Graduate Studies.

Departments have the right to limit the amount of old coursework to be included in graduate programs.

Transfer credit must be transferred before it can be revalidated.

Nomination to Candidacy

It is the responsibility of the advisory committee, either before or during the oral examination, to review all aspects of the student's doctoral program work, to assess the student's development as a scholar and a professional educator, and, if appropriate, to discuss topics for dissertation research and career goals. Thus, the committee is expected to assess the student's progress in the doctoral program, inventory the work remaining, plan program requirements to ensure a good fit to career goals, and offer criticism, advice, and encouragement.

Examination of all major scholarly works produced by the student during their program is also the responsibility of the advisory committee under the guidance of the committee chair. These works include the research manuscript that resulted from the early inquiry experience study, papers presented at conferences or published, and scholarly works produced in courses taught throughout the program. These may include literature reviews, position papers, curriculum development projects, program evaluation studies, measurement instrument construction studies, needs assessments, library research studies, and data-based research.

When the advisory committee is satisfied with the student's performance in the written and oral qualifying examinations and with the student's overall progress in the doctoral program, the student can be nominated to candidacy.

All non-dissertation coursework must be completed and graded at this time.

Students must submit a Nomination to Candidacy E-doc via One.IU.

Candidacy

Admission to candidacy is approved by the University Graduate School after the student has an approved e-POS, completed all required non-dissertation coursework, and submitted a Nomination to Candidacy e-doc.

Maintaining Active Status

After passing qualifying examinations, doctoral students must register for at least 1 credit hour each semester (not including summer session) in order to maintain active student status. This is ordinarily done by enrolling in 1 or more credit hours of dissertation credit (799). After 90 credit hours of program coursework have been taken and students have been admitted to candidacy (i.e., all but the dissertation hours have been completed and qualifying examinations have been passed), students may enroll in G901 Advanced Research in order to maintain active status. G901 is a 6 credit hour course and is an inexpensive way for students with graduate assistantships to maintain a full load. However, enrollment in G901 is limited to 6 semesters. Permission from the Graduate Studies Office is required to enroll in G901. The G901 request form can be found on the Graduate Student Portal.

Off campus sections of 799 may be available for doctoral students who reside more than 25 miles from the Bloomington campus. Registration should be requested through the department.

Students who fail to register each semester after passing qualifying examinations must back-enroll for all semesters missed, in order to graduate. There is a significant fee per semester, in addition to tuition and fees, for back-enrollment. For current fee please check with the Bursar.

Forming a Research Committee

After admission to candidacy, the student must assemble a research committee. The doctoral research committee has the responsibility to guide the student through the dissertation process and to conduct the final oral defense.

Research committees must have at least four members who are listed on the Graduate Faculty List maintained by the University Graduate School. Two must be associate or full professors in the student's major area of study. The dissertation chair must be an endorsed member of the University Graduate School faculty. The fourth member should be the minor member, however the minor member can be waived if approved by the minor department and the Associate Dean for Graduate Studies. If the minor representative is waived another member outside of the student’s major must still be added. They cannot be from the major field of study. One member may be from the faculty of a campus of Indiana University outside the core campus. At least two of the committee members must be tenure-line faculty members. The committee chair must be an endorsed member of the Graduate Faculty.

It is possible to include a committee member who is not an Indiana University faculty member, such as a faculty member at another university, on a doctoral committee. The full committee must still be composed from Indiana University faculty. The outside Indiana University member is in addition to the full committee and is not counted as one of the four required members. To receive approval for such an addition, two conditions must be met:

- the outside Indiana University member must have special expertise not available among University Graduate School faculty, either in the substantive area of the study or in the research methodology, and
- the outside Indiana University member must supply evidence of published research.

The procedure for selecting a research committee chair and research committee members varies considerably from student to student. Ideally, the research question that becomes the focus of the dissertation study stems naturally from research experiences, coursework, or graduate assistantship assignments that the student has had during their program. Often the advisory committee chair is the student's mentor and becomes the research committee chair. In such a case, the student and chair typically have had discussions about tentative dissertation topics prior to admission to candidacy and prior to the selection of other research committee members.

It is not required that the advisory committee chair be asked to chair the research committee, nor that the advisory committee chair agree to chair the research committee, if asked. Ultimately, the choice of a research chair involves a combination of personal compatibility and compatibility of the research interests of the student and the chair. The student and the committee chair typically confer regarding the selection of other research committee members.

Prospectus/Summary

A one- to two-page dissertation prospectus/summary must be submitted with the Nomination of Research Committee e-doc found in One.IU. This prospectus/summary should include a clear statement of the questions to be addressed in the study, an outline of the design of the study, the research methods to be used, and a discussion of the contribution of the study to theory and/or to practice. The prospectus/summary should play an important role in the selection of a research committee. This document allows prospective members to decide whether to participate in the study, based on the area of focus and the integrity of the prospectus.

Dissertation Proposal

After submitting the prospectus/summary, students are next required to submit a dissertation proposal, a document that is considerably more detailed than the prospectus/summary. The proposal should contain the following elements: a statement of purpose, rationale, literature review, research questions, proposed procedures, the source of data, methods of data collection, methods of data analysis or data reduction, and the contribution of the study to theory and/or to practice. Frequently, students are advised by their research committee to write a draft of the first three chapters of the dissertation (purpose and rationale, literature review, and method) as their research proposal.

A meeting of the research committee must be held to discuss and approve the dissertation proposal. A dissertation proposal approval form is available on the Graduate Student Portal. When committee approval has been secured, the form must be submitted to the department who will file it with the Graduate Studies Office. This form must be submitted to the Graduate Studies Office before a defense announcement will be approved. If the proposed research has changed since submission of the Nomination of Research Committee e-doc, then a new two-page summary must be attached to the Dissertation Proposal Form.

Use of Human Participants

If the proposed research includes the use of human participants or accessing archival data that includes identifiable information of human beings, the School of Education requires verification of review from the Institutional Review Board. A copy of the Institutional Review Board approval must be submitted with either (a) the Nomination of Research Committee e-doc prior to the dissertation proposal meeting or (b) the Dissertation Proposal Approval Form after the dissertation proposal meeting.

If the proposed research does not involve the use of human participants or accessing archival data that includes identifiable information of human beings, the School of Education requires verification from the dissertation advisor that Institutional Review Board review is not required (by checking the appropriate box on the Dissertation Proposal Approval Form). Note that human research proposals applicable under the exempt category of IRB review still require IRB approval.

Completing Your Doctoral Program

Dissertation Manuscript

A Guide to the Preparation of Theses and Dissertations is available through the website for the University Graduate School. This website contains detailed instructions for the preparation and submission of the dissertation manuscript.

Dissertation Defense

A Dissertation Defense is scheduled at the completion of the dissertation research, after the dissertation manuscript is complete, allowing the student to defend the dissertation research. This examination may not be scheduled less than six months subsequent to the date of research committee approval. Committee members must receive a copy of the dissertation manuscript two weeks prior to the final Defense.

A Defense Announcement is available via One.IU. The Defense Announcement must be received by the University Graduate School at least 30 days prior to the defense. Since this document must be approved by both the Graduate Studies Office and committee chair before it reaches the University Graduate School an additional week should be allowed for processing time beyond the 30-day requirement.

Following acceptance by the research committee, the dissertation is submitted to the University Graduate School. Students are expected to submit the final version of the dissertation within six months of the defense date to maintain sufficient academic progress.

Degree Conferral

The Ph.D. degree is conferred by the University Graduate School. Submission of the dissertation defense announcement to the University Graduate School constitutes an application for conferral of the Ph.D.

degree. For more information, contact the University Graduate School or visit their website.

Commencement

There are two Commencement ceremonies per year: May and December. May commencement is intended for students graduating January through August, and December commencement for students graduating September through December. Procedures for participating in Commencement may be obtained online at http://www.commencement.iu.edu. Information will be mailed by the IU Alumni Association to those who applied on time to graduate.

Additional policies apply. Please refer to the "Policies Governing All Graduate Programs " section of this bulletin for more information.

Current Faculty

An (IUB) after a faculty member's name indicates that the person teaches at Indiana University Bloomington; (IUPUI) at Indiana University-Purdue University Indianapolis; (IUC) at Indiana University-Purdue University Columbus.

Please refer to the University Graduate School website for Graduate Faculty and endorsement status.

- Abowd Damico, Gabriele, Ph.D. (Indiana University, 2008) Clinical Assistant Professor (IUB)
- Adomat, Donna, Ed.D. (University of Pennsylvania, 2005) Associate Professor (IUB)
- Akerson, Valarie, Ph.D. (Oregon State University, 1997) Professor (IUB)
- Alant, Erna, Ph.D. (University of Pretoria, 1984) Professor and Otting Chair (IUB)
- Anderson, Jeffrey, Ph.D. (University of South Florida, 1998) Professor (IUB)
- Barton, Keith C, Ed.D. (University of Kentucky, 1994) Professor and Associate Dean for Undergraduate Education (IUB)
- Beerwart, Allisha, Ed.S. (Old Dominion University, 2011) Clinical Assistant Professor (IUC)
- Bellini, Scott C., Ph.D. (Indiana University, 2002) Associate Professor (IUB)
- Benitez, Arlene, M.A. (California State University, 2001) Academic Specialist and Interim Center Director, CIEDR (IUB)
- Blackmon, Sha'kema, Ph.D. (Loyola University, 2010) Assistant Professor (IUPUI)
- Boling, Elizabeth, M.F.A. (Indiana University, 1983) Professor and Interim Executive Associate Dean (IUB)
- Bonk, Curtis J., Ph.D. (University of Wisconsin, 1989) Professor (IUB)
- Borden, Victor, Ph.D. (University of Massachussetts - Amherst, 1987) Professor (IUB)
- Brannan, Ana Maria, Ph.D. (Vanderbilt University, 1996) Associate Professor (IUB)
- BrckaLorenz, Allison, Ph.D. (University of Iowa, 2008) Assistant Scientist (IUB)
- Brush, Thomas, Ph.D. (Indiana University, 1995) Professor and Chair, Department of Instructional Systems Technology (IUB)
- Buck, Gayle, Ph.D. (Kent State University, 1998) Professor and Interim Associate Dean for Research (IUB)
- Butera, Gretchen, Ph.D. (University of California - Santa Barbara, 1992) Professor (IUB)
- Buzzelli, Cary A., Ph.D. (Georgia State University, 1985) Professor (IUB)
- Byrne-Jimenez, Monica, Ed.D. (Teachers College, Columbia University, 2003) Associate Professor (IUB)
- Carspecken, Lucinda, Ph.D. (Indiana University, 2008) Lecturer (IUB)
- Carspecken, Phil, Ph.D. (Aston University, 1987) Professor (IUB)
- Chapin, G. Keith, Ph.D. (Michigan State University, 1995) Clinical Associate Professor (IUB)
- Chesnut, Colleen, Ph.D. (Indiana University, 2014) Assistant Scientist (IUB)
- Cho, Yonjoo, Ph.D. (University of Texas - Austin, 1995) Associate Professor (IUB)
- Christensen, Chad, Ph.D. (Indiana University, 2012) Assistant Scientist (IUB)
- Chung, Y. Barry, Ph.D. (University of Illinois - Urbana Champaign, 1995) Professor and Associate Dean of Graduate Studies (IUB)
- Cole, James, Ph.D. (University of Missouri, 1997) Associate Scientist (IUB)
- Conner-Zachocki, Jennifer, Ph.D. (Indiana University, 1999) Associate Professor (IUC)
- Coronel-Molina, Serafin, Ph.D. (University of Pennsylvania, 2006) Associate Professor (IUB)
- Cross Francis, Dionne, Ph.D. (University of Georgia, 2007) Associate Professor and Director, Center for P-16 Research and Collaboration (IUB)
- Cuenca, Alexander, Ph.D. (University of Georgia, 2011) Assistant Professor (IUB)
- Daley, Sharon, Ph.D. (Purdue University, 2009) Clinical Assistant Professor (IUB)
- Damico, James, Ph.D. (Michigan State University, 2003) Associate Professor, Director of INSPIRE, and Chair, Department of Literacy, Culture, and Language Education (IUB)
- Danish, Joshua, Ph.D. (University of California - Los Angeles, 2009) Associate Professor (IUB)
- Danns, Dionne, Ph.D. (University of Illinois, 2001) Associate Professor, Associate Vice Provost for Institutional Diversity, and Chair, Department of Education Leadership and Policy Studies (IUB)
- Decker, Janet, Ph.D. (Indiana University, 2010) Assistant Professor (IUB)
- Delandshere, Ginette, Ph.D. (University of California - Los Angeles, 1986) Professor and Chair, Department of Counseling & Educational Psychology (IUB)
- Dennis, Barbara, Ph.D. (University of Houston, 1998) Associate Professor (IUB)
- DeSawal, Danielle, Ph.D. (Indiana University, 2007) Clinical Associate Professor (IUB)
- DiSilvestro, Frank, Ed.D. (Indiana University, 1973) Associate Professor (IUB)
- Eckes, Suzanne, Ph.D. (University of Wisconsin, 2002) Professor (IUB)

- Edmonds, Ben, Ph.D. (Indiana University, 2010) Clinical Assistant Professor and Director, Secondary Transition to Teaching Program (IUB)
- Engebretson, Kathryn, Ph.D. (University of Minnesota, 2012) Assistant Professor (IUB)
- Erwin, Barbara J., Ed.D. (Indiana University, 1987) Clinical Associate Professor (IUB)
- Estell, David, Ph.D. (University of North Carolina - Chapel Hill, 2001) Associate Professor (IUB)
- Flinders, David, Ph.D. (Stanford University, 1987) Professor (IUB)
- Flowers, Natasha, Ph.D. (Indiana State University, 2007) Clinical Associate Professor (IUPUI)
- Fosnacht, Kevin John, Ph.D. (University of California - Los Angeles, 2011) Associate Scientist (IUB)
- Galindo, Enrique, Ph.D. (The Ohio State University, 1994) Associate Professor (IUB)
- Gill, Lonni, Ph.D. (Indiana University, 2005) Clinical Assistant Professor (IUPUI)
- Gilman, Lynn, Ph.D. (Indiana University, 2009) Clinical Assistant Professor (IUB)
- Glazewski, Krista D., Ph.D. (Arizona State University, 2003) Associate Professor (IUB)
- Gonyea, Robert, Ed.D. (Indiana University, 2005) Associate Scientist (IUB)
- Gonzalez, Gerardo, Ph.D. (University of Florida, 1978) Professor (IUB)
- Graham, Jasmine, Ph.D. (Virginia Polytechnic Institute & State University, 2013) Clinical Assistant Professor (IUPUI)
- Gray, E. Catherine, M.A. (University of Texas - Austin, 1986) Clinical Lecturer (IUB)
- Hackenberg, Amy, Ph.D. (University of Georgia, 2005) Associate Professor (IUB)
- Hayes, Cleveland, Ph.D. (University of Utah, 2006) Professor (IUPUI)
- Hickey, Dan, Ph.D. (Vanderbilt University, 1996) Professor (IUB)
- Hines, Mary Beth, Ph.D. (University of Iowa, 1992) Associate Professor (IUB)
- Hitchcock, John, Ph.D. (University at Albany - SUNY, 2003) Associate Professor and Director, Center for Evaluation and Education Policy (IUB)
- Hmelo-Silver, Cindy, Ph.D. (Vanderbilt University, 1994) Professor, Jacobs Chair, and Director, Center for Research on Learning and Technology (IUB)
- Hughes, Robin, Ph.D. (Texas A&M University, 2001) Associate Professor, and Executive Associate Dean at IUPUI (IUPUI)
- Hurwitz, Sarah, Ph.D. (University of North Carolina - Chapel Hill, 2010) Assistant Professor (IUB)
- Jackson, Tambra, Ph.D. (Michigan State University, 2006) Associate Professor (IUPUI)
- Jacobson, Erik, Ph.D. (University of Georgia, 2013) Assistant Professor (IUB)
- Joslin, A'ame, M.A. (Bowling Green State University, 2011) Clinical Assistant Professor (IUC)
- Kazembe, Lasana, Ph.D. (University of Illinois - Chicago, 2012) Assistant Professor (IUPUI)
- Keller, Deb, Ph.D. (Purdue University, 2004) Clinical Associate Professor (IUPUI)
- Keller, Melissa, Ph.D. (Indiana University, 2002) Clinical Assistant Professor (IUB)
- King Thorius, Kathleen A, Ph.D. (Arizona State University, 2009) Associate Professor (IUPUI)
- Kinzie, Jillian, Ph.D. (Indiana University, 2002) Associate Scientist (IUB)
- Kubow, Patricia, Ph.D. (University of Minnesota, 1996) Professor (IUB)
- Kunzman, Robert, Ph.D. (Stanford University, 2003) Professor and Armstrong Chair (IUB)
- Kwon, Kyungbin, Ph.D. (University of Missouri, 2011) Assistant Professor (IUB)
- Lackey, Lara, Ph.D. (University of British Columbia, 1997) Associate Professor and Chair, Department of Curriculum & Instruction (IUB)
- Leftwich, Anne, Ph.D. (Purdue University, 2007) Associate Professor (IUB)
- Leland, Christine, Ed.D. (Boston University, 1986) Professor (IUPUI)
- LePeau, Lucy, Ph.D. (University of Maryland - College Park, 2012) Assistant Professor (IUB)
- Lester, Jessica, Ph.D. (University of Tennessee, 2011) Associate Professor (IUB)
- Levinson, Bradley, Ph.D. (University of North Carolina - Chapel Hill, 1993) Professor (IUB)
- Lewison, Mitzi, Ph.D. (University of Southern California, 1994) Professor (IUB)
- Liu, Laura, Ph.D. (George Washington University, 2010) Assistant Professor (IUPUI)
- Lochmiller, Chad, Ph.D. (University of Washington, 2010) Assistant Professor (IUB)
- Lorah, Julie, Ph.D. (University of Washington, 2015) Assistant Professor (IUB)
- Lubienski, Christopher, Ph.D. (Michigan State University, 1999) Professor (IUB)
- Lubienski, Sarah, Ph.D. (Michigan State University, 1996) Professor (IUB)
- Magee, Paula, Ph.D. (City University of New York, 1992) Clinical Professor (IUPUI)
- Maltese, Adam, Ph.D. (University of Virginia, 2008) Associate Professor (IUB)
- Manifold, Marjorie, Ph.D. (Indiana University, 1999) Associate Professor (IUB)
- Marencik, Wendy, Ph.D. (Indiana University, 2011) Clinical Assistant Professor (IUB)
- Martinez, Rebecca, Ph.D. (University of Texas, 2002) Associate Professor (IUB)
- Martinez, Sylvia, Ph.D. (University of Chicago, 2006) Associate Professor (IUB)
- Mason, Terrence C., Ph.D. (University of California - Los Angeles, 1986) Professor and Dean, School of Education (IUB/IUPUI)
- Maxcy, Brendan, Ph.D. (University of Texas - Austin, 2004) Associate Professor (IUPUI)
- McCormick, Alexander C., Ph.D. (Stanford University, 1996) Associate Professor (IUB)
- McMullen, Mary B., Ph.D. (Florida State University, 1992) Professor (IUB)
- Medina, Carmen, Ph.D. (The Ohio State University, 2000) Associate Professor (IUB)
- Medina, Monica, Ph.D. (Indiana University, 2011) Clinical Associate Professor (IUPUI)
- Miller, Angela, Ph.D. (Ball State University, 2009) Associate Scientist (IUB)

- Morrone, Anastasia S., Ph.D. (University of Texas - Austin, 1992) Professor, Dean of IT at IUPUI, and Associate Vice President for Learning Technologies (IUPUI/IU)
- Morton, Crystal Hill, Ph.D. (University of North Carolina - Chapel Hill, 2008) Associate Professor (IUPUI)
- Moss, Marcey, Ph.D. (South Dakota State University, 2001) Associate Scientist (IUB)
- Muller, Patricia A., Ph.D. (Indiana University, 1999) Associate Scientist (IUB)
- Murphy, Hardy Ray, Ph.D. (University of Texas - Austin, 1979) Clinical Assistant Professor (IUPUI)
- Murtadha, Khaula, Ph.D. (Miami University, 1994) Associate Professor and Associate Vice Chancellor for Life Long Learning at IUPUI (IUPUI)
- Museus, Samuel, Ph.D. (Penn State University, 2007) Associate Professor (IUB)
- Mutegi, Jomo W., Ph.D. (Florida State University, 1997) Associate Professor (IUPUI)
- Nelson Laird, Thomas, Ph.D. (University of Michigan, 2003) Associate Professor and Director, Center for Postsecondary Research (IUB)
- Nguyen, Thu Suong Thi, Ph.D. (University of Texas - Austin, 2006) Associate Professor (IUPUI)
- Nord, Derek, Ph.D. (University of Minnesota, 2008) Associate Professor and Director, Indiana Institute on Disability and Community (IUB)
- Nyikos, Martha, Ph.D. (Purdue University, 1987) Associate Professor (IUB)
- Ochoa, Theresa, Ph.D. (University of California - Santa Barbara, 1999) Associate Professor (IUB)
- Ormiston, Heather, Ph.D. (Indiana University, 2007) Visiting Clinical Assistant Professor (IUB)
- Ozogul, Gamze, Ph.D. (Arizona State University, 2006) Assistant Professor (IUB)
- Park Rogers, Meredith, Ph.D. (University of Missouri - Columbia, 2006) Associate Professor (IUB)
- Patton Davis, Lori, Ph.D. (Indiana University, 2004) Professor (IUPUI)
- Pawan, Faridah, Ph.D. (Indiana University, 1995) Professor (IUB)
- Peppler, Kylie, Ph.D. (University of California - Los Angeles, 2007) Associate Professor (IUB)
- Pike, Gary, Ph.D. (The Ohio State University, 1985) Professor (IUPUI)
- Power Carter, Stephanie, Ed.D. (Vanderbilt University, 2001) Associate Professor (IUB)
- Price, Jeremy, Ph.D. (Boston College, 2012) Assistant Professor (IUPUI)
- Ribera, Amy, Ph.D. (Indiana University, 2012) Assistant Scientist (IUB)
- Robison, Floyd F., Ph.D. (Indiana University, 1982) Associate Professor (IUPUI)
- Rogan, Patricia M., Ph.D. (University of Wisconsin - Madison, 1987) Professor (IUPUI)
- Ruddy, Anne-Maree, Ph.D. (Murdoch University (Australia), 2008) Assistant Scientist (IUB)
- Rutkowski, David, Ph.D. (University of Illinois - Urbana Champaign, 2007) Associate Professor (IUB)
- Rutkowski, Leslie, Ph.D. (University of Illinois, 2007) Associate Professor (IUB)
- Samuelson, Beth Lewison, Ph.D. (University of California - Berkely, 2004) Associate Professor (IUB)
- Santamaria Graff, Cristina, Ph.D. (University of Arizona, 2009) Assistant Professor (IUPUI)
- Schertz, Hannah, Ph.D. (Indiana University, 2005) Associate Professor (IUB)
- Scheurich, Jim, Ph.D. (The Ohio State University, 1992) Professor (IUPUI)
- Scribner, Samantha Parades, Ph.D. (University of California - Riverside, 2006) Associate Professor (IUPUI)
- Serriere, Stephanie, Ph.D. (Indiana University, 2007) Associate Professor (IUC)
- Siegel, Martin A., Ph.D. (University of Illinois, 1973) Professor (IUB)
- Skiba, Russell, Ph.D. (University of Minnesota, 1987) Professor (IUB)
- Smith, W. Raymond, Ph.D. (University of Missouri - Columbia, 1992) Clinical Associate Professor (IUB)
- Sosa, Teresa, Ph.D. (University of Illinois - Chicago, 2008) Assistant Professor (IUPUI)
- Stachowski, Laura, Ph.D. (Indiana University, 1994) Clinical Professor (IUB)
- Steinfeldt, Jesse, Ph.D. (University of Wisconsin - Milwaukee, 2007) Associate Professor (IUB)
- Stewart, Molly, Ph.D. (University of Wisconsin - Madison, 2013) Assistant Scientist (IUB)
- Stockton, Rex A., Ed.D. (Ball State University, 1968) Chancellor's Professor (IUB)
- Stright, Anne D., Ph.D. (University of Wisconsin - Madison, 1994) Associate Professor (IUB)
- Sutton, Margaret, Ph.D. (Stanford University, 1991) Associate Professor (IUB)
- Svetina, Dubravka, Ph.D. (Arizona State University, 2011) Assistant Professor (IUB)
- Teemant, Annela, Ph.D. (The Ohio State University, 1997) Associate Professor (IUPUI)
- Thompson, Chalmer E., Ph.D. (University of Maryland - College Park, 1988) Associate Professor (IUPUI)
- Tillema, Erik, Ph.D. (University of Georgia, 2007) Associate Professor (IUPUI)
- Treff, Marjorie, Ed.D. (Ball State University, 2008) Clinical Assistant Professor (IUB)
- Vaughan, Ellen, Ph.D. (University of Miami - Coral Gables, 2006) Associate Professor (IUB)
- Wakhungu, Phoebe, Ph.D. (Indiana University, 2011) Assistant Scientist (IUB)
- Walcott, Crystal, Ph.D. (Indiana University, 2006) Associate Professor (IUC)
- Waldron, Mary, Ph.D. (University of Virginia, 2004) Associate Professor (IUB)
- Walton, Andrea, Ph.D. (Columbia University, 1995) Associate Professor (IUB)
- Weltsek, Gustave, Ph.D. (Bowling Green State University, 2004) Assistant Professor (IUB)
- Wheeler-Bell, Quentin, Ph.D. (University of Wisconsin, 2013) Assistant Professor (IUB)
- Whiston, Susan, Ph.D. (University of Wyoming, 1986) Professor (IUB)
- Wilkens-Yel, Kerrie, Ph.D. (Arizona State University, 2016) Assistant Professor (IUB)

- Willey, Craig, Ph.D. (University of Illinois - Chicago, 2012) Assistant Professor (IUPUI)
- Winikates, Debra, Ed.D. (University of Houston, 1995) Clinical Assistant Professor (IUC)
- Wohlwend, Karen, Ph.D. (University of Iowa, 2007) Associate Professor (IUB)
- Wong, Y. Joel, Ph.D. (University of Texas - Austin, 2007) Associate Professor (IUB)
- Yel, Nedim, Ph.D. (Arizona State University, 2016) Assistant Scientist (IUB)
- Yoder, Gina B., Ph.D. (Indiana University, 2008) Clinical Associate Professor (IUPUI)
- Zaccor, Karla, Ph.D. (University of Illinois - Urbana Champaign, 2015) Clinical Assistant Professor (IUPUI)

Emeritus Faculty

An (IUB) after an emeritus faculty member's name indicates that the person taught at Indiana University Bloomington; (IUPUI) at Indiana University-Purdue University Indianapolis; (IUC) at Indiana University-Purdue University Columbus.

Please refer to the University Graduate School website for Graduate Faculty and endorsement status.

- Abel, Billy, Ed.D. (Indiana University, 1970) (IUPUI)
- Arnove, Robert, Ph.D. (Stanford University, 1969) (IUB)
- Barman,Charles, Ed.D. (University of Northern Colorado, 1974) (IUPUI)
- Bean, John, Ph.D. (University of Iowa, 1978) (IUB)
- Best, William P., Ph.D. (Purdue University, 1968) (IUPUI)
- Blackwell, Jacqueline, Ph.D. (University of Maryland, 1977) (IUPUI)
- Brill, Arthur D., Ed.D. (Indiana University, 1969) (IUPUI)
- Brown, Catherine, Ed.D. (University of Georgia, 1985) (IUC)
- Bull, Barry L., Ph.D. (Cornell University, 1979) (IUB)
- Callison, Daniel J., Ed.D. (Indiana University, 1982) (IUPUI)
- Chafel, Judith A., Ph.D. (University of Illinois, 1979) (IUB)
- Chism, Nancy, Ph.D. (The Ohio State University, 1982) (IUPUI)
- Cohen, Michael R., Ph.D. (Cornell University, 1968) (IUPUI)
- Cummings, Jack, Ph.D. (University of Georgia, 1980) (IUB)
- Dare, Mary Jo, Ed.D. (Indiana University, 2001) (IUPUI)
- Dehnke, Ronald E., Ed.D. (Wayne State University, 1966) (IUPUI)
- Duffy, Thomas M., Ph.D. (University of Illinois, 1969) (IUB)
- Ebbert, J. Marvin, Ph.D. (Purdue University, 1964) (IUPUI)
- Eklund, Susan, Ph.D. (George Peabody College, 1970) (IUB)
- Fink, Albert, Ph.D. (University of Michigan, 1970) (IUB)
- Frick, Theodore W., Ph.D. (Indiana University, 1984) (IUB)
- Gabel, Dorothy L., Ph.D. (Purdue University, 1974) (IUB)
- Goud, Nelson H., Ph.D. (Michigan State University, 1967) (IUPUI)
- Gregory, Thomas, Ph.D. (University of Texas, 1969) (IUB)
- Hall, Dale J., Ed.D. (Indiana University, 1965) (IUB)
- Harste, Jerome C., Ph.D. (University of Minnesota, 1971) (IUB)
- Heinich, Robert, Ph.D. (University of Southern California, 1967) (IUB)
- Hossler, Carol Anne, Ed.D. (Indiana University, 1997) (IUB)
- Huberty, Thomas J., Ph.D. (University of Missouri, 1980) (IUB)
- Jacobs, Lucy C., Ph.D. (Indiana University, 1961) (IUB)
- Kinman, David, Ed.D. (Indiana University, 1972) (IUB)
- Kloosterman, Peter, Ph.D. (University of Wisconsin, 1984) (IUB)
- Kuh, George D., Ph.D. (University of Iowa, 1975) (IUB)
- Lambdin, Diana V., Ph.D. (Indiana University, 1988) (IUB)
- Lester, Frank K., Ph.D. (The Ohio State University, 1972) (IUB)
- Mahan, James M., Ed.D. (Syracuse University, 1968) (IUB)
- Mannan, Golam, Ph.D. (Indiana University, 1967) (IUPUI)
- McBurney, Wendell F., Ed.D. (Indiana University, 1967) (IUPUI)
- McCarty, Luise, Ph.D. (Florida State University, 1990) (IUB)
- McClellan, B. Edward, Ph.D. (Northwestern University, 1967) (IUB)
- Mehlinger, Howard, Ph.D. (University of Kansas, 1964) (IUB)
- Mikulecky, Larry, Ph.D. (University of Wisconsin, 1976) (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 - Buffalo, 1971) (IUB)
- Overly, Norman V., Ph.D. (The Ohio State University, 1966) (IUB)
- Peng, Chao-Ying Joanne, Ph.D. (University of Wisconsin, 1979) (IUB)
- Poindexter, Betty, Ed.D. (Ball State University, 1985) (IUB)
- Prentice, Joan L., Ed.D. (Indiana University, 1964) (IUB)
- Pugh, Sharon L., Ed.D. (Indiana University, 1978) (IUB)
- Reigeluth, Charles, Ph.D. (Brigham Young University, 1977) (IUB)
- Rosario, Jose, Ph.D. (University of Wisconsin - Madison, 1976) (IUPUI)

- Schwen, Thomas, Ph.D. (Indiana University, 1970) (IUB)
- Sherwood, Robert, Ph.D. (Indiana University, 1980) (IUB)
- Simich-Dudgeon, Carmen, Ph.D. (Georgetown University, 1984) (IUB)
- Smith, Carl B., Ph.D. (Case Western Reserve University, 1967) (IUB)
- Smith, Gerald, Ed.D. (Columbia University, 1964) (IUB)
- Steiner, Elizabeth, Ph.D. (University of Southern California, 1957) (IUB)
- Vallance, Elizabeth, Ph.D. (Stanford University, 1975) (IUB)
- Warren, Donald, Ph.D. (University of Chicago, 1968) (IUB)
- Wolf, Barbara, Ph.D. (University of Illinois, 1977) (IUB)
- Wood, Leslie A., Ed.D. (Stanford University, 1962) (IUPUI)
- Zimmerman, Enid, Ed.D. (Indiana University, 1979) (IUB)