

# School of Education Graduate Programs

## Administration

**GERARDO M. GONZALEZ, Ph.D., Dean**

### Bloomington

JOYCE ALEXANDER, Ph.D., *Executive Associate Dean*

ROBERT SHERWOOD, Ph.D., *Associate Dean for Research and Development*

ELIZABETH BOLING, M.F.A., *Associate Dean for Graduate Studies*

ROBERT KUNZMAN, Ph.D., *Associate Dean for Teacher Education*

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

MICHAEL TAYLOR, *Director of Education Technology Services*

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JONATHAN PURVIS, *Executive Director of Development and Alumni Relations*

### Indianapolis

PATRICIA M. ROGAN, Ph.D., *Executive Associate Dean*

CHALMER THOMPSON, Ph.D., *Associate Dean for Research and Academic Affairs*

LINDA HOUSER, Ph.D., *Assistant Dean for Program Evaluation and Assessment*

CLAUDETTE LANDS, Ed.D., *Assistant Dean for Student Support and Diversity*

ROBIN HUGHES, Ph.D., *Chair for Graduate Programs*

## Overview

### Welcome to the School of Education at Indiana University Bloomington (IUB) and Indianapolis (IUPUI)

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'll take part in history-making research, prepare for unique work environments, and be inspired to share your knowledge and skills with others. You'll also gain skills, credentials, and experiences that will help you throughout your professional career.

By choosing to pursue your degree or certificate here, you'll have the opportunity to learn from some of the best professors and practitioners in the field. You'll learn about the latest educational technologies. You'll 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'll 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 institution 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 \$13M 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:

- [National Council for Accreditation of Teacher Education \(NCATE\)](#). The National Council for

Accreditation of Teacher Education was renamed the Council for the Accreditation of Educator Preparation (CAEP) on July 1st, 2013.

- [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)

<b>Counseling and Educational Psychology</b>	<b>Department Website</b>
Ginette Delandshere, Chair	Education 4038, 856-8347; <a href="#">e-mail</a>
Counseling and Counselor Education (masters and specialist)	Sue Whiston, Education 4014, 856-8305; <a href="#">e-mail</a>
Counseling Psychology (doctoral)	Y. Barry Chung, Education 4056, 856-8009; <a href="#">e-mail</a>
Developmental Psychology (doctoral and masters)	Anne Stright, Education 4058, 856-8318; <a href="#">e-mail</a>
Educational Psychology (doctoral and masters)	David Estell, Education 4010, 856-8308; <a href="#">e-mail</a>
Inquiry Methodology (master's)	Barbara Dennis, Education 4016, 856-8142; <a href="#">e-mail</a>
Inquiry Methodology (doctoral)	Barbara Dennis, Education 4016, 856-8142; <a href="#">e-mail</a>
Learning Science (doctoral and masters)	Daniel T. Hickey, Education 4042, 856-2344; <a href="#">e-mail</a>
School Psychology (doctoral and specialist)	Thomas Huberty, Education 4062, 856-8332; <a href="#">e-mail</a> Jack Cummings, Education 4048, 856-8327; <a href="#">e-mail</a>
Director of Center for Human Growth	Lynn Gilman, Education 0032, 856-8348; <a href="#">e-mail</a>
Director of Institute for Child Study	Rebecca Martinez, Education 0030, 856-8303; <a href="#">e-mail</a>

<b>Curriculum and Instruction</b>	<b>Department Website</b>
Lara Lackey, Chair	Education 3204, 856-8150; <a href="#">e-mail</a>
Art Education (masters)	Marjorie Manifold, Education 3202, 856-8133; <a href="#">e-mail</a>
Art Education (doctoral)	Marjorie Manifold, Education 3202, 856-8133; <a href="#">e-mail</a>
Curriculum Studies	Keith Barton, Education 3234, 856-8058; <a href="#">e-mail</a>
Early Childhood Education	Cary Buzzelli, Education 3204, 856-8184; <a href="#">e-mail</a>

Elementary Education	Valarie Akerson, Education 3070, 856-8140; <a href="#">e-mail</a>
Elementary Certification Masters Program	Valarie Akerson, Education 3070, 856-8140; <a href="#">e-mail</a> Melissa Keller, Education 3210, 856-8188; <a href="#">e-mail</a>
Mathematics Education (graduate)	Enrique Galindo, Education 3109, 856-8185; <a href="#">e-mail</a>
Science Education	Valarie Akerson, Education 3070, 856-8140; <a href="#">e-mail</a>
Secondary Education	David J. Flinders, Education 3131, 856-8189; <a href="#">e-mail</a>
Secondary Transition to Teaching	Ben Edmonds, Education 3258, 856-8162; <a href="#">e-mail</a>
Social Studies Education (elementary)	Keith Barton, Education 3234, 856-8058; <a href="#">e-mail</a>
Social Studies Education (secondary)	Keith Barton, Education 3234, 856-8058; <a href="#">e-mail</a>
Special Education (master's)	Gretchen Butera, Education 3211, 856-8155; <a href="#">e-mail</a>
Special Education (doctoral)	Erna Alant, Education 3238, 856-8155; <a href="#">e-mail</a>

<b>Educational Leadership and Policy Studies</b>	<b>Department Website</b>
Gary Crow, Chair	Education 4228, 856-8192; <a href="#">e-mail</a>
Educational Foundations	Andrea Walton, Education 4218, 856-8358; <a href="#">e-mail</a>
Educational Policy	Barry Bull, Education 4240, 856-8377; <a href="#">e-mail</a>
Higher Education	Thomas Nelson Laird, Education 4228, 856-6056; <a href="#">e-mail</a>
Higher Education and Student Affairs	Danielle DeSawal, Education 4274, 856-8382; <a href="#">e-mail</a>
International and Comparative Education	Margaret Sutton, Education 4254, 856-856-8368; <a href="#">e-mail</a>

<b>Instructional Systems Technology</b>	<b>Department Website</b>
Thomas Brush, Chair	Education 2276, 856-8458; <a href="#">e-mail</a>
Adult Education	Frank Di Silvestro, Education 2230, 855-6520; <a href="#">e-mail</a>
Instructional Systems Technology	Thomas Brush, Education 2276, 856-8458; <a href="#">e-mail</a>

<b>Literacy, Culture, and Language Education</b>	<b>Department Website</b>
Mary Beth Hines, Chair	Education 3038, 856-8290; <a href="#">e-mail</a>
Content Literacy	James Damico, Education 3028, 856-8267; <a href="#">e-mail</a>
Elementary Literacy	Karen Wohlwend, Education 3024, 856-8269; <a href="#">e-mail</a>
English Education	Mary Beth Hines, Education 3038, 856-8290; <a href="#">e-mail</a>

English as a Foreign Language (EFL)/Second Language (ESL)	Faridah Pawan, Education 3030, 856-8274; <a href="#">e-mail</a>
World Languages/ENL	Martha Nyikos, Education 3020, 856-8272; <a href="#">e-mail</a>

### Indianapolis Campus (Area Code 317)

ES, Education/Social Work	<a href="#">IUPUI Web Site</a>
Contact for Graduate Programs: Graduate Advisor	Sharice Breland, ES 3141, 274-0928; <a href="#">e-mail</a>
Chairs of Graduate Program	Robin Hughes, ES 3123, 274-6817; <a href="#">e-mail</a>
Counseling and Counselor Education	Floyd Robison, ES 3119, 274-6815; <a href="#">e-mail</a> Chalmer Thompson, ES 3161, 274-6827; <a href="#">e-mail</a>
Educational Leadership	Brendan Maxcy, ES 3151, 274-7516; <a href="#">e-mail</a>
English as Second/New Language	Annela Teemant, ES 3121, 274-1228; <a href="#">e-mail</a>
Higher Education	Thomas Nelson Laird, Education 4228, 856-6056; <a href="#">e-mail</a>
Higher Education and Student Affairs	Danielle DeSawal, Education 4274, 856-8382; <a href="#">e-mail</a>
Literacy, Culture, and Language Education	Beth Berghoff, ES 3127, 278-1108; <a href="#">e-mail</a>
Mathematics Education	Erik Tillema, ES 3154, 274-6821; <a href="#">e-mail@</a> @
Science Education	Jomo Mutegi, ES 3132, 274-4202; <a href="#">e-mail</a>
Special Education	Mary Jo Dare, ES 3105, 274-6486; <a href="#">e-mail</a> Kathleen King Thorius; ES 3152; 278-0745; <a href="#">e-mail@</a>
Transition to Teaching Coordinator	Joy Seybold, ES 3130, 274-6815; <a href="#">e-mail</a>

## Campuses

### The Bloomington Campus

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.

### The Indianapolis Campus

Indiana University-Purdue University Indianapolis is an urban commuter campus located near the heart of downtown Indianapolis.

The beautiful, modern campus offers many cultural and intellectual opportunities and is home to the nationally acclaimed Indiana University School of Medicine. Home of the Indianapolis 500, Brickyard 400, the Indianapolis Colts and the Indiana Pacers, Indianapolis is fast becoming a national center for amateur and professional athletics. The city also hosts the Indianapolis Symphony Orchestra, the Indianapolis Repertory Theater, the Indianapolis Museum of Art, White River State Park, the Indianapolis Zoo and White River Gardens, fascinating historical attractions, and the world's largest children's museum.

## 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](mailto:educate@indiana.edu)  
Website: <http://education.indiana.edu>

### School of Education, IUPUI

902 West New York Street, ES 3116, Indianapolis, IN; 46202  
Phone: (317) 274-6801  
Website: <http://education.iupui.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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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.

Prospective students wishing to take one or more courses without being admitted to a program may be eligible for special Graduate Non-Degree status. For more information about this option, see Special Admission Status.

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:

1. 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.
2. 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.
3. A personal goal statement (required of all applicants) addressing academic and professional background and objectives.
4. A current resume or curriculum vitae (required of all international applicants; also required of domestic applicants to some programs).
5. 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 attempted nine or more semester hours, whether or not a degree was granted. Domestic applicants to non-degree (certificate or licensure) programs must submit official transcripts from every institution of higher education where they have earned (or expect to earn) a degree.
6. 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.
7. An academic writing sample (required for a few select programs).
8. 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 application.
9. Official TOEFL 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 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 scores. Applicants who are required to submit TOEFL scores must submit official scores from a test taken within two years prior to application.
10. 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 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 for the graduate certificate programs can be found in the Certificate Programs section of this Bulletin.

### Application Deadlines-Bloomington

Counseling and Educational Psychology	Fall	Spring	Summer
Counseling and Counselor	Mar 1 Mar 1	Mar 1 Mar 1	Mar 1 -

Education (M.S.Ed.) International Applicants	Mar 1	Nov 1	Mar 1
Counseling and Counselor Education (Ed.S.)	Mar 1	Nov 1	Mar 1
Counseling Psychology (Ph.D.)	Dec 1	-	-
Inquiry Methodology (Ph.D.)	Dec 1	-	-
Learning and Developmental Sciences (M.S.Ed.): Educational Psychology, Learning Sciences, and Inquiry Methodology Tracks	Dec 1	-	-
Learning and Developmental Sciences (Ph.D.): Educational Psychology, Human Development, and Learning Sciences Tracks	Dec 1	-	-
School Psychology (Ed.S., Ph.D.)	Dec 1	-	-

<b>Curriculum and Instruction</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
Art Education (M.S.Ed.) International Applicants	Mar 1 Mar 1	Nov 1 Sept 1	Mar 1 -
Art Education (Ed.D., Ph.D.) International Applicants	Jan 15 Dec 1	Nov 1 Sept 1	Mar 1 Dec 1
Curriculum Studies (Ed.D., Ph.D.): Early Childhood, Elementary, Multicultural, Secondary, Social Studies, and Teacher	Jan 15 Dec 1	Nov 1 Sept 1	Mar 1 Dec 1

Education Tracks International Applicants	Mar 1	-	-
Elementary Certification Master's Program (M.S.Ed.)	Mar 1	Nov 1	Mar 1
Elementary Education (M.S.Ed.): Early Childhood and Elementary Tracks	Mar 1	Sept 1	-
International Applicants	Mar 1	Nov 1	Mar 1
Elementary Education (Ed.S.)	Mar 1	Sept 1	Mar 1
International Applicants	Mar 1	Nov 1	Mar 1
Mathematics Education (M.S.Ed.)	Mar 1	Sept 1	-
International Applicants	Mar 1	Nov 1	Mar 1
Mathematics Education (Ed.D., Ph.D.)	Jan 15 Dec 1	Nov 1 Sept 1	Mar 1 Dec 1
International Applicants	Mar 1	Nov 1	Mar 1
Science and Environmental Education (M.S.Ed.)	Mar 1 Mar 1	Nov 1 Sept 1	Mar 1 -
International Applicants	Mar 1	Nov 1	Mar 1
Science and Environmental Education (Ed.D, Ph.D.)	Jan 15 Dec 1	Nov 1 Sept 1	Mar 1 Dec 1
International Applicants	Mar 1	Nov 1	Mar 1
Secondary Education (M.S.Ed.): General Track	Mar 1 Mar 1	Nov 1 Sept 1	Mar 1 -
International Applicants	Mar 1	Nov 1	Mar 1
Secondary Education (Ed.S.)	Mar 1	Sept 1	Mar 1
International Applicants	-	-	Mar 1
Secondary Transition to Teaching (Certification Only):	-	-	Mar 1

English, World Languages, Journalism, Mathematics, Science, Social Studies, or Theatre Arts			
Social Studies Education (M.S.Ed.) International Applicants	Mar 1 Mar 1	Nov 1 Sept 1	Mar 1 -
Special Education (M.S.Ed.) International Applicants	Mar 1 Mar 1	Nov 1 Sept 1	Mar 1 -
Special Education (Ph.D.) International Applicants	Jan 15 Dec 1	Nov 1 Sept 1	Mar 1 Dec 1
Teaching Licensure (Certification Only): Art Education, Computer Education, English/ Language Arts, ESL/ ENL, Mathematics, Reading, Science, Social Studies, Special Education, or World Languages International Applicants	Mar 1 Mar 1	Nov 1 Sept 1	Mar 1 -

	Fall	Spring	Summer
<b>Educational Leadership and Policy Studies</b>			
Education Policy Studies (Ph.D.) International Applicants	Jan 15 Dec 1	Nov 1 Sept 1	Mar 1 Dec 1
Educational Leadership (M.S.Ed., Ed.S.) International Applicants	Mar 1 Mar 1	Nov 1 Sept 1	Mar 1 Mar 1

Educational Leadership (Ed.D) International Applicants	Jan 15 Dec 1	Nov 1 Sept 1	Mar 1 Dec 1
Higher Education and Student Affairs (M.S.Ed.)	Dec 1	-	-
Higher Education (Ed.D., Ph.D.)	Dec 1	-	-
History and Philosophy of Education (M.S.Ed.) International Applicants	Mar 1 Mar 1	Nov 1 Sept 1	Mar 1 -
History of Education (Ph.D.) International Applicants	Jan 15 Dec 1	Nov 1 Sept 1	Mar 1 Dec 1
International and Comparative Education (M.S.Ed.) International Applicants	Mar 1 Mar 1	Nov 1 Sept 1	Mar 1 -
Philosophy of Education (Ph.D.) International Applicants	Jan 15 Dec 1	Nov 1 Sept 1	Mar 1 Dec 1
School Administration Licensure (Certification Only): Director of Curriculum, Director of Exceptional Needs, Principal, Superintendent	Mar 1	Nov 1	Mar 1

	Fall	Spring	Summer
<b>Instructional Systems Technology</b>			
Adult Education (M.S.) International Applicants	Jun 1 Mar 1	Nov 1 Sept 1	- -
Instructional Systems Technology (M.S.Ed.) International Applicants	Mar 1 Mar 1	Nov 1 Sept 1	Mar 1 -

Instructional Systems Technology (Ed.D., Ph.D.) International Applicants	Jan 15 Dec 1	- -	- -
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<b>Literacy, Culture, and Language Education</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
Literacy, Culture, and Language Education (M.S.Ed., Ed.S.) International Applicants	Mar 1 Mar 1	Nov 1 Sept 1	Mar 1 Mar 1
Literacy, Culture, and Language Education (Ed.D., Ph.D.) International Applicants	Jan 15 Dec 1	Nov 1 Sept 1	Mar 1 Dec 1

### Application Deadlines-Indianapolis

<b>Counseling and Educational Psychology</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
Counseling and Counselor Education (M.S.Ed.): School Counseling Track Only	May 1	Nov 1	Mar 1
<b>Curriculum and Instruction</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
Elementary Education (M.S.Ed.): Early Childhood Track or Urban Education Focus	May 1	Nov 1	Mar 1
License Addition (Certification Only): ESL, Kindergarten, Reading, or Special Education	May 1	Nov 1	Mar 1
Secondary Education	May 1	Nov 1	Mar 1

(M.S.Ed.): Urban Education Focus			
Special Education (M.S.Ed.): Exceptional Needs	May 1	Nov 1	March 1
Transition to Teaching (Certification Only): Elementary (General) or Secondary (English, World Languages, Mathematics, Science, Social Studies, or Technology)	Feb 7	-	Feb 7
<b>Educational Leadership and Policy Studies</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
Building Level Administrator (Principal) Licensure (Certification Only)	May 1	Nov 1	Mar 1
Educational Leadership (M.S.Ed.)	May 1	Nov 1	Mar 1
Educational Leadership (M.S.Ed.): Urban Principals Program	May 1	Nov 1	Mar 1
Higher Education and Student Affairs (M.S.Ed.)	Dec 1	-	-
Higher Education (Ed.D, Ph.D.)	Dec 1	-	-
Urban Education Studies (Ph.D.)	Dec 1	-	-
<b>Literacy, Culture, and Language Education</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
Literacy, Culture, and Language	May 1	Nov 1	Mar 1



Education (M.S.Ed.) Literacy, Culture, and Language Education (M.S.Ed.): English as a Second Language (ESL) Focus	May 1	Nov 1	Mar 1
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## 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 and/or Indianapolis campuses. Some admission criteria may vary by program or by 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.
- 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 (1100 on exams taken before August 1, 2011) 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 (900 on exams taken before August 1, 2011) 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) scores are required for all international applicants whose first language is not English. TOEFL 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 the following TOEFL scores for admission to its graduate programs: 79 on the internet-based test, 213 on the computer-based test, or 550 on the paper-based test. Prospective students whose TOEFL 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.

### 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 will 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.

### Education Graduate Non-Degree Student Status

Students with an undergraduate degree may be permitted to take up to 15 credit hours of Education graduate coursework as a special non-degree student. Not all courses are available to non-degree students. More information about Graduate Non-Degree status can

be found on the Special Admission Status page of this Bulletin.

## Special Admission Status

### Education Graduate Non-Degree Student Status

Students with an undergraduate degree may be permitted to take up to 15 credit hours of Education graduate coursework as a special graduate non-degree student. Not all courses are available to non-degree students. Eligibility to enroll in a particular course may depend on available space, completion of prerequisites, and/or an instructor's permission. Non-degree students may choose to apply to a graduate degree, certificate, or licensure program after taking one or more courses as a non-degree student. If the student is admitted, coursework completed under special non-degree status may, in some cases, count toward the graduate program. Transfer of credits earned while under special graduate non-degree students status is not guaranteed and is subject to approval by both the Department Chair or Program Coordinator and the Associate Dean of Graduate Studies.

For more information regarding Education Graduate Non-Degree status, please contact:

#### Bloomington Campus

Coordinator of Distance Education and Professional Development  
812-856-8548

[deregstr@indiana.edu](mailto:deregstr@indiana.edu)  
<http://iuconnected.iu.edu/>

#### Indianapolis Campus

Office Coordinator, Graduate Licensing Advisor,  
Education/Social Work Building Coordinator  
317-274-6868  
[doutlaw@iupui.edu](mailto:doutlaw@iupui.edu)

#### 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'll 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.

#### 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; however, some supplemental materials submitted with the initial application may be transferred to the new campus. 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.

## Degree Programs

The following tables indicate all majors in graduate degree and certificate programs in the School of Education offered on the Bloomington and/ or IUPUI campuses. Graduate licensure (certification) programs are listed in the section titled "Licensure Programs."

### Majors Offered in Degree Programs-Bloomington

	M.S.Ed.	Ed.S.	Ed.D.	Ph.D.
<b>Counseling and Educational Psychology</b>				
Counseling and Counselor Education	C	C		
Counseling Psychology				C
Inquiry Methodology				C
Learning and Developmental Sciences: MS areas in Educational Psychology, Learning Science, & Inquiry Methodology	C			
Learning and Developmental Sciences: Ph.D. areas in Educational Psychology, Human Development and Learning Sciences				C
School Psychology		C		C

	M.S.Ed.	Ed.S.	Ed.D.	Ph.D.
<b>Curriculum and Instruction</b>				
Art Education	C		C	C <sup>1</sup>
Curriculum Studies: Includes Elementary, Secondary, Multicultural Education,			C	C <sup>1</sup>

Teacher and other areas of study				
Elementary Education: Includes Early Childhood and Certification Tracks (see also Curriculum Studies for doctoral programs)	C	C <sup>2</sup>		
Mathematics Education	C <sup>3</sup>	C		C <sup>1</sup>
Science and Environmental Education	C <sup>3</sup>	C		C <sup>1</sup>
Secondary Education (see also Curriculum Studies for doctoral programs)	C	C <sup>2</sup>		
Social Studies Education	C			C <sup>1</sup>
Special Education	C, O	C <sup>2</sup>	C	C

	M.S.Ed.	Ed.S.	Ed.D.	Ph.D.
<b>Educational Leadership and Policy Studies</b>				
Education Policy Studies: areas include International/Comparative Education, Higher Education and Educational Leadership				C <sup>4</sup>
Educational Leadership	H, O	C	C	
Higher Education and Student Affairs	C		C	C
History and Philosophy	C			

of Education				
History of Education				C
International and Comparative Education				C <sup>4</sup>
Philosophy of Education				C

	M.S.Ed.	Ed.S.	Ed.D.	Ph.D.
<b>Instructional Systems Technology</b>				
Instructional Systems Technology	C, O		C, O	C
Adult Education		O		

	M.S.Ed.	Ed.S.	Ed.D.	Ph.D.
<b>Literacy, Culture, and Language Education</b>				
Literacy, Culture, and Language Education	C, O	C <sup>2</sup>	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.

<sup>1</sup>These majors are tracks in the Ph.D. program in Curriculum Studies.

<sup>2</sup>These majors are tracks in the Ed.S. in Education program.

<sup>3</sup>The master's degree in this specialization is granted for Secondary Education only.

<sup>4</sup>These majors are available as concentrations in the Ph.D. program in Education Policy Studies.

**Majors Offered in Degree Programs-Indianapolis**

	M.S.Ed.	Ed.S.	Ed.D.	Ph.D.
<b>Counseling and Educational Psychology</b>				
Counseling and Counselor Education				

(School Counseling Track Only)				
<b>Curriculum and Instruction</b>	M.S.Ed.	Ed.S.	Ed.D.	Ph.D.
Elementary Education				
Secondary Education				
Special Education (Exceptional Needs)		C		
<b>Educational Leadership and Policy Studies</b>	M.S.Ed.	Ed.S.	Ed.D.	Ph.D.
Educational Leadership				C <sup>2</sup>
Higher Education and Student Affairs	C <sup>3</sup>		C <sup>3</sup>	C <sup>3</sup>
Urban Education Studies				C
Urban Principal Program		C		
<b>Language Education</b>	M.S.Ed.	Ed.S.	Ed.D.	Ph.D.
English as a Second Language (ESL)	C			
Language Education		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.

<sup>1</sup> The master's degree in this specialization is granted for Secondary Education only.

<sup>2</sup> The Educational Leadership program is a joint program and awarded on both campuses; courses are offered at both the Indianapolis and Bloomington campuses.

<sup>3</sup> The Higher Education and Student Affairs programs are offered and awarded through the Bloomington campus but courses are offered at both the Indianapolis and Bloomington campuses.

## Master of Science in Education Degree

Master of Science in Education (M.S.Ed.) degrees can be divided into three categories: programs offered only at the Bloomington campus, programs only offered at the Indianapolis campus, and programs offered at both. Students must apply for admission to the campus at which the degree is conferred. Coursework for some programs is offered at both campuses, and may be interchangeable in graduate programs. Your advisor can verify what courses will count towards your program and how many credits will be allowed from another IU campus in order to meet your campus residency requirement.

Education M.S. degrees are offered in the following specialization areas:

### Bloomington Campus-through the School of Education

- Adult Education
- Art Education
- Counseling and Counselor Education (School and Community tracks)
- Educational Leadership
- Elementary and Early Childhood Education
- Higher Education and Student Affairs
- History and Philosophy of Education
- Instructional Systems Technology
- International and Comparative Education
- Literacy, Culture, and Language Education
- Learning and Developmental Sciences
- Secondary Education
- Social Studies Education
- Special Education

### Bloomington Campus-NOT through the School of Education

- Music Education: available through the School of Music (see School of Music Bulletin)
- Education and Library Science: available through the School of Library and Information Science (see School of Library and Information Science Bulletin)
- Speech-Pathology: available through the Department of Speech and Hearing Sciences

### Indianapolis Campus

- Counseling and Counselor Education (School track)
- Educational Leadership (K-12 Principal Leadership and Urban Principal Program tracks)
- Elementary Education (Urban Education and Early Childhood tracks)
- Higher Education and Student Affairs (HESA)
- Language Education (English as a foreign/second language, secondary English, foreign language, and reading education tracks)
- Secondary Education (Urban Education track)
- Special Education

### Indianapolis Campus-NOT through the School of Education

- Art Education: available through the Herron School of Art (see Herron School of Art Bulletin).

### Master of Arts in Teaching (M.A.T.)

The Master of Arts in Teaching (M.A.T.) is offered through the University Graduate School.

### Admission

Application procedures and admission criteria are described in the section titled "Admission to Graduate Programs."

### Licensure Programs that Combine with a Master's Degree

Several programs for licensure may be combined with a master's degree. Please refer to the section on individual licensure programs. The student should consult with both the faculty advisor for the master's degree and the certification advisor for the licensure program.

### 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. 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 exception is 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 course work within seven years of matriculating in the program. Regulations governing all graduate programs in education are found in the section titled Policies Governing Graduate Programs.

**Please note:** Course requirements and options for the programs offered at the Indianapolis campus can differ significantly from those offered on the IUB campus. If you are considering pursuing a Master of Science in Education at the Indianapolis campus, please consult the IUPUI School of Education Web site for specific course listings and requirements that apply to IUPUI programs: <http://educationdupui.edu/soe/programs/graduate/index.aspx>.

### 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 at Bloomington or the Office of Student Services at Indianapolis for information about the assignment of faculty advisors.

### Program of Studies

For each master's program there is a program outline form used for planning the specific courses included in a student's program of studies. This form is available from the respective departmental offices at Bloomington, or from the Office of Student Services at Indianapolis. It must be completed, signed by the student's advisor, and submitted to the Graduate Studies Office by the end of the first year of graduate work.

### Master's Thesis

A master's thesis is an option in many 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 course work in their program of studies.

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 the gathering of information or data to answer a question that has been posed that is pertinent to the area of specialization of the student's major. A thesis manuscript must be written and submitted to the research committee. One bound copy of the thesis must be submitted to the Graduate Studies Office at Bloomington, or the Office of Student Services at Indianapolis, upon approval by the research committee, and the department chair.

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. It must be typed or printed in high resolution on 8.5 x 11-inch paper. A nationally approved professional manuscript style (usually one used by a professional organization in the student's field) must be followed. The printing and figures must be in black ink on white paper. Figures must be on 8.5 x 11-inch paper.

A public thesis defense is required. The announcement of the defense must be submitted to the Graduate Studies Office at Bloomington, or the Office of Student Services at Indianapolis, 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. They must approve the thesis in order for a passing grade to be awarded in 599.

Forms for the appointment of a thesis committee, for the acceptance of thesis proposal, and for the passing of the thesis defense, as well as information about the format for the thesis manuscript, are available online at the School of Education Student Portal.

### **Practicum**

Some programs require practicum course work; in other programs practicums are optional. Practicum course work focuses on experiences and activities in the field.

### **Graduation**

Students must apply to graduate at least one month before the graduation date. To be included in the Commencement Program you will need to apply earlier. Please check with your department or the Graduate Studies office for Commencement deadlines.

## **Adult Education**

**The Adult Education was approved in 2013.**

Adult Education provides a master's degree program at a distance 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.

Students must complete a minimum of 36 credit hours, including the following:

### **Required Courses (20 cr.)**

- D500 Introduction to Adult Education Theory (3 cr.)
- D505 The Adult as a Client of Education I (3 cr.)
- D506 The Adult as a Client of Education II (3 cr.)
- D512 Seminar in Forms and Forces of Adult Education (3 cr.)
- D521 Participation Training (2 cr.)
- D625 Topics: Introduction to Distance Education Systems in Adult Education (3 cr.)
- D625 Topics: Capstone Seminar in Adult Education (3 cr.)

### **Elective Courses (16 cr.)**

While there are no specialized tracks in adult education, students are encouraged to work with their advisor to focus their electives to meet their professional goals. Distance options for focused electives include instructional design and development, workplace learning, higher education administration and student affairs, English as a foreign/new language, and teaching English composition.

A minimum of 9 credit hours outside of adult education are required. These may be taken inside or outside the School of Education. One course in educational inquiry methodology, EDUC-Y 520 Strategies for Educational Inquiry, must be included in this section.

## **Art Education**

This program is available at Bloomington. (An art education master's program is also available at Indianapolis, through the Herron School of Art and Design at IUPUI. Students seeking information about this program should contact the Herron School of Art and Design, 1701 N. Pennsylvania Street, Indianapolis, IN 46202-1472.)

This program 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.

Students must complete 36 credit hours, including the following:

#### 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

**Foundations (3 cr.)** (Choose 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.)

**Thesis (Z599), Practicum (J538), or other courses selected with the approval of program advisor (6 cr.)**

#### Electives (9 cr.)

Nine (9) credit hours must be taken from outside the Art Education Program. These courses must complement the student's program.

## Counseling and Counselor Education

This program is available at Bloomington and Indianapolis (school track). Students may choose either a school track, leading to a standard school counselor license, or a community track. The community track is not available at the Indianapolis campus. The program provides entry-level training in accordance with the licensure requirements of the Indiana Department of Education.

Application deadlines for the Bloomington master's program in counseling and counselor education are March 1 for summer, fall, and spring matriculation. Application deadlines for the IUPUI campus in counseling and counselor education are May 1 for fall matriculation; November 1 for spring matriculation; March 1 for summer matriculation.

Students must complete a minimum of 48 credit hours, including the following:

#### Major in the School Track (39 cr.)

- G502 Professional Orientation and Ethics (3 cr.)
- G505 Individual Appraisal: Principles and Procedures (3 cr.)
- G522 Counseling Techniques (3 cr.)
- G523 Laboratory in Counseling (3 cr.)
- G524 Practicum in Counseling (3 cr.)
- G532 Introduction to Group Counseling (3 cr.)
- G542 Organization and Development of Counseling Programs (3 cr.)

- G550 Internship in Counseling/Counselor Education (6 cr.—i.e., 2 sem. at 3 cr. each)
- G552 Career Counseling: Theory/Practice (3 cr.)
- G562 School Counseling: Intervention, Consultation, and Program Development (3 cr.)
- G575 Multicultural Counseling (3 cr.)
- G598 Seminar on Professional Issues (3 cr.)

#### OR

#### Major in the Community Track (39 cr.)

- G502 Professional Orientation and Ethics (3 cr.)
- G505 Individual Appraisal: Principles and Procedures (3 cr.)
- G510 Introduction to Drug and Alcohol Counseling (3 cr.)
- G522 Counseling Techniques (3 cr.)
- G523 Laboratory in Counseling (3 cr.)
- G524 Practicum in Counseling (3 cr.)
- G532 Introduction to Group Counseling (3 cr.)
- G550 Internship in Counseling/Counselor Education (6 cr.—i.e., 2 sem. at 3 cr. each)
- G552 Career Counseling: Theory/Practice (3 cr.)
- G563 Foundations of Mental Health Counseling (3 cr.)
- G575 Multicultural Counseling (3 cr.)
- G598 Seminar on Professional Issues (3 cr.)

#### Research (3 cr.)

- Y520 Strategies for Educational Inquiry (3 cr.)

#### Human Growth and Development (3 cr.)

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

#### Electives (3 cr.)

Three (3) graduate credit hours outside the counseling major are required. This course should broaden understanding in psychological foundations. Specific course selection must have the approval of the student's advisor. Programs that offer relevant course work include learning and developmental sciences/ educational psychology, special education, student affairs administration, instructional systems technology, curriculum and instruction, sociology, criminal justice, psychology, health and physical education, and anthropology.

#### Mental Health Counselor Licensure

For detailed information about mental health counselor licensure, see the Education Specialist (Ed.S.) degree section.

## Educational Leadership

This program is combined with a licensure program that results in a recommendation for an initial license for building-level administration (all school settings). The program is available at the Bloomington and Indianapolis campuses. The master's degree program is available only to those who hold a standard teaching license, a proficient practitioner license, or a valid out-of-state equivalent license. All applicants for the master's degree program must have satisfactorily completed a minimum of two full years of classroom teaching in a state-accredited school.

This program is also available as a master's only (without the administrator license) for those interested in education issues, but who may not be interested in traditional education positions (e.g. someone who works for a non-profit).

Upon completion of the master's degree and a state-mandated examination, graduates will be recommended for an initial license as a building administrator in the state of Indiana. To receive the license, all individuals are required to achieve a qualifying score on the ETS School Leaders Licensure Assessment ([www.ets.org/sls](http://www.ets.org/sls)).

Individuals completing administrative programs are required by the Office of Educator Licensing and Development to complete an induction program during their first two years of service as an administrator (see [www.ai.org/psb](http://www.ai.org/psb) or call 1-866-542-3672). Completion of the two-year induction program will result in eligibility for the five-year Proficient Practitioner license.

**Please note:** Because of changes in the requirements of the Office of Educator Licensing and Development, the master's degree program is subject to change at any time. Please check with the Educational Leadership Program or the Department of Educational Leadership and Policy Studies for the most current requirements.

Completion of the following standards-based, performance-driven courses results in fulfilling the ISLLC standards for educational leaders.

#### **Educational Leadership (Hybrid) - Bloomington Foundation Area (9 cr.)**

- H504 History of American Education (online)
- P507 or A629 Educational Assessment or Data Informed Decision Making for School Leaders (online)
- P540 Learning and Cognition in Education (online)

#### **School Administration Track or Teacher Leadership Track (24 cr.)**

You may choose to focus on either School Administration or Teacher Leadership in this program. The coursework for both tracks is the same, but the assignments and practicum experience will be tailored to fit the track that you choose.

##### Online Courses

- A624 The Principalship K-12
- J500 Instruction in the Context of Curriculum
- A695 Practicum in Educational Leadership

##### Saturday Courses (Tentative Schedule)

- A500 Introduction to Educational Leadership (Spring)
- A510 School-Community Relations (Fall)
- A608 Legal Perspectives on Education (Summer)
- A515 Supervision of Elementary/Secondary Schools (Spring)
- A635 Public School Budgeting and Accounting (Summer)

##### **Elective (3 cr.)**

- A720 IU Summer Worksho

You can attend this two-day conference, held in June each year, for elective credit.

#### **Educational Leadership (Online) - Bloomington Foundation Area (9 cr.)**

- H504 History of American Education
- P507 or A629 Educational Assessment or Data Informed Decision Making for School Leaders
- P540 Learning and Cognition in Education

#### **School Administration Track or Teacher Leadership Track (24 cr.)**

You may choose to focus on either School Administration or Teacher Leadership in this program. The coursework for both tracks is the same, but the assignments and practicum experience will be tailored to fit the track that you choose.

- A500 Introduction to Educational Leadership
- A510 School-Community Relations
- A608 Legal Perspectives on Education
- A624 The Principalship K-12
- A635 Public School Budgeting and Accounting
- J500 Instruction in the Context of Curriculum
- A515 Teacher Development and Evaluation (Includes skills based on state teacher evaluation models)
- A695 Practicum in Educational Leadership

##### **Elective (3 cr.)**

- 3 Credit Education Graduate Course with grade of at least a B. In consultation with advisor, courses can also be taken in Kelley Business School, School of Public and Environmental Affairs, and Law School. A720, summer workshop, can also be taken. This is a two-day conference, held in June each year.

#### **Elementary and Early Childhood Education**

The School of Education offers five different tracks in Elementary and Early Childhood Education. These tracks are available in Bloomington and Indianapolis:

- Elementary Education General track
- Elementary Education Early Childhood track
- Elementary Certification Master's Degree Program track
- Urban Education track (IUPUI)

The Elementary and Early Childhood Education program provides extensive professional development for practicing teachers and others with an interest in elementary and early childhood education. Students in the:

- Elementary Education or the Early Childhood Education tracks must complete 36 credit hours.
- Elementary Certification Master's Degree program track is a 37 credit hour alternative that provides teacher certification. This track is intended for individuals with undergraduate degrees in areas outside of education and is available only at the Bloomington campus.

In addition to meeting the standard School of Education admission requirements, students interested in pursuing a master's degree in elementary and early childhood

education must have an undergraduate GPA of 3.0 or above. Applicants who do not meet this requirement may be admitted if they show promise of future successful professional activity.

### **Elementary Education General 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.

#### **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.)** (Choose 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
- J538 M.S. Practicum/Internship
- Other courses approved by your faculty advisor

### **Early Childhood Elementary 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.

#### **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.

### **Elementary Certification Master's Program (certification plus master's degree)**

The Elementary Certification Master's Program admits students whose bachelor's degrees are not in education and who wish to be trained as elementary school teachers and earn a master's degree. Through a combination of course work, field experiences, and mentorship support, students are engaged in rich learning experiences. Students are immersed in experiences that not only prepares them to teach but also connects them to the larger education community. This 18 month, K-6 program is designed to develop and support thoughtful, innovative practices and reflective teaching in elementary schools.

The Elementary Certification Master's Program is a cohort-based program (15-24 student per year) beginning each fall semester.

#### Fall (14 cr.)

- E543 Advanced Study in the Teaching of Mathematics (3 cr.)
- E548 Advanced Study in the Teaching of Science (3 cr.)
- E555 Human Diversity in Education (3 cr.)
- L545 Advanced Study of Reading in the Elementary School (3 cr.)
- M501 Laboratory/Field Experience and Seminar (2 cr.)

#### Spring (14 cr.)

- E547 Experience in Elementary Social Studies Curriculum (3 cr.)
- L549 Advanced Study in the Teaching of Language Arts (3 cr.)
- L559 Trade Books in the Elementary Classroom (3 cr.)
- Z501 Art Methods for Educators (3 cr.)
- M501 Laboratory/Field Experience and Seminar (2 cr.)

#### Summer (3 cr.) (Choose one of the following)

- P510 Psychology in Teaching (3 cr.)
- P515 Child Development (3 cr.)
- P530 Instructional Psychology (3 cr.)
- P540 Learning and Cognition in Education (3 cr.)

#### Second Fall (6 cr.)

- E579 Inquiry in Elementary Education (1 cr.)
- E594 Seminar in Elementary Education (1 cr.)
- M550 Practicum (Student Teaching) (4 cr.)

#### Urban Education track - Indianapolis

Focused on urban education, this rigorous transformational program

- Engages directly and unflinchingly with the tough issues all teachers face.
- Addresses topics such as curriculum, special education, ELL, assessment, teacher leadership, politics, school as an organization, research, culture and communities, and education philosophy.
- Prepares you to succeed with diverse learners in any school setting.

Join a community of learners who stay together through 36 hours of course work. Take two courses per semester for two years—fall, spring, and summer. Learn through face-to-face, online, and hybrid courses—many as short as 8 weeks—to accommodate teachers' busy schedules.

#### Fall - Year 1

- J500 Instruction in the Context of Curriculum (3 cr.)
- K505 Introduction to Special Education (3 cr.)

#### Spring - Year 1

- L500 Instructional Issues in Language Learning (3 cr.)
- P507 Assessment in Schools (3 cr.)

#### Summer I - Year 1

- T550 Cultural/Community Forces in Schools (3 cr.)

#### Summer II - Year 1

- Y520 Strategies for Educational Inquiry (3 cr.)

#### Fall - Year 2

- Y510 Action Research (Prerequisite-Y520) (3 cr.)
- T531 Organizational Change in Culturally and Linguistically Diverse Schools (3 cr.)

#### Spring - Year 2

- A560 Political Perspectives in Education (3 cr.)
- T590 Research Practicum-Action Research Learning Community (Prerequisite-Y510) (3 cr.)

#### Summer I - Year 2

- A500 Introduction to Educational Leadership (3 cr.)

#### Summer II - Year 2

- H530 Philosophy of Education (3 cr.)

## 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.

In addition to the School of Education admission requirements, applicants must interview with the faculty as part of the admission process. Students come from diverse geographic locations and academic backgrounds. Some come to the program with experience in student affairs-related positions, and many come directly from undergraduate study. Most full-time students need two academic years and one summer session to complete the degree requirements. Students are required to begin course work in the fall semester. Because practical experience is valued, all students must obtain a graduate assistantship or be employed at least part-time in a related campus office while pursuing this degree. Students may take courses at either Bloomington (IUB) or Indianapolis (IUPUI).

The master's program is designed to help students achieve desired learning outcomes, which will prepare them well for a career in higher education and student affairs. Coursework is completed through four fundamental elements: basic core, counseling and counselor education, foundations, and electives.

#### Basic Core (20 cr.)

- C565 Introduction to College and University Administration (3 cr.)
- U546 Diverse Students on the College Campus (3 cr.)
- U548 Student Development Theory and Research (3 cr.)
- U547 Professional Development in Student Affairs (3 cr.)
- U549 Environmental Theory and Assessment (3 cr.)
- U553 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.)**

- G573 Communication Skills (3 cr.)

### **Foundations (6 cr.)**

- Y520 Strategies for Educational Inquiry (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.)**

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

## **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. Requirements are as follows:

### **Major (15 cr.)**

- H504 History of American Education (3 cr.)
- H530 Philosophy of Education (3 cr.)
- Nine (9) additional credit hours of H-prefixed courses, approved by the program advisor.

### **Course Work Outside the School of Education (9 cr.)**

Nine (9) credit hours must be selected from departments outside the School of Education. This course work must be relevant to the history and philosophy of education and should be selected in consultation with the faculty advisor.

### **Electives (12 cr.)**

Twelve (12) credit hours of relevant elective courses are also required. These courses may be taken within or outside the School of Education. Elective courses must be approved by the student's program advisor.

## **Instructional Systems Technology**

The 36-credit Instructional Systems Technology (IST) provides a master's degree program at Bloomington with an option for study at a distance. The field of IST involves the application of technological processes, including systems analysis and behavioral and cognitive

principles, to the design, management, and improvement of instruction. The master's program prepares students to meet the increasing demand for instructional design and media specialists.

In addition to the standard School of Education admission requirements, the IST Admission Committee will evaluate previous course work and experience in relation to the applicant's goal statement. Since post-master's courses draw heavily on theoretical and research literature in the field, students who plan to continue for an advanced graduate degree should consult with their advisor about master's-level courses that will apply toward specialist and doctoral degree requirements.

Students entering the IST program are expected to exhibit experience with computers in three areas: (1) computer awareness and literacy, (2) basic applications, and (3) educational computing basics. Students deficient in any of these areas will be required to supplement their program with course work in instructional computing.

### **Instructional Systems Technology (Online or Residential)**

#### **Core Courses (15 cr.)**

- R511 Instructional Technology Foundations and Colloquium (3 cr.)
- R521 Instructional Design and Development I (3 cr.)
- R541 Instructional Development and Production Process I (3 cr.)
- R561 Evaluation and Change in the Instructional Development Process (3 cr.)
- R621 Needs Analysis and Assessment (3 cr.)

#### **Major (12 cr.)**

- R542 Instructional Graphics Design (3 cr.)
- R547 Computer-Mediated Learning (3 cr.)
- R563 Business and Economic Dimensions of Training and Development (3 cr.)
- R620 Instructional Task Analysis (3 cr.)
- R625 Designing Instructional Systems (3 cr.)
- R626 Instructional Strategies and Tactics (3 cr.)
- R641 Instructional Development and Production Process II (3 cr.)
- R660 Change Management, Consulting, and Group Training (3 cr.)
- R665 Managing Training and Development Projects (3 cr.)
- R741 Instructional Development and Production Process III (3 cr.)
- R686 Internship in Instructional Systems Technology (3-6 cr.)

#### **Internship (6 cr.)**

- R686 Internship in Instructional Systems Technology (can be taken once for 6 credits or twice for 3 credits)

**Electives outside the major (9 cr.)** A minimum of nine (9) credit hours must be taken by residential students from programs other than Instructional Systems Technology (which can include adult education courses). The nature and mix of the courses must be structured to support the overall thrust of the student's program of studies.

Typical options include business, computer science, curriculum and instruction, educational inquiry methodology, educational psychology, elementary education, library and information science, secondary education, telecommunications, etc.

**Portfolio** A portfolio must be developed and submitted to the IST Department for review and approval. The portfolio will represent two sets of information in an organized fashion.

The first will be a set of products developed by the student. Included in the portfolio may but not necessarily be the product developed in the Instructional Project. Additional products developed by the student in other research or development courses, via practica and internships, in conjunction with a graduate assistantship, etc. may also be included in the portfolio.

The portfolio will include:

- Products developed by the student.
  - These products may be, but are not necessarily, products developed in the Instructional Project.
  - Additional products developed by the student in other research or development courses, via practica and internships, in conjunction with a graduate assistantship, or elsewhere may also be included in the portfolio.
- A completed program of studies form
- A statement of your career goals
- A professional resume
- A listing of professional references

Portfolios are evaluated only once in the fall and once in the spring semester.

**Instructional Project** An instructional project must be developed. If this is not done in a course for credit (e.g., R547, R641, R625, R586), then it must be submitted to the IST Department for review and approval. The project must address a real-world instructional problem and contain evidence of the student's successful application of at least three of the five components of the instructional systems development (ISD) process: analysis, design, production, evaluation and implementation; management. Each student will choose a project mentor from among the IST faculty. One other Indiana University faculty member (in or outside of the IST department) may serve as a co-mentor. The mentor(s) will lead the student through the process. The instructional project may or may not be included as part of the portfolio, explained below. This project can be done prior to the student's final semester if desired.

**Portfolio and Instructional Project Review** One month prior to graduation a student is required to submit for review his or her instructional project and a portfolio.

These are reviewed by a faculty committee with the student approximately two weeks before graduation. The purposes of the graduate examination are to provide a capstone experience for the student and to provide quality career counseling.

## International and Comparative Education

Understand the economic, social, political, and cultural developments that shape education practice in the United States and around the world. In this 36-credit hour program, you'll be introduced to core concepts in comparative education and gain an anthropological, sociological, and economic perspective on education policy.

You can also take advantage of the opportunity to do independent research in the United States or abroad as part of your optional master's thesis.

Students must complete a minimum of 36 credit hours, including the following:

### Basic Core (9 cr.)

- H551 Comparative Education I (3 cr.)
- H552 Comparative Education II: Case Studies (3 cr.)
- H637 Topical Seminar: International and Comparative Education topic (3 cr.)

### Specialized Studies in Educational Foundations (9 cr.)

Choose up to 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 (3 cr.)
- H590 Independent Study (3 cr.)

**Concentration (9 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.

### Inquiry Methodology (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.

**Electives (6 cr.)** Should you choose to complete a master's thesis, you will take six credits of H599 Master's Thesis to meet the elective requirement. Those who choose not to complete a thesis should take elective courses with the consent of their advisor.

## Literacy, Culture, and Language Education

This master's degree program is available at both Bloomington and Indianapolis. It prepares teachers and other professionals working in English/language arts, bilingual education, English as a new language, English as a foreign language, world languages, reading/literacy, and young adult and children's literature. Typically, graduates assume positions as classroom teachers, language education or literacy/reading professionals, or writers and editors of instructional materials.



### Literacy, Culture, and Language Education (Online or Residential) - Bloomington

Literacy, Culture, and Language Education courses focus upon the improvement of instruction through an understanding of language and literacy processes in cultural contexts, the integration of formal and informal assessment with instruction, and the application of knowledge to classroom practice.

**Program Requirements** Students must complete a minimum of 36 hours under the supervision of an assigned advisor. The advisor will help the student to select courses that fit the program guidelines and that meet the student's academic and professional goals. The major requirements of the program include the following:

#### Literacy, Culture, and Language Education (15 cr.)

Please note that your advisor will tailor your schedule to your personal goals and can make additional recommendations

- L500 Instructional Issues in Language Learning (3 cr.) (required of all students)
- L605 Capstone in Literacy, Culture, and Language Education (3 cr.) (required of all students)
- Three Literacy, Culture, and Language Education courses, which can be taken online or residentially
  - L501 Critical Reading in Content Areas (3 cr.)
  - L502 Socio-Psycholinguistic Applications to Reading Instruction (3 cr.)
  - L504 Identifying and Working with Learner Literacy Difficulties (3 cr.)
  - L506 Reading and Academic Support of Postsecondary Learners (1-3 cr.)
  - L507 Issues in Language Learning for Graduate-Level Pre-Service English Teachers (3 cr.)
  - L508 Teaching Young Adult Literatures in a Diverse Society for Graduate-Level Pre-Service English Teachers (3 cr.)
  - L509 Critical Issues for the Reading Professional (3 cr.)
  - L511 Advanced Study in the Teaching of Writing in Elementary Schools (3 cr.)
  - L512 Advanced Study in the Teaching of Writing in Secondary Schools (3 cr.)
  - L513 Literary Aspects of Designing Documents for Training (3 cr.)
  - L516 Advanced Study in the Teaching of English/Language Arts (3 cr.)
  - L517 Advanced Study of Content Reading and Literacy (1-3 cr.)
  - L520 Advanced Study in Foreign Language Teaching (3 cr.)
  - L524 Language Education Issues in Bilingual and Multicultural Education (3 cr.)
  - L525 Practicum in Literacy, Culture, and Language Education (3 cr.)
  - L530 Topical Workshop in Language Education (3 cr.)
  - L535 Teaching Adolescent/Young Adult Literature (3 cr.)
  - L536 Methods and Materials for TESOL Teacher Trainers (3 cr.)
- L539 Language Foundations for ESL/EFL Teachers (1-3 cr.)
- L540 ESL/EFL Instruction and Assessment Approaches (3-9 cr.)
- L541 Writing Instruction for TESL Teacher (1-3 cr.)
- L543 Teaching English in K-12 Classrooms in Global Contexts (3 cr.)
- L544 Computer Assisted Language Learning (3 cr.)
- L546 Mentorship and Literacy Coaching of EFL/ESL Teaching (3 cr.)
- L547 Language Policy and Planning (3 cr.)
- L545 Advanced Study in the Teaching of Reading in Elementary Schools (3 cr.)
- L549 Advanced Study in the Teaching of Language Arts in the Elementary Schools (3 cr.)
- L559 Trade Books in the Elementary Classroom (3 cr.)
- L567 Media and Popular Culture in the Teaching of English/Language Arts (3 cr.)
- L580 Changing Theories, Practices, and Possibilities in Literacy Education (3 cr.)
- L590 Independent Research in Literacy, Culture, and Language Education (1-3 cr.)
- L599 Master's Thesis in Literacy, Culture, and Language Education (3 cr.), for those choosing to do a master's thesis, 6 cr. of L599 required
- L600 Issues in Literacy, Culture, and Language Education (3 cr.)
- L601 Theoretical Issues in the Study of Language and Literacies (3 cr.)
- L630 Topics in Literacy, Culture, and Language Education: variable title (3 cr.)
- L645 Organization and Administration of a School Reading Program (3 cr.)
- L646 Administration of System Reading Curricula (3 cr.)
- L647 Practicum: Supervision of Reading (3 cr.)
- L650 Internship in Literacy, Culture, and Language Education (1-4 cr.)
- L690 Readings in Literacy, Culture, and Language Education (1-3 cr.)

#### Foundations (6 cr.)

Inquiry (3 cr.)

- Y520 Strategies for Educational Inquiry (3 cr.) **OR** a similar approved course. See advisor for your options.

Substantive Core (3 cr.)

Choose one of the following courses:

- A600 School Law (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 Educational Sociology (3 cr.)
- J630 Curriculum Theory and Practice (3 cr.)

- J636 Curriculum Coordination/Supervision (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 Language and Cognitive Development (3 cr.)
- S503 Secondary School Curriculum (3 cr.)

### Electives (9 - 15 cr.)

Six (6) credit hours of work must be taken outside of the Department of Literacy, Culture and Language Education. Must be approved by the candidate's committee as consistent with the student's total program.

### EFL/ESL Peace Corps Masters International (Online or Residential) - Bloomington

Through a unique partnership with the Peace Corps and the IU School of Education, our master's program enables students to volunteer and earn a master's degree in EFL or ESL while they serve.

Courses are available online or on campus, as your schedule permits. You may select the EFL/ESL teacher-training track or the teacher-trainer track. Your two-year Peace Corps field experience also counts as six elective credits toward the degree requirements. When you graduate, not only will you have made a real difference in the lives of others, you will be prepared to apply those experiences toward a rewarding teaching career.

To be admitted, you must apply to both the Peace Corps and the M.S. Ed. in Language Education program.

Contact the program directly at [lclemi@indiana.edu](mailto:lclemi@indiana.edu) or the Literacy, Culture, and Language Education Department at [lcle@indiana.edu](mailto:lcle@indiana.edu) for more information.

### Literacy, Culture, and Language Education (15 cr.)

- L500 Instructional Issues in Language Education (3 cr.)
- L605 Capstone in Literacy, Culture, and Language Education (3 cr.)
- Choose three of the following EFL/ESL Teacher Education courses:
  - L502 Socio-Psycholinguistic Applications to Reading Instruction (3 cr.)
  - L520 Advanced Study in Foreign Language Teaching (3 cr.)
  - L524 Bilingual Issues in Second/Foreign Language Teaching (3 cr.)
  - L525 Practicum in Language Instruction (3 cr.)
  - L530 Topical Workshop in Language Education (3 cr.)
  - L539 Language Foundations for TESOL Teachers (1-3 cr.)
  - L540 EFL/ESL Instruction and Assessment Approaches (3 cr.)
  - L541 Writing Instruction for TESOL Teachers (1-3 cr.)
  - L543 Teaching English in Global Contexts (3 cr.)
  - L544 Computer-Assisted Language Learning (3 cr.)
  - L546 Mentoring and Literacy Coaching of ESL/EFL Teachers (3 cr.)

- L547 Language Policy and Planning (3 cr.)

### Foundation & Inquiry (6 cr.)

- Y520 Strategies for Educational Inquiry (3 cr.)
- P540 Learning and Cognition (3 cr.)

### Electives (9 cr.)

Choose three additional courses from the EFL/ESL Teacher Education courses.

### Outside-of-Department Electives (Peace Corps Two-Year Service)

- A portfolio is required.

### Language Education - Indianapolis Required (9 cr.)

- L500 Instructional Issues in Language Learning (3 cr.)
- Choose one of the following Foundation courses (3 cr.)
  - A560 Political Perspectives of Education (3 cr.)
  - H504 History of American Education (3 cr.)
  - H520 Education and Social Issues (3 cr.)
  - H530 Philosophy of Education (3 cr.)
  - T550 Cultural/Community Forces in Schools (3 cr.)
- Y520 Strategies for Educational Inquiry (3 cr.)

### Specialized Studies (15 cr.)

- Courses should have a unified focus.

### Optional Thesis or Master's Project (6 cr.)

- Six hours of electives may be substituted.

### Electives (6 cr.)

- Negotiated with faculty advisor

## Learning and Developmental Sciences

This is a Bloomington program with some course work offered at Indianapolis. Graduates of the master's program enter positions in research agencies and consulting firms, public schools, foundations, industries, state education departments, or the military. Many master's students continue on to doctoral study. The 36-credit master's program in educational psychology offers **three tracks**:

- Educational Psychology track
- Learning Sciences track
- Inquiry track

In addition to meeting the standard School of Education admission requirements, students interested in pursuing a master's degree in learning and developmental sciences/educational psychology must have a minimum GPA of 3.0 in their last 60 credit hours of undergraduate course work.

A program planning form is available in the Department of Counseling and Educational Psychology office. Each student must choose a learning and developmental sciences/educational psychology faculty member as an advisor or be assigned one.

### Learning Sciences Core (15 cr.)

- P572 Introduction to the Learning Sciences
- P631 Theorizing Learning in Context
- P632 Designing for Learning in Context
- P633 Capturing Learning in Context

### **Inquiry (9 cr.)**

- Choose from these [approved inquiry core classes](#).

### **Philosophy, Sociology, Anthropology, History (3 cr.)**

- Choose among any education course with an H-prefix. See a list of EDU-H courses.

### **Curriculum and Instruction (3 cr.)**

- Choose among any education with a J- prefix. See a list of EDU-J courses.

### **Electives (6–12 cr.)**

- A total of nine hours must be outside of Learning and Developmental Sciences. Elective courses must contribute to the integrity of student programs and must be approved by a program advisor.

## **Secondary Education**

The School of Education offers four different tracks in Secondary Education and one joint degree. These tracks are available in Bloomington and Indianapolis:

- Secondary Education General track
- Joint BS/MS Degree
- Mathematics Education track
- Science and Environmental Education track
- Urban Education track (IUPUI)

The master's program in secondary education is available at both Bloomington and Indianapolis. It prepares students for positions in middle schools, junior high schools, and high schools as beginning classroom teachers or for classroom teachers who already have licensure to become supervising teachers, or department chairpersons.

In addition to meeting the standard School of Education admission requirements, students interested in pursuing a master's degree in secondary education must have an undergraduate GPA of 3.0 or above. 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.

In Bloomington tracks are available general curriculum studies, mathematics education and science and environmental education. In Indianapolis, a track in Urban Education is available. The master's degree in secondary education requires 36 credit hours.

### **General track - Bloomington**

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.

### **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.

### **Joint BS/MS Degree in Secondary Education - Bloomington**

This program allows the use of 8 cr of 400 level mathematics or science classes of qualified seniors at the Bloomington campus to complete the master's degree in Secondary Education. Mathematics, chemistry, biology, physics and geology Bachelor of Science majors with a 3.0 subject and cumulative GPA may begin master's degree courses while completing their bachelor's degree.

Students complete the Secondary Transition to Teaching program (see Licensure Programs).

### **Mathematics Education track - Bloomington**

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're an experienced teacher, this degree will improve your skills while preparing you to become a supervising teacher or department chair. If you're 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.

### 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.)

### Thesis/Practicum (3 cr.)

X599 Thesis *or* J538 Practicum *or* other courses selected with the approval of the program advisor.

### 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.)

### Science and Environmental Education track - Bloomington

The Science and Environmental Education Track provides extensive professional experience and places you on the path to certification and licensure. If you're an experienced teacher, this degree prepares you to become a supervising teacher or department chair.

This 36-credit hour program includes both professional development coursework for educators, intensive science studies, and a thesis or practicum option.

General Curriculum (3 cr.)

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

Specialized Studies (18 cr.)

- Science Education (9 cr.)  
Select from the following Education courses:

- E548 Advanced Study in the Teaching of Science in the Elementary Schools (3 cr.)
- S518 Advanced Study in the Teaching of Secondary School Science (3 cr.)
- Any 500- or 600-level Q (Science Education) course

- Science Area (9 cr.)

- Courses must be at the graduate level from one or more science areas.

### Foundational Areas & Inquiry Skills (3 cr. minimum)

Choose at least one from the following courses

- H510 Foundations of Educational Inquiry (3 cr.)
- H520 Education and Social Issues (3 cr.)
- H530 Philosophy 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.)

Other courses may be needed for special skills related to a particular practicum of thesis topic.

### Electives (6 cr.)

May be graduate-level courses from Education, Science, or another area.

### 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 substituted for a thesis or practicum with the approval of your advisor.

### Urban Education track - Indianapolis

Focused on urban education, this rigorous transformational program

- Engages directly and unflinchingly with the tough issues all teachers face.
- Addresses topics such as curriculum, special education, ELL, assessment, teacher leadership, politics, school as an organization, research, culture and communities, and education philosophy.
- Prepares you to succeed with diverse learners in any school setting.

Join a community of learners who stay together through 36 hours of course work. Take two courses per semester for two years—fall, spring, and summer. Learn through face-to-face, online, and hybrid courses—many as short as 8 weeks—to accommodate teachers' busy schedules.

Fall - Year 1

- J500 Instruction in the Context of Curriculum (3 cr.)
- K505 Introduction to Special Education (3 cr.)

Spring - Year 1



- L500 Instructional Issues in Language Learning (3 cr.)
- P507 Assessment in Schools (3 cr.)

#### Summer I - Year 1

- T550 Cultural/Community Forces in Schools (3 cr.)

#### Summer II - Year 1

- Y520 Strategies for Educational Inquiry (3 cr.)

#### Fall - Year 2

- Y510 Action Research (Prerequisite-Y520) (3 cr.)
- T531 Organizational Change in Culturally and Linguistically Diverse Schools (3 cr.)

#### Spring - Year 2

- A560 Political Perspectives in Education (3 cr.)
- T590 Research Practicum-Action Research Learning Community (Prerequisite-Y510) (3 cr.)

#### Summer I - Year 2

- A500 Introduction to Educational Leadership (3 cr.)

#### Summer II - Year 2

- H530 Philosophy of Education (3 cr.)

## Social Studies Education

This 36-credit hour degree program focuses on contemporary methods and issues in social studies education. You'll 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'll 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 listed in the section titled Licensure Programs.

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.

#### Major (18 cr.)

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

#### Foundations (3 cr.)

Choose 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.)

#### 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 approved by your faculty advisor.

## Special Education

Both the Bloomington and Indianapolis campuses offer, for regular and special education teachers, special education certification and master's degree programs in Exceptional Needs: Mild/Moderate Intervention. Non-education majors also may earn a basic teaching license with special education certification at both campuses. For certification information, see the section titled Licensure Programs. Master's programs may be tailored to meet students' specific needs and interests. Students typically complete this degree as a sequel to earning certification.

The master's degree program on the Bloomington campus provides teachers and other practitioners with an opportunity to develop skills in teaching students who display problems in learning and behavior. The program offers teachers course work for improving and broadening their teaching skills, and unlicensed teachers an opportunity to earn certification in exceptional needs: mild/moderate intervention for teaching students with exceptional needs. The program offers courses in curriculum and assessment, teaching methods, teaming and collaboration, assistive technology, and other aspects of special education.

Master's degree programs in severe disabilities is available only at IUPUI. Since 2002, the Indiana University School of Education at IUPUI has offered a merged certification in both mild and intense intervention. Eligible candidates must be certified teachers.

Admission to the master's program in special education requires, in addition to meeting School of Education standards, an undergraduate grade point average of 3.0 and one year of full-time professional experience with children or adolescents (preferably in teaching or applied practice). To earn a master's degree in special education, students must complete a minimum of 36 credit hours. Depending on their interests and professional goals, students may select various electives in addition to the core required course work:

#### Special Education (Residential and Online) - Bloomington Prerequisite (3 cr.)

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

### Special Education Core Course Work (20 cr.)

- K500 Topical Workshop in Special Education: Orientation (2 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.)
- Y510 Action Research I (3 cr.) **OR** Y520 Inquiry in Education (3 cr.)

### Elective Course Work (12 cr.)

All students must choose four elective courses in special education or from other related coursework in the School of Education. Coursework must be approved by the faculty advisor.

### Capstone Project or Thesis (4 cr.)

You must complete your research course (Y510 or Y520) before enrolling for your thesis course work.

- K590 Independent Study in Special Education (3 cr.) **OR** K599 Research in Special Education (3 cr.)
- K590 Independent Study in Special Education (1 cr.)

### Special Education - Indianapolis

#### Required (9 cr.)

- J500 Instruction in the Context of Curriculum (3 cr.)
- Choose one of the following courses (3 cr.)  
NOTE: If foundations course was taken during undergraduate degree, could possibly substitute that course. Must be approved by faculty advisor.
  - H504 History of Education (3 cr.)
  - H520 Education and Social Issues (3 cr.)
  - H530 Philosophy of Education (3 cr.)
- Y520 Strategies for Educational Inquiry (3 cr.)

#### Specialized Studies (12 cr.)

Certification courses can apply here. Choose four courses (12 cr. total) from within the Special Education program

#### Electives (9 cr.)

Approved by faculty advisor, cannot use practicum.

- One course (3 cr.) from within the Special Education program
- Two courses (6 cr. total) from outside the Special Education program

#### Master's project, thesis or courses (6 cr.)

Approved by faculty advisor, cannot use practicum.

### Master of Arts in Teaching (M.A.T.)

Another master's degree, offered through the University Graduate School, is the Master of Arts in Teaching (M.A.T.). Students in M.A.T. programs do not major in education. They major in a subject field (usually in arts and sciences). M.A.T. programs are useful for secondary teachers desiring to professionalize their teaching license or to earn an original teaching license in conjunction with a master's degree. Those seeking original licenses must

meet these requirements (see section titled "Licensure Programs"). **Application to most M.A.T. programs is not through the School of Education.** It is through the department in which the M.A.T. student is majoring. Two M.A.T. programs that are popular with secondary teachers are **the Science Program and the Social Studies Program** (see [University Graduate School Bulletin](#)).

### Specialist in Education Degree

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. There are four program areas in which an Ed.S. degree is granted:

- Counseling and Counselor Education
- Educational Leadership (School Administration)
- School Psychology
- Education (specialization in one of five tracks):
  - Elementary Education
  - Instructional Systems Technology
  - Literacy, Culture, and Language Education
  - Secondary Education
  - Special Education

The first three programs are oriented toward state licensing. Satisfactory completion of these programs results in a recommendation for licensing. The fourth program (called Ed.S. in Education) allows for specialization in one of five tracks.

Admission to all Ed.S. programs is at the Bloomington campus. See the section titled Admission to Graduate Programs for application procedures and admission criteria.

#### Ed.S. Program Areas

##### Counseling and Counselor Education

The specialist program in counseling and counselor education is oriented toward licensure as mental health counselors in Indiana. Practicum, internships, and a capstone experience are required. Education courses lettered "G" designate counseling courses.

To be considered for admission, students must have been accepted to the master's program in counseling and counselor education at IUB or IUPUI or in some rare situations someone who has completed a master's program in counseling from another accredited institution of higher education is accepted.

##### Educational Leadership (School Administration)

The specialist degree or the doctoral degree in educational leadership is required for the superintendent's license. The Ed.S. program prepares leaders for public and nonpublic schools, state departments of education, and intermediate school service units, and for national and state professional associations. Most graduates are employed as school superintendents, assistant superintendents of schools, school principals, administrators of special education, directors of personnel, and business managers of school systems. The faculty maintains many close links with international, national, and state professional associations, with the Indiana Department of Education, with federal agencies, and with business firms. Faculty-directed research and field studies in school districts afford opportunities for students



to participate in the application of theory and knowledge to solving practical problems. Education courses beginning with the letter "A" are educational leadership courses.

### **School Psychology**

School psychology students take course work in psychological assessment, consultation, professional ethics, the role of the school psychologist, special education, counseling, and psychology. Practicum and internship experiences are also required. This program leads to licensure as a school psychologist in Indiana (see the section titled Licensure Programs). Graduates of this program provide psychological services in public school settings. Education courses lettered "P" designate courses in school psychology.

### **Education (specialization in one of five tracks): Elementary Education**

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 school classroom. The program is individually tailored and can focus on early childhood, mathematics, science, art, social studies, or general elementary education. This track prepares students for positions in curriculum development but is also excellent for classroom teachers who wish to continue their education beyond the master's degree level. Education courses lettered "E" designate elementary education courses although students in the Ed.S. program typically also take general curriculum courses ("J" courses) as well as subject-focused elementary education courses.

#### *Instructional Systems Technology*

The Ed.S. track 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. Education courses lettered "R" designate courses in instructional systems technology.

#### *Literacy, Culture, and Language Education*

The Ed.S. track in Literacy, Culture, and Language Education prepares participants to be specialists in English/language art, English as a second or new language, world languages education, reading/literacy, and/or young adult and children's literature. Course offerings in Literacy, Culture, and Language Education explore issues related to linguistic and cultural diversity, language and literacy development, English/language arts education, world languages education, English as a second language education, young adult and children's literature, classroom and clinical practice, and research in literacy, culture and language education. Course work can involve experiences with elementary/middle school students, high school students, college youth, and adults. Education courses lettered "L" designate Literacy, Culture, and Language Education courses.

#### *Secondary Education*

The Ed.S. track in Secondary Education is designed for classroom teachers and other educators who are interested in theory, curriculum development, and the application of research to the secondary classroom. Although not required for supervisory or department chair positions, the Ed.S. degree is excellent preparation for such appointments. The program is individually tailored and can focus on mathematics, science, art, social studies, or general secondary education. Education courses lettered "S" designate secondary education courses although students in the Ed.S. program typically also take general curriculum courses ("J" courses) as well as subject-focused courses.

#### *Special Education*

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. In the specialist program, students will gain particular expertise in areas such as consultation, professional development, program evaluation, school change, supported employment, and behavior management. Education courses lettered "K" designate special education offerings.

### **Degree Requirements**

An Ed.S. program consists of 65 credit hours, at least 35 of which must be taken at the Bloomington or Indianapolis campus.

The remaining credit hours may be transferred from other campuses of Indiana University or 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 are 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 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 program of studies approval is available in the Office of Graduate Studies, Bloomington, and in the Office of Student Services, Indianapolis. This form is for listing all courses in a student's program. The program of studies must be approved in a meeting of the advisory committee. It must also be approved by the department chair and by the associate dean for graduate studies. The completed program of studies form must be submitted to the Office of Graduate Studies within one year of matriculation in the program, or enrollment in the program will be terminated.

### **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 minor 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. See the section titled The School of Education for a listing of departments and advisors.

### Program of Studies

All Ed.S. programs must include appropriate course work in the following categories:

- **Major (24 cr.)**  
This is the area of specialization. Eighteen (18) of these credit hours must be taken at the Bloomington or Indianapolis campus. Each program area office has a document that specifies which courses are to be taken in this category.
- **Minor (9 cr.)**  
The minor area should complement the major, and should consist of courses that in combination form a cohesive entity. The minor courses must be outside of the major area of study and may be from within or outside the School of Education. The minor committee member must approve the selection of courses in this category.
- **Research/Inquiry (6 cr.)**  
A list of approved inquiry courses is available in the Office of Graduate Studies at IUB.
- **Electives (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.

### 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.

## Doctoral Degrees in Education

### Getting Started In Your Doctoral Program

- Advisory Committee
- Program of Studies
- Transfer Credit
- Degree Specification

### Guidelines For Maintaining Doctoral Progress

- Qualifying Exam and Candidacy
- Double Major
- Seven-Year Rule
- Revalidation

- Maintaining Active Status

### Forming Your Committee

- Research Committee

### Completing Your Doctoral Program

- Dissertation, Defense, and Graduation

## Getting Started In Your Doctoral Program

During the first semester in either program, 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 first year in the program, each student must submit in writing to the Office of Graduate Studies an Advisory Committee and a Program of Studies.

### 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 regular faculty members; one may be an adjunct or part-time faculty member. For Ph.D. Advisory Committees, two members, including the chair, must be members of the University Graduate School faculty.

### Program of Studies

The Program of Studies is a coursework plan to fulfil program requirements. These requirements fall into several component categories. The student and the Advisory Committee chair play the primary roles in planning the Program of Studies. An Advisory Committee meeting is required, at which time all committee members review the Program of Studies for approval. The Program of Studies must then be approved by the department chair and the associate dean for graduate studies. A Program of Studies should be submitted within one year of matriculation.

### Transfer of Credits

Some graduate coursework completed at other universities may be transferred in to degree and licensure programs. All coursework transferred must be from an accredited college or university and no transfer credit will be given for courses with a grade lower than a B. Transferred courses must be relevant to the student's program of studies and must be approved by a program advisor and the associate dean for graduate studies. It is the program advisor's responsibility to verify the quality and relevance of transfer courses in the program of study. A course description, syllabus or course deliverables may be required to transfer a course.

### Degree Specifications

Ph.D.	Ed.D.
Research oriented degree	Oriented to training of practitioners
Application is through the Office of Graduate Studies	Application is through the Office of Graduate Studies

Subject to requirements in this bulletin as well as ones listed in the UGS bulletin	Subject to requirements in this bulletin
Degree awarded by the University Graduate School (UGS)	Degree awarded by the School of Education

Doctoral programs are offered only at the Bloomington campus, with the exception of the Urban Education Studies Ph.D. which is offered exclusively at IUPUI. Some doctoral course work is offered at Indianapolis, and IUPUI faculty members may serve on doctoral committees. Information about application procedures and admission criteria is found in the section titled Admission to Graduate Programs.

### **90 hour Program (Ph.D. or Ed.D.)**

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. Sixty (60) credit hours (including 12 dissertation credit hours) in the 90 credit hour program must be taken at the Bloomington or Indianapolis campus of Indiana University.

### **Program of Studies Components**

#### **Inquiry Core**

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 course work. 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. Inquiry Core courses are to lay a rudimentary methodological foundation for applied inquiry courses in the major, and for dissertation research. A list of approved Inquiry Core courses is available at the School of Education Graduate Student Portal website.

#### **Major**

A major consisting of a minimum of 36 credit hours of course work in the selected field of specialization is required. 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 committee approval can be secured.

In addition to the inquiry core course work, 6 credit hours of inquiry course work 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.

#### **Minor**

The minor requires a minimum of 12 credit hours of course work taken in an area of studies outside of the major. The minor must complement the major. The committee member representing the minor field must approve the selection of courses in the minor area. An interdepartmental (interdisciplinary) minor is also possible. In this case the student must submit a written description of the theme of the minor, an explanation of the contribution of each course to that theme, and a rationale for the selection of the minor representative. This must be signed by the minor advisor. Interdepartmental (interdisciplinary) minors for Ph.D. students must be approved by the University Graduate School as well.

#### **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 course work, and the 9 or more credit hours of inquiry core courses.

#### **Dissertation**

The dissertation requires 12 credit hours of 799 and 3 credit hours of dissertation proposal preparation. Each doctoral program area has a 795 dissertation proposal preparation course, which is generally used for this purpose, either on an individual basis or as a departmental seminar.

### **60 hour Program (Ed.D. only)**

For the 60 credit hour program, a master's degree is a prerequisite for admission. Master's course work may not be counted toward the 60 required credit hours, but graduate course work beyond the master's degree may be, as long as it meets requirements. In this program, 42 credit hours must be taken at the Bloomington or Indianapolis campus of Indiana University. 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.

### **Program of Studies Components**

#### **Inquiry Core**

This component requires a minimum of 9 credit hours of inquiry core course work. 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. Inquiry Core courses are to lay a rudimentary methodological foundation for applied inquiry courses in the major, and for dissertation research.

A list of approved Inquiry Core courses is available at the School of Education Graduate Student Portal website.

### 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. 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 committee approval can be secured. No early inquiry experience course is required.

### Minor

The minor requirement is 9 credit hours of course work taken in an area of studies outside of the major. The minor must complement the major. The committee member representing the minor field must approve the selection of courses in the minor area. An interdepartmental (interdisciplinary) minor is also possible. In this case the student must submit a written description of the theme of the minor, an explanation of the contribution of each course to that theme, and a rationale for the selection of the minor representative. This must be signed by the minor advisor.

### Dissertation

The dissertation requires 6 credit hours of 799 and 3 credit hours of 795. 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.

### 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 desirable 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.

For Ph.D. and Ed.D. students, two consecutive semesters in a single academic year (exclusive of summer session) must be spent in residence on the [Bloomington or Indianapolis](#) campus where the degree is being offered. This residency period must be subsequent to admission to the program. Nine (9) credit hours of program course work 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. (Summer Session I and Summer Session II are not counted as separate terms.) Dissertation credit hours (799 or G901) may not be used to fulfill residency requirements.

### Transfer of Credits

Some graduate course work completed at other universities may be transferred into degree and licensure 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 program of studies. They must be approved by a program advisor and by the associate dean for graduate studies. An official transcript is required for course work to be transferred. 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 IU 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 course work 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, foundations courses, and foreign language courses). Double majoring students must include two representatives from each major on both their advisory and research committees (except Ed.D. double majors), and they must take qualifying examinations in both major areas. Only one dissertation is required. Special forms are available at the Office of Graduate Studies for the appointment of double major advisory and research committees.

### Doctoral Minors

The student will select at least one minor subject. The minor must have integrity in its own right and must complement the major.

It must be taken outside the major department. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. The major fields of doctoral specialization in education listed above are also available as minor areas for other doctoral programs. Students may also minor in any area of study outside of the School of Education that is listed in the University Graduate School Bulletin.

In addition, five approved minor area programs are available and described below.

### College Pedagogy Minor

This minor introduces doctoral students to teaching and learning issues in higher education and may include the opportunity for a college teaching internship under the supervision of a university faculty member. As such, the minor prepares students for university teaching positions and for positions that involve the supervision and development of college and university faculty.

The 12 credit hours of course work required for this minor cannot duplicate those taken in the major field, and this minor is not available to students who are majoring in higher education. A listing of the required courses is available in the office of the Department of Educational



Leadership and Policy Studies and on the departmental Web site.

### **Inquiry/Research Methodology Minor**

The development of competencies in methods of quantitative and qualitative inquiry constitutes the main thrust of this minor program. Graduates of a doctoral program with a minor in inquiry may qualify for positions as faculty members in colleges or universities or as researchers or evaluators in foundations, public school systems, industry, or consulting firms.

Students minoring in inquiry methodology may not use courses in their minor that have been counted elsewhere in their program of studies. Questions about this minor should be addressed to the chair of the Department of Counseling and Educational Psychology.

### **International and Comparative Education Minor**

This minor provides an international perspective on doctoral students' learning about education. It introduces students to educational issues that are of importance in the international community and provides the opportunity for students to conduct comparative research within their own fields of study.

The 12 credit hours of course work required for this minor cannot duplicate those taken in the major field. A listing of the required courses is available in the office of the Department of Educational Leadership and Policy Studies.

### **Social Foundations of Education Minor**

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 12 credit hours of course work required for this minor cannot duplicate those taken in the major field. A listing of the required courses is available in the office of the Department of Educational Leadership and Policy Studies.

### **Teacher Education Minor**

The Teacher Education Minor (minimum 13 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. In order to address these areas of concern, students are required to: 1) work for one semester (as an associate instructor or as part of an internship) in a teacher education program and to take a corresponding seminar, J700 Teaching in Teacher Education, and 2) take a minimum of 12 additional credit hours of graduate course work. Below are examples of courses students may consider for inclusion into a Teacher Education minor, although each student's program is personally developed by the student and his/her minor advisor (see *list* below):

- E530 Supervision of Student Teaching in Elementary School (3 cr.)

- H637 Topic: Histories of Teachers and Teacher Education (3 cr.)
- H637 Topic: Women in Education in America (3 cr.)
- J610 Staff Development Issues and Principles (3 cr.)
- J661 Materials and Methods in Teacher Education (3 cr.)
- J690 Internship in Curriculum (Teacher Education) (2-5 cr.)
- J710 Paradigms and Programs in Teacher Education (3 cr.)
- J720 Inquires into Pre-service Teacher Socialization (3 cr.)
- P524 Teaching Behavior and Effectiveness (3 cr.)

## **Guidelines For Maintaining Doctoral Progress**

### **Qualifying Examinations**

In order to be eligible to take the qualifying examinations a student must have:

1. have been admitted unconditionally to the doctoral program;
2. have an appointed doctoral advisory committee and a doctoral program of studies that has been approved by the Office of Graduate Studies;
3. have completed all or nearly all doctoral course work, with no more than 6 credit hours graded as incomplete; and
4. have 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.

	<b>Minor in Education</b>	<b>Minor outside Education</b>
<b>Education Major</b>	Minor qualifying examination required	Depends on policy of minor department
<b>Non-Education Major</b>	Depends on judgment of minor representative	N/A

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.

### **Double-Major Examinations**

Students with a double-major must take qualifying examinations in both major areas.

All qualifying examinations contain written and oral components. The written component will take one of three forms:

1. 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.

2. **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.
3. **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*

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.

### 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 oral 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 this date to complete 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. For specialist programs the seven years is counted back from the date of approval of the student's program of studies.

Several methods of revalidating old courses are available:

1. Passing an examination specifically covering the material taught in the course (such as a course final examination).
2. Passing a more advanced course in the same subject area, taken more recently (within the seven years).
3. Passing a comprehensive examination (e.g., a doctoral qualifying examination) in which the student demonstrates substantial knowledge of the content

of the course. (Ph.D. students may revalidate only two courses by this method.)

4. Teaching a comparable course.
5. Publishing scholarly research that demonstrates substantial knowledge of the course content and understanding of fundamental principles taught in the course.
6. Presenting evidence of extensive professional experience that requires the application of material taught in the course.

Forms for course revalidation are available in the Office of Graduate Studies on the Bloomington campus and in the Office of Student Services at IUPUI. For revalidation methods involving teaching, publications and other professional experience, a current vita for the student must be submitted together with the revalidation form.

All courses must be revalidated individually; 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 at Bloomington or the director of student services at Indianapolis.

Departments have the right to limit the amount of old course work to be included in graduate programs.

Transfer credit must be transferred before it can be revalidated.

### 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.**

### 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 the program of studies is also the advisory committees', specifically the committee chair's, responsibility. 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 of studies. 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 is nominated to candidacy.

### **Admission to Candidacy**

Admission to candidacy is awarded after the student has been nominated to candidacy and all required course work has been completed.

### **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 course work 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 six semesters, and it is not offered in summer sessions.

In-absentia registration for 799 and G901 is available for doctoral students who reside more than 25 miles from the Bloomington campus. Registration should be requested from the Office of Graduate Studies.

Students who fail to register each semester after passing qualifying examinations must back-enroll for all semesters missed, in order to graduate.

### **Forming Your 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.

**Ph.D.:** Each research committee must have at least four members. Two must be from the student's major area of study and one from the minor. For an interdepartmental minor, the minor member must be from outside the major area. If the minor is not pertinent to the topic of the dissertation, the student may petition to substitute another member from outside the major area. The committee chair must be a faculty member in the student's major area. Usually, the committee chair is also the dissertation director. However, it is acceptable for another committee member with particular expertise in the area of study to direct the dissertation. The Nomination of Research Committee, an electronic form, is available in OneStart. All members of Ph.D. research committees must be members of the University Graduate School faculty.

The committee chair and the dissertation director must be endorsed members of the University Graduate School faculty. If a regular member of the University Graduate School faculty has special expertise in the area of the student's research, the research committee chair and the associate dean for graduate studies may petition the

University Graduate School to allow the regular faculty member to direct the student's dissertation.

**Ed.D.:** For 90 credit hour and 60 credit hour Ed.D. programs, research committees must have at least three members. Two of these must be from the major field of study, of which one must be a tenure-line faculty from the core campus. 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 associate or full professor in the student's major area of study. The dissertation director must be a regular or endorsed member of the University Graduate School faculty.

In some instances 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. To receive approval for such an addition, two conditions must be met:

1. the substitute 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
2. the substitute member must supply evidence of published research.

A copy of the Human Subjects Committee approval must be submitted with the Research Committee form. For further information on the Human Subjects approval process, please see the section titled "Use of Human Subjects" below.

### **Forming a Committee**

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, course work, or graduate assistantship assignments that the student has had during the program of studies. 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. It is generally unwise for faculty members to make a commitment to serve on a student's research committee before a written prospectus/summary is presented for examination.

### **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 in the Office of Graduate Studies. When committee approval has been secured, the form must be filed with the Office of Graduate Studies. 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 Subjects**

If the proposed research involves the use of human subjects, a research review form for the use of human subjects must be completed. This form must be approved by the Campus Committee for the Protection of Human Subjects before the data collection begins. Prior to applying for human subjects approval and before the research review form for the use of human subjects can be reviewed, students will need to document that they have been trained to involve humans in research by passing the IU test for using humans in research. The tutorial and test can be found at <http://researchadmin.iu.edu/HumanSubjects/index.html>. Proof of having passed the test must accompany the application at the time of submission. Failure to provide proof with the application will delay the review until the following month. This applies to all submissions (new, continuation, and/or amendment) regardless of funding or rank of the primary investigator, sponsor, and co-investigators.

If the proposed research does not involve the use of human subjects, the School of Education requires verification from the Institutional Review Board (IRB) that their oversight is not required.

The Human Subjects Committee office is located at the Carmichael Center 103, 530 E. Kirkwood Avenue, Bloomington, IN 47408, (812) 855-3067, [iubhsc@indiana.edu](mailto:iubhsc@indiana.edu). Office hours are 8 a.m. to noon and 1 to 5 p.m., Monday-Friday.

In Indianapolis, students should contact the Office of Research Risk Administration at (317) 274-8289. The research review form for the use of human subjects

can be viewed and downloaded from the Web at <http://researchadmin.iu.edu/HumanSubjects/index.html>.

## **Completing Your Doctoral Program**

### **Dissertation Manuscript**

A Guide to the Preparation of Theses and Dissertations is available through the Student Portal on the School of Education website, and the website for the University Graduate School. This document 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.

For Ph.D. students a Defense Announcement is available via OneStart. 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 please allow an additional week for processing time beyond the 30 day requirement.

For Ed.D. students, a Defense Announcement must be submitted to the Graduate Recorder in the Graduate Studies Office one month prior to the examination. The announcement should be one to two pages and must contain:

- Date of the defense
- Time and place of the examination
- Title of the dissertation
- Name of the author
- Department or program area
- Summary of the study
- Signature of the research committee chair

The summary should be from 150 to 300 words in length and must include a statement of the problem, research procedures, findings, and conclusions.

### **Graduation**

Ph.D. Students: The Ph.D. degree is conferred by the University Graduate School, Kirkwood Hall, Room 111. Submission of the dissertation defense announcement to the University Graduate School constitutes an application for conferral of the Ph.D. degree. Students who intend to participate in the Commencement must fill out a graduation application form which is available online via OneStart. Please check with the University Graduate School for deadlines to be included in the Commencement Program.

Ed.D. Students: The Ed.D. degree is conferred by the School of Education. The Application for Graduation Form is available via the Student Portal on the School of Education website.

NOTE: All Ed.D. students must apply to graduate at least one month before the graduation date. To be

included in the Commencement Program you will need to apply earlier. Please check with your department or the Graduate Studies office for Commencement deadlines.

## Online Programs

The School of Education offers beginning and experienced professionals from diverse industries and backgrounds fully accredited programs and course work delivered via the Internet. Topics range widely across the education spectrum: including instructional systems technology, language and literacy, adult learners, special education, educational leadership, learning sciences, student affairs.

Our online courses also help to meet certification and recertification requirements in school districts across the country and around the world, and many will as part of a master's program. (See, for example, the master's programs in Instructional Systems Technology, Special Education and in Literacy, Culture and Language Education.)

Online courses are conducted entirely on the Internet. Online chat sessions and web-based audio/video conferencing may be part of some of these courses. Online courses that are offered through the School of Education are primarily asynchronous, meaning that, for most activities within a given week, students will be able to participate whenever the time is most convenient for them. The online classes are structured, meaning, there will be certain expectations of the student every week of the course (readings, participating on the discussion board, etc.) and there are due dates for all of the assignments. The syllabus for the courses outline what is expected from the student and give a clear picture of what one can expect of the semester. Students are encouraged to contact their instructors to see what additional requirements there might be for the class.

Distance education courses follow the same guidelines and semester schedule as that of the on-campus classes. All online courses are assessed a Distance Education Learning Center Fee (per credit hour). Some online courses have additional fees, depending on the program and course structure. Tuition rates for online courses are based on the student's program and residency. *People currently living in the Bloomington area or enrolled in a residential program through the Bloomington campus will be based on residency. For more information regarding tuition rates and fees, visit the Office of the Bursar's website at <http://bursar.indiana.edu/>.*

Students must have an IU computing account and Internet access in order to take part in the online course. Distance education students in certificate and degree-granting programs must register through the regular system (see Registration Procedure).

For more information regarding online programs, please contact the Coordinator of Distance Education and Professional development at [deregstr@indiana.edu](mailto:deregstr@indiana.edu).

## Graduate Certificate Programs

The School of Education offers seven graduate certificate programs. These programs provide the tools necessary to take your career to the next level. Each program offers a collection of graduate credit courses designed for busy professionals who want to improve their performance, increase their marketability and broaden their career

options. Completion of the program results in a graduate certificate from Indiana University. Students interested in pursuing a master's degree after completing the certificate program may apply for admission to the master's degree program.

### Graduate Certificate Programs and Application Deadlines-Bloomington

Certificate Programs	Fall	Spring	Summer
Education Law	March 1	Nov 1	March 1
EFL/ESL Teaching	March 1	Nov 1	March 1
EFL/ESL Teacher Trainer	March 1	Nov 1	March 1
Higher Education and Student Affairs	None	None	April 15
Instructional Systems Technology	March 1	Nov 1	March 1
Learning Sciences, Media and Technology	March 1	Nov 1	March 1
Preparing Educators of Students with Autism	June 1	Nov 1	March 1

For more information regarding the certificate programs offered by IUconnectED, frequently asked questions regarding online courses, or to view a list of online courses offered, please visit the IUconnectED website at <http://iuconnected.iu.edu/>. For answers to specific questions, please contact the Coordinator of Distance Education and Professional Development at [deregstr@indiana.edu](mailto:deregstr@indiana.edu), 812-856-8548.

## Education Law

This 15-credit online program is designed for professionals who want to develop a deeper knowledge base of educational legal issues. The program includes four required courses and one elective course. Special education is the most litigious area of school law. As a result, A675 Leadership in Special Education is a required course in this program.

**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 pursue a master's degree in Educational Leadership, these certificate courses may apply to your degree requirements. Completion of the certificate programs does not guarantee admission to the master's program.

For more information regarding this certificate program, please contact the Department of Educational Leadership and Policy Studies at [elps@indiana.edu](mailto:elps@indiana.edu).

**Required Courses (12 cr.)**

- A600 Problems in Educational Leadership (3 cr.)
- A608 Legal Perspectives in Education (3 cr.)
- A615 Advanced School Law (3 cr.)
- A675 Leadership in Special Education (3 cr.)
  - If you would like to substitute A675 for another course that is narrowly tailored to your area of interest or future career plans, you may submit a petition to your faculty advisor.

**Elective Courses (3 cr.)**

You may choose a graduate-level course offered through the School of Education, School of Public and Environmental Affairs or Maurer School of Law. Select a course that is focused on your research or career interests. **Some courses may not be offered online.**

**Please see delivery method in the course listing to confirm.**

## English as a Foreign Language/ English as a Second Language (EFL/ ESL) Teacher Preparation

The Department of Literacy, Culture, and Language Education offers the Graduate Certificate in the preparation of teachers of English as a Foreign/Second Language. This 12-credit hour program is designed for both new and experienced teachers to develop and/or enhance expertise in teaching English as a Foreign or Second Language. You can choose between the EFL/ESL Teaching Program, designed for students who wish to teach EFL/ESL students, or the EFL/ESL Teacher Trainer Program, for students who want to train future EFL/ESL teachers.

**The Graduate Certificates in English as a Foreign Language/English as a Second Language is NOT the equivalent of a state teaching license, although several of the courses may be used toward earning that license (see Licensure Additions).**

If you choose to pursue 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.

For more information regarding this certificate program, please contact the EPDE program at [epde@indiana.edu](mailto:epde@indiana.edu).

### Graduate Certificate in English as a Foreign/English as a Second Language Teaching Program (12 cr.)

**Required Courses (9 cr.)**

- L525 Practicum in Literacy, Culture, and Language Education (3 cr.)
- L539 Language Foundations for EFL/ESL Teachers (3 cr.)
- L540: ESL/EFL Instruction & Assessment Approaches (3 cr.)

**Elective Courses (3 cr.)** (Choose one of the following)

- L543 Teaching English in Global Contexts (3 cr.)
- L544 Computer Assisted Language Learning (3 cr.)

### Graduate Certificate in English as a Foreign/English as a Second Language Teacher Trainer Program (12 cr.)

**Required Courses (12 cr.)**

- L525 Practicum in Literacy, Culture, and Language Education (3 cr.)
- L540 EFL/ESL Approaches to Instruction and Assessment (3 cr.)
- L546 Mentorship and Literacy Coaching of EFL/ESL Teaching (3 cr.)
- L547 Language Policy and Planning (3 cr.)

## Higher Education and Student Affairs

This 12-credit online certificate is designed 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 twelve (12) credit hour program consists of four online courses and can be completed over the course of one or two summers.

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 also complete the Graduate Certificate in Higher Education and Student Affairs as part of that program.

For more information regarding this certificate program, please contact the Higher Education and Student Affairs program at [nkoret@indiana.edu](mailto:nkoret@indiana.edu).

**Required Courses (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 Courses (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 Higher Education and Student Affairs (3 cr.)
- U590 Independent Study in Higher Education and Student Affairs (3 cr.)

All courses will be taught online and will require students to have regular access to technology. Students will be encouraged to engage in online video and written communication.

## Instructional Systems Technology

This 15-credit program is designed to enhance skills in and knowledge of instructional technology. The program may be used as a springboard to further career goals, to receive additional training in a career, or to prepare for a master's or Ph.D. program in instructional technology. This certificate program provides a unique opportunity to experience instructional technology at a leading program.



### **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 pursue 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.

For more information regarding this certificate program, please the Department of Instructional Systems Technology at [istdept@indiana.edu](mailto:istdept@indiana.edu).

#### **Required Courses (9 cr.)**

- R511 Instructional Technology Foundations (3 cr.)
- R521 Instructional Design and Development (3 cr.)
- R561 Evaluation and Change in the Instructional Development Process (3 cr.)

#### **Production Course (3 cr.)**

Choose one of the following production courses (based on prior production experience):

- R541 Instructional Development and Production Process I (3 cr.) (prerequisite: R521)
- R547 Computer-Mediated Learning (3 cr.) (prerequisite: R541 or equivalent experience)

#### **Elective Courses (3 cr.)**

Choose one of the following courses:

- R519 Effective Writing for Instructional Technology (3 cr.)
- R547 Computer-Mediated Learning (3 cr.) (prerequisite: R541 or equivalent experience)
- R626 Instructional Strategies and Tactics (prerequisite : R521)

### **Learning Sciences, Media, and Technology**

This 12-credit online program is designed to transform your perspective on how learning occurs. Whether your chosen career is in education or industry, this program will help you think differently about how people are learning and equip you to improve the learning process in both formal and casual environments.

#### **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.

For more information regarding this certificate program, please contact the Learning Science Program at [learnsoci@indiana.edu](mailto:learnsoci@indiana.edu).

#### **Required Courses (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 Technologies in Educational Ecosystems (3 cr.)
  - Games and Learning (3 cr.)
  - Learning in New Media (3 cr.)

### **Preparing Educators of Students with Autism**

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.

For more information regarding this certificate program, please contact the Special Education Program at [aimpolk@indiana.edu](mailto:aimpolk@indiana.edu).

#### **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)

### **Licensure Programs**

Students are admitted under rules established by the Office of Licensing and Development (the agency that governs teacher education in the state of Indiana). These rules are referred to as REPA (Rules for Educator Preparation and Accountability). Each license issued under REPA will include:

1. **School setting(s)**
2. **Content field(s)** or subjects that the individual may teach



Each license must include at least one school setting and one content field.

### Licenses Offered in Bloomington and Indianapolis

The B or I after an entry indicates the campus where the program is offered. As a general rule, students working toward licensure must earn at least half of their credits at Bloomington or Indianapolis.

#### Initial Teaching Licenses

- Initial License in Early Childhood Education (valid for teaching Preschool through grade 3) (IUB & IUPUI).
  - The content field noted on the license will be generalist. This program is not offered at the graduate level.
- Initial License in Elementary Generalist (valid for teaching grades Kindergarten through grade 6) (IUB & IUPUI).
  - The content field noted on the license will be generalist.
- Initial License for Exceptional Needs Teachers (valid for teaching at multiple levels) (IUB & IUPUI).
  - The content field noted on the license will be mild intervention (IUB) or intense intervention (IUPUI).
- Initial License in Secondary Education (valid for teaching grade 6 through grade 12) (IUB & IUPUI).
  - There must be at least one content field included on this license.
- Initial License in P-12 Education (valid for teaching Kindergarten through grade 12) (IUB & IUPUI).
  - On a license the entry for this license will be P-12. There must be at least one content field included on this license.

#### School Services Licenses

- School Counselor (valid for providing counseling services in all schools) (IUB & IUPUI)
- School Psychologist (valid for providing psychological services in all schools) (IUB)
- 

#### Educational Leadership Licenses

All Leadership licenses are valid in all school settings.

- Building Level Administrator K-12 (IUB & IUPUI)
- District Administrator: School Superintendent (IUB)
- District Administrator: Director of Exceptional Needs (IUB)
- District Administrator: Director of Curriculum and Instruction (IUB)
  - NOTE: A state license test is not required for the Director of Curriculum and Instruction license.

## Indiana Teaching Licenses

### Preparation Programs for Initial Teaching Licenses

For more information regarding Indiana University initial teaching licenses, please visit the following websites:

- Bloomington: <http://education.indiana.edu/license-development/licensing/transition.html>

- Indianapolis: <http://education.iupui.edu/soe/programs/dual.aspx>

### Admission to Licensure Programs

Applicants to licensure programs must complete the graduate degree or licensure program application. Students who are currently in a School of Education graduate degree program for less than one year may submit an amended goal statement to apply for a certification program. One may apply for both a certification program and a master's degree program on the same application. See "Admission to Graduate Programs" for application procedures and criteria.

Students pursuing both licensure and master's degrees will be advised by both the graduate licensure advisor and the assigned faculty advisor of the master's degree program.

### Certification Students Applying for a Master's Degree

Students in certification programs who wish to pursue 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 certification 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 certification but was not admitted to a master's degree program. Furthermore, a certification 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 certification but was not admitted to the master's degree program.

### Initial, Proficient Practitioner, and Accomplished Practitioner Licenses

REPA licenses became available for candidates completing standards-based, performance-focused programs beginning September 1, 2013. All students completing licensing programs after September 1, 2013 may be issued licensure under REPA.

### Applying for a License

Upon completion of all degree and course requirements, state-mandated testing as required, CPR-AED certification, suicide prevention and other application procedures, candidates may submit their application online at the LVIS system: <http://www.doe.in.gov/licensing/lvis>.

### For information regarding applying for a license in Bloomington:

Office of Teacher Education  
School of Education, Room 1000  
201 North Rose Avenue  
Bloomington, Indiana 47405-1006  
(812) 856-8500

[edhelp@indiana.edu](mailto:edhelp@indiana.edu)

**For information regarding applying for a license in Indianapolis:**

Education/Social Work, Room 3131  
902 West New York Street  
Indianapolis, IN 46202-5155  
(317) 274-0645

## Checklist for Teacher Licensure Program Completion

**Explore certification:** Contact the graduate certification advisor for information about initial teacher certification and possible additions to the license. Information can also be found on the teacher certification website at <http://education.indiana.edu/license-development/licensing/transition.html>.

**Explore masters degree programs** offered by the departments in the School of Education at <http://education.indiana.edu/about/departments/index.html>. The certification advisor can provide information in an initial discussion, but final approval of programs is completed through an advisor in that department of the degree. A Master of Arts in Teaching (MAT) degree is available from several departments in the University Graduate School. Contact the department of interest for more information (a listing of MAT degrees can be found at <http://graduate.indiana.edu/admissions/programs.shtml>). Students seeking a certification in addition to the degree need only apply for the program. However, Transition to Teaching students will apply for that program and indicate in their goal statement that they are seeking a degree.

**Graduate application to the School of Education for a particular program: See application procedures.** Other degree options may exist through the School of Public Health or the School of Informatics and Computing.

**Take the Basic Skills Assessment exams (CASA, SAT, GRE, ACT, or completion of a master's degree).** Please note:

- Transition to Teaching and Elementary Certification Master's Program students take the CASA exam as part of their admission application. Information regarding the CASA can be found at <http://www.in.nesinc.com/>.
- All other teacher certification program students will take the CASA or alternative exams prior to the Teacher Education Program application (which is needed to apply for student teaching placement). Information regarding the CASA can be found at <http://www.in.nesinc.com/>.

**Apply to the Teacher Education Program (TEP).**

The TEP web address is <https://info.educ.indiana.edu/teachered/Application.aspx/login.aspx>. CASA or alternatives exams are required for admission to the TEP.

**Apply for student teaching placement in the fall of the year before student teaching.**

**Attend a pre-professional student teaching meeting in the semester prior student teaching.**

**Take content and pedagogy exam(s), if required.** Qualifying scores should be available by the time of

applying for the license (usually at the end of student teaching).

**Establish a placement/credentials file.** Career Advisors in the Office of Teacher Education can help through the placement/credential file process.

**Apply for the teaching license** after completing the student teaching placement and program requirements. You can apply online for your teaching license on the State's Department of Education Office of Educator Licensing and Development (OELD) website at <http://www.doe.in.gov/licensing>.

For information regarding teacher certification, application process, content exams, career advising, or to talk with an advisor in Bloomington

Office of Teacher Education  
School of Education, Room 1000  
201 North Rose Avenue  
Bloomington, Indiana 47405-1006  
(812) 856-8500  
[edhelp@indiana.edu](mailto:edhelp@indiana.edu)

## Teacher Licensure Programs

General teacher certification program information may be found at

- Bloomington: <http://education.indiana.edu/license-development/licensing/transition.html>
- Indianapolis (IUPUI): <http://education.iupui.edu/soe/programs/dual.aspx>

### Graduate Teacher Licensure Programs

Graduate Teacher Licensure programs offer those who have previously earned a baccalaureate degree an efficient and effective preparation for the K-12 teaching profession. Students take course work at the graduate level to obtain certification or they may opt to pursue the licensure program as part of a master's program. The programs are full-time, field-intensive, cohort- and performance- based, with mentor teachers supervising candidates while working closely with university faculty to insure an integrated curriculum. Initial licensure programs are offered for elementary (K-6) and secondary (5-12) levels.

Teacher Licensure programs are included in the categories below as are other professional preparation programs.

- Elementary (K-6) Programs
- Secondary (5-12) Programs
- All Grades (K-12) Programs
- Additions to Teacher Licensure

### Master degree options

Several programs for licensure may be easily combined with a master's degree; some are actually part of a master's degree. However, a master's degree does not automatically make one eligible for a license nor does a licensure program automatically make one eligible for a master's degree. The student should consult with both the faculty adviser for the master's degree and the certification adviser for the licensure program for the requirements of each. One must apply for both programs, but it may be done on the same application

## Elementary (K-6) Programs

The following is a list of Elementary Education programs that is offered and the campuses for which they are located:

- Elementary Transition to Teaching (IUPUI)
- Elementary Certification Master's Program (certification plus master's degree) (IUB)
- Special Education-Exceptional Needs: Mild Intervention (IUB)

### Elementary Transition to Teaching (24 cr.) - Indianapolis

The Elementary Transition-to-Teaching Program at Indianapolis admit students whose bachelor's degrees are in fields other than education and who wish to be prepared as teachers. Students take course work at the graduate level to obtain certification and may opt at the completion of the program to use some of the credit hours toward a master's degree.

Indiana law requires elementary applicants must have the following:

- A bachelor's degree from an accredited institution
- One of the following:
  - GPA in an undergraduate baccalaureate program of 3.0 on a 4-point scale, both overall and in the major, **OR**
  - An earned graduate degree in an education-related field
- Passing scores on Praxis I
- Remediation of any content deficiencies identified in content standards review. Students must complete coursework equal to an undergraduate major in the area in which they wish to teach. Courses must be completed with a grade of C or better. An overall 3.0 GPA is required for all prerequisite course work.

Elementary Program applicants who have worked in elementary schools for 5 years or more as aides or substitutes may be admitted with a GPA falling between 2.5 and 3.0. Eligibility is determined by the Coordinator of Transition to Teaching Programs.

#### Unit 1: Early Childhood—(two full days + half-day per week)—Fall

- E531 Teaching and Learning in Early Childhood (5 cr.)
- M500 Integrated Professional Seminar (1 cr.)

#### Unit 2: Middle Childhood—(two full days + half-day per week)—Spring

- E532 Teaching and Learning in Middle Childhood (5 cr.)
- M500 Integrated Professional Seminar (1 cr.)

#### Unit 3: Individualizing Instruction—Summer 1

- L504 Identifying and Working with Learner Literacy Difficulties (3 cr.)
- F500 Social Studies and Foundations of Education (3 cr.)

#### Unit 4: Reflective Practitioner—Fall

- M550 Field Experience (5 cr.)—(Full-day student teaching five days per week for 16 weeks)
- M500 Integrated Professional Seminar (1 cr.)

### Elementary Certification Master's Program (certification plus master's degree) (37 cr.) - Bloomington

The Elementary Certification Master's Program admits students whose bachelor's degrees are not in education and who wish to be trained as elementary school teachers and earn a master's degree. Through a combination of course work, field experiences, and mentorship support, students are engaged in rich learning experiences. Students are immersed in experiences that not only prepares them to teach but also connects them to the larger education community. This 18 month, K-6 program is designed to develop and support thoughtful, innovative practices and reflective teaching in elementary schools. The Elementary Certification Master's Program is a cohort-based program (15-24 student per year) beginning each fall semester.

#### Fall

- E543 Advanced Study in the Teaching of Mathematics (3 cr.)
- E548 Advanced Study in the Teaching of Science (3 cr.)
- E555 Human Diversity in Education (3 cr.)
- L545 Advanced Study of Reading in the Elementary School (3 cr.)
- M501 Laboratory/Field Experience and Seminar (2 cr.)

#### Spring

- E547 Experience in Elementary Social Studies Curriculum (3 cr.)
- L549 Advanced Study in the Teaching of Language Arts (3 cr.)
- L559 Trade Books in the Elementary Classroom (3 cr.)
- Z501 Art Methods for Educators (3 cr.)
- M501 Laboratory/Field Experience and Seminar (2 cr.)

#### Summer (Choose one of the following)

- P510 Psychology in Teaching (3 cr.)
- P515 Child Development (3 cr.)
- P530 Instructional Psychology (3 cr.)
- P540 Learning and Cognition in Education (3 cr.)

#### Second Fall

- E579 Inquiry in Elementary Education (1 cr.)
- E594 Seminar in Elementary Education (1 cr.)
- M550 Practicum (Student Teaching) (4 cr.)

### Special Education-Exceptional Needs: Mild Intervention (50 cr.) - Bloomington

Develop the knowledge, skills, and dispositions to work in today's classrooms. Course work includes research-based instruction in classroom management, collaboration and service delivery, assessment, instructional strategies, and working with families.

When you complete your certification, you'll be prepared to work in inclusive school and community settings. You'll

also understand strategies for other types of special education teaching environments, such as resource and self-contained settings.

### Fall

- K505 Introduction to Exceptional Children (3 cr.), complete in previous summer, if possible
- K510 Assistive Technology in Special Education (3 cr.)
- K565 Collaboration and Service Delivery (3 cr.)
- S500 Community of Teachers Seminar (Special Education Orientation) (3 cr.)

### Spring

- K535 Assessment and Remediation of the Mildly Handicapped (3 cr.)
- K553 Classroom Management (3 cr.)
- S500 Community of Teachers Seminar (Field-Based Seminar in Teacher Education) (3 cr.)

### Summer

- K548 Families, School, and Society (3 cr.)
- Reading/Language Arts (Choose one of the following)
  - L504 Identifying and Working with Learner Literacy Difficulties (3 cr.)
  - L545 Advanced Study of the Teaching of Reading in Elementary Schools (3 cr.)

### Second Fall

- K536 Assessment and Remediation of the Mildly Handicapped II (3 cr.), Prerequisite: K535
- S500 Community of Teachers Seminar (Field-Based Seminar in Teacher Education) (3 cr.)

### Second Spring or Third Fall

- M550 Student Teaching (10 weeks/10 cr.) Prerequisite: completion of 20/30 portfolio expectations

### Spring/Fall

- Completion of Portfolio before Recommendation for Licensure.

## Secondary (5-12) Programs

The following is a list of Secondary Education programs that is offered and the campuses for which they are located:

- Secondary Transition to Teaching (IUB and IUPUI)
- Community of Teachers (IUB)
- Special Education-Exceptional Needs: Mild Intervention (IUB)

### Secondary Transition to Teaching (18-20 cr.)

The Secondary Transition to Teaching programs are full-time, 18-20 credit hour, year-long field-based programs intended to develop and support reflective teaching, promote thoughtful and innovative practices in secondary schools, and make optimal use of the professional resources that currently exist in schools, the community, and the university. The programs are designed for students who have earned a baccalaureate degree in a content discipline and who are interested in becoming

secondary teachers of that discipline. In most cases, full-time students will earn their secondary teaching certificate after one calendar year of course work and accompanying field experiences.

Licensure areas within the Secondary Transition to Teaching program will include one of the following content areas:

- English
- Foreign Languages (Chinese, French, German, Japanese, Latin, Spanish)
- Journalism
- Mathematics
- Science (Biology, Chemistry, Earth/Space Science, Physics)
- Social Studies (Economics, Geography, History, Political Science, Psychology, Sociology)
- Theatre Arts

Indiana law requires secondary applicants to have one of the following:

- An earned baccalaureate from an accredited institution with a major in the field where the license is being sought.
- One of the following:
  - A GPA in the baccalaureate program of 3.0 on a 4-point scale, both overall and in the major (math and science majors only may be considered with a GPA of 2.8), **OR**
  - An earned graduate degree in the field in which the person seeks licensure.
- Take the Basic Skills Assessment exams (CASA, SAT, GRE, ACT, or completion of a master's degree) AND Pearson CORE Content exam by March 1st.
- Remediation of any content deficiencies identified in content standards review. Students must complete coursework equal to an undergraduate major in the area in which they wish to teach. Courses must be completed with a grade of C or better. An overall 3.0 GPA is required for all prerequisite course work.

### Secondary Transition to Teaching Program (18 cr.) - Bloomington Summer

- L517 Advanced Study of Content Reading and Literacy (2 cr.)
- M500 Integrated Professional Seminar (1 cr.)
- P510 Psychology in Teaching (3 cr.)

### Fall

- M500 Integrated Professional Seminar (1 cr.)
- S555 Diversity and the Communities of All Learners (3 cr.)
- Methods of Teaching (Varies by subject area-choose one of the following) (3 cr.)
  - L516 Advanced Study in the Teaching of English/Language Arts
  - L520 Advanced Study in Foreign Language Teaching
  - M458 Methods of Teaching Health and Safety
  - M522 Advanced Methods in the Teaching of Middle/Junior High School Mathematics



- Q506 Methods of Teaching Senior High/Junior High/Middle School Science
- S519 Advanced Methods of Teaching Senior/Junior High/Middle School Social Studies
- JOUR J525 Supervision of School Publications
- THTR T478 Methods and Materials for Teaching High School Theatre and Drama

### Spring

- F500 Secondary Transition to Teaching-Student Teaching (1-3 cr.)
- H520 Education and Social Issues (3 cr.)
- M500 Integrated Professional Seminar (1 cr.)

### Secondary Transition to Teaching Program (18 cr.) - Indianapolis

#### Unit 1: Learning as Inquiry—Summer Session 2

- P510: Psychology and Teaching (3 cr.)

**Unit 2: Middle School—Fall** Five days per week with a mentor in an IUPUI partnership middle school.

- S521 Teaching and Learning in the Middle School (5 cr.)
- M500 Integrated Professional Seminar (1 cr.)

**Unit 3: High School—Spring** Teaching in a high school five days per week.

- Appropriate "special methods" class for content area (3 cr.)
- S531 Teaching and Learning in the High School (2 cr.)
- M500 Integrated Professional Seminar (1 cr.)

#### Unit 4: Reflective Practitioner—Summer 1

- M590 Independent Study (portfolio development) (2 cr.)
- M500 Integrated Professional Seminar (1 cr.)

### Secondary Community of Teachers Program - Bloomington

A highly individualized way to earn a secondary teaching license, Community of Teachers (CoT) centers on an ongoing seminar that features intensive, hands-on work in one school. Students complete the program not by earning course credits but by completing a portfolio of evidence of their ability as teachers.

The central requirement of the program is an ongoing seminar (EDUC S500, 3 cr.) that is led from one semester to the next by the same faculty member. Each seminar group contains students from different majors and includes both beginning students and student teachers. Each semester the seminar's focus is determined by the students and their professor; and under the umbrella of the seminar each student organizes and carries out an individualized program of preparation. Two semesters of S500 are the minimum.

CoT students spend one day a week in a school of their choice, each working with a teacher of their choice who has consented to be their mentor. The relationship continues throughout the students' professional preparation, including ten weeks of student teaching (EDUC M550, 10 cr.).

The activities of the apprenticeship are guided by a list of 16 program expectations that students satisfy by building evidence of their teaching capabilities. The evidence is organized in a portfolio that supports the case students must make to the faculty of their readiness to enter the profession.

Three additional courses are required to complete the professional education portion of the program:

- L517 Advanced Study of Content Reading and Literacy (2-3 cr.)
- Subject methods course as appropriate to the content field (3 cr.), Fall only:
  - L516 Advanced Study in the Teaching of English/Language Arts
  - L520 Advanced Study in Foreign Language Teaching
  - M522 Teaching Mathematics in the Secondary School
  - Q506 Methods of Teaching Senior High/Junior High/Middle School Science
  - S519 Advanced Study in the Teaching of Secondary School Social Studies
  - JOUR J525 Supervision of School Publications
  - THTR T478 Methods and Materials for Teaching High School Theatre and Drama
- M550 Student Teaching (10 cr.)

**In addition, students must complete the requirements for the content area in which they are interested in teaching. This knowledge is gained by completing the requirements of subject areas as listed in the undergraduate bulletin, with the substitution of graduate courses as possible.** Subject areas are in:

- Health
- Journalism
- Language Arts (English)
- Mathematics
- Science (Biology, Chemistry, Earth-Space, and Physics)
- Social Studies (Economics, Geography, Government, History, Psychology, and Sociology)
- Theatre
- World Languages (Chinese, French, German, Japanese, Latin, Russian, and Spanish).

Because the state is changing its licensing rules, further changes within the content area may be required. Contact the graduate certification advisor for the applicable program.

### Special Education-Exceptional Needs: Mild Intervention (50 cr.) - Bloomington

Develop the knowledge, skills, and dispositions to work in today's classrooms. Course work includes research-based instruction in classroom management, collaboration and service delivery, assessment, instructional strategies, and working with families.

When you complete your certification, you'll be prepared to work in inclusive school and community settings. You'll also understand strategies for other types of special education teaching environments, such as resource and self-contained settings.



**Fall**

- K505 Introduction to Exceptional Children (3 cr.), complete in previous summer, if possible
- K510 Assistive Technology in Special Education (3 cr.)
- K565 Collaboration and Service Delivery (3 cr.)
- S500 Community of Teachers Seminar (Special Education Orientation) (3 cr.)

**Spring**

- K535 Assessment and Remediation of the Mildly Handicapped (3 cr.)
- K553 Classroom Management (3 cr.)
- S500 Community of Teachers Seminar (Field-Based Seminar in Teacher Education) (3 cr.)

**Summer**

- K548 Families, School, and Society (3 cr.)
- Reading/Language Arts (Choose one of the following)
  - L504 Identifying and Working with Learner Literacy Difficulties (3 cr.)
  - L517 Content Area Literacy (3 cr.)

**Second Fall**

- K536 Assessment and Remediation of the Mildly Handicapped II (3 cr.), Prerequisite: K535
- S500 Community of Teachers Seminar (Field-Based Seminar in Teacher Education) (3 cr.)

**Second Spring or Third Fall**

- M550 Student Teaching (10 weeks/10 cr.) Prerequisite: completion of 20/30 portfolio expectations

**Spring/Fall**

- Completion of Portfolio before Recommendation for Licensure.

## All Grades (K-12) Programs Communications Disorders (Speech-Language Pathology) License

This program is offered at Bloomington. Students interested in becoming licensed as a school-based speech, language, hearing clinician in the state of Indiana must achieve the master's degree in speech and hearing sciences. Specific information about the requirements of this degree may be obtained by contacting:

Academic Office  
Department of Speech and Hearing Sciences  
200 S. Jordan Avenue  
Bloomington, IN 47405  
(812) 855-4202

In addition to the Speech and Hearing course work for the degree, students must also take the following Education courses to be eligible for licensure by the Indiana Professional Standards Board: M463 /M401 (taken the same semester) and M550.

**M463 Methods in Speech and Hearing Therapy (3 cr.)**

Emphasis on school organizational patterns and administrative policies; relevant federal and state

legislation; caseload determination; and service delivery models. Offered during the first eight weeks of each semester.

(The course described above presents information, models, and organizational/administrative procedures for delivering services to communicatively disordered persons in public schools. It examines federal and state legislative prerequisites for school-based communication disorders programs. With emphasis on collaboration as a service delivery model, the course utilizes a case-based approach to discuss major aspects of program management.)

**M401 Laboratory/Field Experience**

Observation of a public school communication disorders program.

**M550 Practicum**

Eight-week, full-time practicum experience in a public school communication disorders program.

**Certification for Teacher of Library and Media**

This program is available on both the Bloomington and Indianapolis campus. Individuals who hold a valid teaching license may add the Certification for Teacher of Library and Media with emphasis in school media information technology by successful completion of the following 52 credits. The student must meet the graduate admission requirements for the Department of Information and Library Science at either Bloomington or Indianapolis. Specific information about the requirements of this degree may be obtained by contacting:

Kym Kramer

Director of School Library Media Programs  
[kakramer@indiana.edu](mailto:kakramer@indiana.edu) or [ilsmain@indiana.edu](mailto:ilsmain@indiana.edu)  
(317) 278-2093 or toll free (866) 758-6254

Courses completed at a B or higher for the 27 credits for library media may also count toward the 36 credit hour Master of Library Science, accredited by the American Library Association.

An addition to another teacher's license is available and requires the 27 cr. of ILS courses below.

**Information and Library Science required courses (18 cr.):**

- ILS Z501 Reference (3 cr.)
- ILS Z504 Cataloging (3 cr.)
- ILS Z571 Materials for Youth (3 cr.)
- ILS Z574 Information Inquiry for School Teachers (3 cr.)
- ILS Z605 Internship in Library and Information Science (3 cr.)
- ILS Z671 School Media (3 cr.)

**Application of Technology to Instruction courses (9 cr.)** (Choose from the following)

- ILS Z516 Human-Computer Interaction (3 cr.)
- ILS Z532 Information Architecture for the Web (3 cr.)
- ILS Z533 Online Searching (3 cr.)
- ILS Z554 Library Systems (3 cr.)
- ILS Z573 Education of Information Users (3 cr.)

- ILS Z603 Workshops (Such as Electronic Materials for Children, or Technology Rich Learning, or Video Production, or Grant Writing)
- ILS Z621 Audio and Video Sources (3 cr.)
- ISL Z622 Resources and Technologies for People with Disabilities (3 cr.)
- ILS Z652 Digital Libraries (3 cr.)
- Other technology courses as approved by an advisor

Individuals who do not hold a valid teaching license may establish such as Teacher of Library Media by completing **the above 27 credits AS WELL AS 15 credits selected from the list of Education courses below.**

Additionally, a school media student teaching placement must be successfully completed **within the state of Indiana.** All education credits and all LIS credits are to be completed prior to starting the student teaching experience. The student must submit passing scores for the Praxis I (or an acceptable substitute) as part of their application to the student teaching program. Placement for student teaching is coordinated through Kym Kramer, Director of School Library Media, in coordination with the IU School of Education in Bloomington approximately **nine to twelve months** prior to the anticipated student teaching semester.

**Educational Psychology (3 cr.)** (Choose one of the following)

- P444 Applied Cognition and Learning Strategies (3 cr.)
- P510 Psychology in Teaching (3 cr.)
- P514 Life Span Development (3 cr.)
- P515 Child Development (3 cr.)
- P516 Adolescent Development (3 cr.)
- P525 Psychological Issues in Education (3 cr.)
- P530 Instructional Psychology (3 cr.)
- P540 Learning and Cognition in Education (3 cr.)
- P545 Educational Motivation (3 cr.)
- P575 Developing Human Potential (3 cr.)

**Philosophy of Education (3 cr.)** (Choose one of the following)

- H340 Education and American Culture (3 cr.)
- H510 Foundations of Educational Inquiry (3 cr.)
- H520 Education and Social Issues (3 cr.)
- H530 Philosophy of Education (3 cr.)
- H538 Critical Thinking and Education (3 cr.)
- H540 Sociology of Education (3 cr.)
- H560 Education and Change in Societies (3 cr.)

**Curriculum and Technology (6 cr.)** (Choose two of the following)

- E535 Elementary School Curriculum (3 cr.)
- J500 Instruction in the Context of Curriculum (3 cr.)
- J630 Curriculum Development and Theory (3 cr.)
- K505 Introduction to Special Education for Graduate Students (3 cr.)
- K510 Assistive Technology in Special Education (3 cr.)
- R503 Application of Instructional Media and Technology (3 cr.)
- R505 Workshop in Instructional Systems Technology (3 cr.)

- R547 Computer-Mediated Learning (3 cr.)
- S503 Secondary School Curriculum (3 cr.)
- W310 Computer-Based Teaching Methods (3 cr.)
- W531 Computers in Education (3 cr.)
- W540 Computers in the Curriculum (3 cr.)

**Reading and Literacy (3 cr.)** (Choose one of the following)

- L500 Instructional Issues in Language Learning (3 cr.)
- L501 Critical Reading K-12 (3 cr.)
- L504 Learner Literacy Difficulties (3 cr.)
- L511 Advanced Study in Teaching of Writing in Elementary Schools (3 cr.)
- L512 Advanced Study in Teaching of Writing in Secondary Schools (3 cr.)
- L517 Advanced Study of Teaching in Reading (3 cr.)
- L524 Language Education Issues in Bilingual and Multicultural Education (3 cr.)
- L545 Advanced Study of Teaching Elementary Reading (3 cr.)
- L559 Trade Books in the Elementary Classroom (3 cr.)
- L567 Media in the Teaching of English (3 cr.)
- L645 Organization and Administration of a School Reading Program (3 cr.)

**Student Teaching (10 cr.)**

- M550 Student Teaching: all grades Library Media (10 cr.)

### World Language

The World Language certification program is considered K-12 if you are pursuing certification through the Community of Teachers program. The Transition to Teaching program only offers Secondary (grade 6-12) certification in World Languages. For more information or to talk to a certification advisor, please contact the Office to Teacher Education at (812) 856-8500 or [edhelp@indiana.edu](mailto:edhelp@indiana.edu).

### Art Education (K-12)

This program features many conceptual as well as practical experiences at both the elementary and secondary levels for teaching art, beginning with an introduction to the content of art teaching and continuing through two art methods courses. Student teaching is required to be completed at the secondary level, although under special arrangements students can do student teaching at both elementary and secondary levels.

This certification program prepares teachers to teach visual arts from kindergarten through high school in a variety of in-school and out-of-school visual art settings. A bachelor's degree with a 2.75 cumulative grade point average and in the visual arts area is considered minimal for entrance into the certification program.

In addition, a student may seek a master's degree in art education while pursuing certification. Specific requirements for both the master's degree and certification must be met, and students are required to work with both a faculty advisor for art education and a certification advisor.

Graduate certification students should take most of their courses at the graduate level if they wish to receive graduate credit toward a master's degree.

**Note:** 15 credits is usually the maximum number of credits that can be earned as a certification-only student and still be used toward a master's degree. Students should apply for the master's degree before earning more than 15 credits in order to use further certification credits toward a master's degree.

### Professional Education

Computer Literacy (3 cr.)

- W200 Using Computers in Education OR R503 Instructional Media Applications (3 cr.)

Educational Psychology (3 cr.) (Choose one of the following)

- P510 Psychology in Teaching (3 cr.)
- P515 Child Development (3 cr.)
- P516 Adolescent Development (3 cr.)

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

- 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.)

Exceptional Needs (3 cr.)

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

Introduction to Art Education (4 cr.)

- M101 Field Experience-Arts and Crafts for Teachers (1 cr.), Fall only
- Z533 Arts and Crafts for Teachers (3 cr.)

Art Methods I (4 cr.)

- M301 Field Experience (1 cr.) (Prerequisite or Corequisite: Z533), Fall only
- Z531 Advanced Methods and Materials for Artistically Talented Students (3 cr.)

Art Methods II (5 cr.)

- M401 Field Experience (1 cr.), Spring only
- Z532 Advanced Methods and Materials in Art Education (3 cr.) (Prerequisite: Z531)
- S508 Classroom Management (1 cr.)

Literacy (3 cr.)

- L517 Advanced Study of Content Reading and Literacy (3 cr.)

Student Teaching (11 cr.)

- M420 Student Teaching Seminar (1 cr.)
- M550 Practicum: All Grades (12 weeks/10 cr.)

### Content

The visual arts content area is the same as the undergraduate program and includes 48 credits of art course work with 34 credits minimum of studio and 15 credits minimum of art history and theory, and 12 cr.

above 200 level. In addition to art foundations courses, the following is recommended:

Studio (30 cr. minimum)

- F100 Fundamental Studio Drawing (3 cr.)
- F101 Fundamental Studio 3D (3 cr.)
- F102 Fundamental Studio 2D (3 cr.)
- Studio Art Content for breadth and depth (21 cr. minimum)
  - Breadth: A variety of classes including ceramics, photography, drawing, painting, jewelry, design
  - Depth: 300- or 400-level courses in one or more areas of advanced study

Art History (15 cr. minimum)

- A101 Ancient and Medieval Art (3 cr.)
- A102 Renaissance through Modern Art (3 cr.)
- Art History for Breadth and Depth (9 cr. minimum)
  - Breadth: A variety of classes including ceramics, photography, drawing, painting, jewelry, design
  - Depth: 300- or 400-level courses in one or more areas of advanced study

## Additions to Initial Teacher Licenses

License additions at the graduate level are available both for graduate students seeking initial licensure and for experienced teachers. If you want to teach in a different area or desire to expand your career opportunities, a license addition is a good way to accomplish your goal. Admission to the license addition programs at the graduate level is competitive, and each program determines its minimum GPA in the subject field. All course work must be completed with a "C" or higher.

NOTE: The State of Indiana has made available [Additions by Praxis II Testing](#) for certain subject areas. Not all areas may be added by testing.

- Computer Education
- English as a Second Language (ESL) / English as a New Language (ENL)
- High Ability
- Kindergarten (for Rules 46-47 licensed teachers)
- Library and Media
- Middle School Mathematics
- Reading Addition (IUB)
- Reading Addition (IUPUI)
- Special Education Mild/Moderate Intervention (IUB and IUPUI)
- Special Education Mild/Intense Intervention (IUPUI)
- Other secondary subject areas: Health Education, Journalism, Physical Education, Sciences, and Theater Arts. For more information, you can view detailed program sheets for each of these programs [here](#) or contact a certification advisor in the Office of Teacher Education at (812) 856-8500 or [edhelp@indiana.edu](mailto:edhelp@indiana.edu).

### Computer Educator License Program

The Computer Educator License for Practicing Teachers (CEL-T) Program is a 15 credit hour curriculum at the graduate level resulting in an Indiana Computer

Education license. In this program, courses are heavily focused on helping students learn how to be a technology using professional in the best way possible - by using technology in classrooms and fieldwork in area K-12 schools. Throughout the program, you will create an ePortfolio, which demonstrates to faculty and future employers your strengths, what you have learned and done, and why you are a strong candidate for a position requiring technological knowledge. A grade of "C" or higher in each education course and a minimum 2.5 GPA in the license addition are required.

At this time, the State of Indiana has not approved any license assignment codes for classes at the elementary or middle-school level specifically focusing on technology and/or computer applications. The Computer Educator License does not apply to K-8 grade levels. Additionally, the license does not provide a teacher with credentials to teach classes specifically focused on computer keyboarding, document formatting, or digital communication tools.

#### **Required (12 cr.)**

- R505 Workshop: Computer-Based Teaching Methods (3 cr.)
- P505 Workshop: Leadership Issues in Educational Technology (3 cr.)
- R511 Instructional Technology Foundations (3 cr.)
- R586 Practicum in Instructional Systems Technology (3 cr.)

#### **Elective (3 cr.)** (Choose one of the following)

- R546 Instructional Strategies (3 cr.)
- R547 Computer Mediated Learning (3 cr.)

#### **Alternative CEL-T Certification Requirement**

If you already have an Indiana computer endorsement added to your license, you have another option to receive a Computer Educator License. You may complete one course: R505 Workshop: Leadership Issues in Educational Technology.

#### **English as a Second Language (ESL) / English as a New Language (ENL)**

The English as a Second Language (ESL) / English as a New Language (ENL) licensure program provides the professional preparation necessary to help English language learners from pre-K through Grade 12.

This program is designed for teachers who have completed an initial license. To earn an additional teaching area in English as a Second Language, you must apply to the program to be enrolled. You will be licensed for ESL teaching at the same school setting or developmental level as those indicated on your initial license.

If you are a native speaker of English, you must present competence in a foreign language equivalent to two (2) semesters of university foreign language work or two years of high school foreign language. If you do not have such coursework, then you must pass an examination in foreign language at an equivalent level to the above. Credit earned by examination and records on your college transcript may be used toward fulfillment of these requirements.

If you are non-native speaker of English, then you must achieve oral proficiency in English equivalent to the

ACTFL/ETS Oral Proficiency Examination at the level of at least Intermediate High (1+). It is preferable that you achieve the Advanced (2) level on the examination. You must also score a minimum of 550 on the TOEFL Examination.

Certification and professional development programs are aligned with the requirements for the master's program in the department although a separate application for the master's program is necessary. Asterisked (\*) courses are recommended.

#### **Foundations in Language (3 cr.)** (Choose one of the following)

NOTE: You may take one of these courses before admission to the Teacher Education Program or the ESL License Program.

- L539 Language Foundations for ESL/EFL (offered online) \*
- LING L503 Introduction to Linguistic Analysis
- SLST T510 Modern English Grammar
- SLST T532 Models of Second Language Acquisition
- SPHS S539 Language Acquisition & Bilingualism in Children

#### **Literacy Foundations (3 cr.)** (Choose one of the following)

- L501 Critical Reading in the Content Area (3 cr.)
- L502 Socio-Psycholinguistics Applications to Reading Instruction (3 cr.) \*

#### **Foundations in Socio-Cultural Issues (3 cr.)**

- L524 Language Issues in Bilingual & Multicultural Education (3 cr.)

#### **ESL Literacy Methods (3 cr.)** (Choose one of the following)

- L504 Identifying & Working with Learner Literacy Difficulties (3 cr.)
- L517 Advanced Study of Content REading and Literacy (3 cr.)
- L530 Reading Instruction for ESL Teachers (3 cr.)
- L541 Writing Instruction for ESL/EFL Teachers (3 cr.)

**NOTE: You must complete all requirements above before enrolling in the practicum courses.**

#### **Methods Classroom Application (7-9 cr.)**

- L520 Advanced Study of Second/Foreign Language Teaching (3 cr.)\*
- M501 Field Experience: ESL/ ENL (1cr.)
- Choose one of the following
  - L530 Teaching ESL/EFL to Young Learners (3 cr.)
  - L530 Materials Development for ESL/EFL (3 cr.)
  - L540 ESL/EFL Approaches to Instruction & Assessment (3 cr.)

#### **Student Teaching /Practicum and Portfolio (1-8 cr.)** (Choose one of the following)



- L525 Student Teaching Practicum (1-4 cr.), licensed teachers
- M550 Practicum (Variable Title) (1-8 cr.), taken with program in initial license

### High Ability

The School of Education in Bloomington offers a unique, integrated, 12 hour gifted and talented academic and art license program for K-12 teachers, administrators, graduate students and counselors. Courses are delivered in a blended format. You will meet on the Bloomington campus for one intensive week followed by online completion of assignments. The 12 credit-hour program offers two courses each summer in an alternating pattern. Four courses are applicable for an Indiana license in High Ability.

#### Required (12 cr.)

- W551 Educational Foundations for Gifted and Talented Students (3 cr.)
- W552 Curriculum and Instruction for Gifted and Talented Students (3 cr.)
- W595 Practicum for Gifted and Talented Students (3 cr.)
- Z510 Creativity for Gifted and Talented Students (3 cr.)

### Kindergarten (License Rules 46-47 only) - Indianapolis

In order to qualify to add a kindergarten endorsement to your teaching license, a candidate must hold either the early childhood standard or professional license **or** the elementary school standard or professional license under the Indiana Teacher Licensing Rules 46 and 47 and complete the following 15 hours.

Students in the Graduate Kindergarten Endorsement Program can start the program either in the Fall or Summer I semester of every year.

#### Required (15 cr.)

Please contact Jacqueline Blackwell (317) 274-6830 (Delivery by Breeze—online live intensive class with special Internet assignments)

- E506 Curriculum in Early Childhood Education (3 cr.) Fall
- E508 Seminar in Early Childhood Education (3 cr.) Summer I
- E509 Internship in Early Childhood Education (3 cr.) Summer I
  - Prerequisites: E506, E508, and E525
- E525 Advanced Curriculum in Early Childhood Ed (3 cr.) Spring
  - Prerequisite: EDUC E506 or consent of instructor
- T524 Diverse Perspectives on Families (3 cr.) Summer I
  - Note: The course is held via Adobe Connect. This course is an online, live intensive course with special web-based assignments.

### Library and Media

This program is available on both the Bloomington and Indianapolis campus. Individuals who hold a valid teaching license may add the Certification for Teacher of Library

and Media with emphasis in school media information technology by successful completion of the following 52 credits. The student must meet the graduate admission requirements for the Department of Information and Library Science at either Bloomington or Indianapolis. Specific information about the requirements of this degree may be obtained by contacting:

Kym Kramer  
 Director of School Library Media Programs  
[kakramer@indiana.edu](mailto:kakramer@indiana.edu) or [ilsmain@indiana.edu](mailto:ilsmain@indiana.edu)  
 (317) 278-2093 or toll free (866) 758-6254

Courses completed at a B or higher for the 27 credits for library media may also count toward the 36 credit hour Master of Library Science, accredited by the American Library Association.

An addition to another teacher's license is available and requires the 27 cr. of ILS courses below.

#### Information and Library Science required courses (18 cr.):

- ILS Z501 Reference (3 cr.)
- ILS Z504 Cataloging (3 cr.)
- ILS Z571 Materials for Youth (3 cr.)
- ILS Z574 Information Inquiry for School Teachers (3 cr.)
- ILS Z605 Internship in Library and Information Science (3 cr.)
- ILS Z671 School Media (3 cr.)

#### Application of Technology to Instruction courses (9 cr.) (Choose from the following)

- ILS Z516 Human-Computer Interaction (3 cr.)
- ILS Z532 Information Architecture for the Web (3 cr.)
- ILS Z533 Online Searching (3 cr.)
- ILS Z554 Library Systems (3 cr.)
- ILS Z573 Education of Information Users (3 cr.)
- ILS Z603 Workshops (Such as Electronic Materials for Children, or Technology Rich Learning, or Video Production, or Grant Writing)
- ILS Z621 Audio and Video Sources (3 cr.)
- ISL Z622 Resources and Technologies for People with Disabilities (3 cr.)
- ILS Z652 Digital Libraries (3 cr.)
- Other technology courses as approved by an advisor

### Middle School Mathematics

The Middle School Mathematics License Addition can be added to an Elementary or Secondary License. This program is only available to teacher candidates who are in the process of completing an initial license in a recognized Teacher Education Program or in-service teachers who hold a current teaching license.

#### Required (14 cr.)

- MATH-M211 Calculus and Analytical Geometry I (4 cr.)
- MATH-M212 Calculus and Analytical Geometry II (4 cr.)
- N443 Teaching Elementary School Math Problem-Solving (3 cr.)
  - Prerequisite: E343



- N510 Topics in Middle Grades Math (3 cr.)

### Electives (9 cr.)

Choose one of the first two courses

- MATH-K310 Statistical Techniques (3 cr.)
  - Prerequisite: M119 or an equivalent
- Math-M365 Introduction to Probability & Statistics (3 cr.)
  - Prerequisite: M212

Choose two of the following courses

- MATH-M330 Exploring Math Ideas (3 cr.) (Offered in Spring only.)
  - Prerequisite: M211
- MATH-M380 History of Mathematics (3 cr.) (Offered in Fall only.)
  - Prerequisite: M212
- MATH-T336 Euclidean Geometry (3 cr.) (Offered in Fall only.)
  - Prerequisite: M212

### Professional Education (9 cr.)

If adding to an Elementary License

- P516 Adolescent Psychology (3 cr.)
- S500 Field-Based Seminar (3 cr.)
- S505 The Junior High/Middle School (3 cr.)

If adding to a Secondary License

- MATH-M118 Finite Mathematics (3 cr.)
- MATH-N101 Math for Elementary Teachers (3 cr.)  
OR MATH-T101 Math for Elementary Teachers I (3 cr.)
- N103 Math for Elementary Teachers III (3 cr.)  
OR MATH-T103 Math for Elementary Teachers III (3 cr.)

### Reading Addition - Bloomington

The Department of Literacy, Culture & Language Education offers courses that qualify pre-service and in-service teachers for the addition in reading with a focus at the elementary or secondary level. Students may be able to use appropriate courses from an undergraduate program to apply toward this addition. This program is only available to teacher candidates who are in the process of completing an initial license through a recognized Teacher Education Program.

If you have a bachelor's degree, you may pursue the Reading license addition in conjunction with a Master's program (strongly encouraged to apply to the Language Education master's program, as the reading addition courses can count towards the degree) or with the Elementary Certification Master's Program (ECMP).

Graduate students (including in-service teachers and pre-service graduate students) should contact the Graduate Certification Advisor in the Office of Teacher Education at (812) 856-8500 or [edhelp@indiana.edu](mailto:edhelp@indiana.edu) for information about this program.

**Reading Methods** (12 cr. for licensed teachers; 15 cr. if you are pursuing the ECMP)

- L545 Advanced Study in Teaching Reading (3 cr.)
- L504 Diagnosis in Language Difficulties (3 cr.)
- L549 Advanced Study in Teaching Language Arts in the Elementary School (3 cr.)
- L517 Advanced Study of Content Reading and Literacy for Secondary Education (3 cr.)
- L525 Practicum in Reading (3 cr.) (For licensed teachers only)
- L525 Practicum in Reading (6 cr.) (For ECMP and others pursuing initial licensure)

**Literature (3 cr.)** (Choose one of the following)

- L508 Young Adult Literature for a Diverse Society (3 cr.)
- L535 Young Adult Literature (3 cr.) (For secondary licensed teachers only)
- L559 Trade Books in the Elementary Classroom (3 cr.)

**Linguistics (3 cr.)** (Choose one of the following)

- L502 Socio-psycholinguistic Applications to Reading Instruction (3 cr.)
- L507 Instructional Issues in Language Learning for English Teachers (3 cr.)

**Professionalism (3 cr.)**

- L509 Critical Issues for the Reading Professional (3 cr.)

### Reading Addition - Indianapolis

Individuals who have a teaching license or who are in a teacher education program can add an additional content area to their license by successfully completing a dual license. Students should complete the reading certification program at Indianapolis at the grade levels of their initial teaching license.

This program prepares teachers to meet the standards established by the Indiana Professional Standards Board (IPSB) for teaching in this area of content, but do not specifically develop a teacher's performance beyond their existing developmental area. For this reason, a dual license adds only a content area to a teacher's license. It does not add or change the developmental level(s) of the license.

**Elementary (21 cr.)**

Required (18 cr.)

- L500 Instructional Issues in Language Learning (3 cr.)
- L502 Socio-psycholinguistics of Reading (3 cr.)
- L504 Identifying and Working with Learner Literacy Difficulties (3 cr.)
  - This class is waived for IUPUI graduates who have successfully completed EDUC-E 341 within the last 10 years.
- L524 Bilingual Education: Introduction (3 cr.) OR L532 Second Language Acquisition (3 cr.)
- L525 Practicum in Literacy, Culture, and Language Education (3 cr.)

- Arranged with the help of your advisor at the conclusion of the program.
- L559 Trade Books in the Classroom (3 cr.)
  - This class is waived for IUPUI graduates who have successfully completed EDUC-E 341 within the last 10 years.

Elective (3 cr.) (Choose one of the following)

- L511 Advanced Study in Teaching Writing in Elementary Schools (3 cr.)
- L530 Topics Course in Literacy (with advisor's approval) (3 cr.)
- L545 Advanced Study in Teaching Reading in Elementary Schools (3 cr.)
- L549 Advanced Study in Teaching Language Arts in Elementary Schools (3 cr.)
- HERR R511 Integrating the Arts and Literacy (3 cr.)

### Secondary (21 cr.)

Required (18 cr.)

- L500 Instructional Issues in Language Learning (3 cr.)
- L501 Critical Reading in the Content Areas (3 cr.)
- L502 Socio-psycholinguistics of Reading (3 cr.)
- L504 Identifying and Working with Learner Literacy Difficulties (3 cr.)
- L525 Practicum in Literacy, Culture, and Language Education (3 cr.)
- L535 Adolescent/Young Adult Literature (3 cr.)

Elective (3 cr.) (Choose one of the following)

- L517 Advanced Study of Teaching Reading in Junior High and Secondary Schools (3 cr.)
- L524 Bilingual Education: Introduction (3 cr.)
- LING L532 Second Language Acquisition (3 cr.)
- HERR R511 Integrating the Arts and Literacy (3 cr.)

### Special Education Mild/Moderate Intervention - Bloomington

The Special Education Mild/Moderate Intervention license can be added to a Secondary License and provides the preparation necessary to teach students with exceptional needs. This program is based on special education professional standards and addresses the knowledge, skills, and dispositions needed for special education teachers working in today's classrooms. This program is offered primarily online and prepares teachers to work in inclusive school and community settings.

The mild/moderate intervention certification is limited to a K-6 or 7-12 license. You must focus your coursework on a particular level of education. Student teaching is required for those seeking an initial license in special education. This program incorporates an ongoing practicum with a mentor teacher. Courses are designed to be completed in a practicum setting with the support of an experienced teacher. During the first semester, you will focus attention on identifying a mentor teacher and practicum site. If you wish to complete an initial license, you should make arrangements to teach at the completion of the program in your mentor's classroom.

Students interested in this program should contact:

Special Education Program Office  
Education 3130  
Bloomington, IN 47405-1006  
(812) 856-8123

### Mild Intervention (33 cr.)

Year One

Prerequisite Course

- K505 Introduction to Exceptional Children (3 cr.)

First Semester (8 cr.)

- K510 Assistive Technology in Special Education (3 cr.)
- K565 Collaboration and Service Delivery (3 cr.)
- S500 Field-Based Seminar in Teacher Education (Special Education Orientation Seminar) (2 cr.)

Second Semester (7 cr.)

- K535 Assessment and Remediation of the Mildly Handicapped (3 cr.)
- K553 Classroom Management (3 cr.)
- K590 Portfolio Seminar (1 cr.)

Summer Semester (3 cr. plus Language Education)

- K548 Family, School and Society (3 cr.)
- L504 Identifying and Working with Learner Literacy Difficulties (3 cr.) (Elementary and Secondary teachers)
- L517 Advanced Study of the Teaching of Secondary School Reading (3 cr.) (Secondary teachers only)
- L545 Advanced Study of the Teaching of Reading in Elementary Schools (3 cr.) (Elementary teachers only)

Year Two

Third Semester (6 cr.)

- K536 Assessment and Remediation of the Mildly Handicapped II (Instructional Strategies) (3 cr.)
- K590 Portfolio Seminar (1 cr.)

Fourth Semester (1 cr. if needed)

K590 Portfolio Seminar (1 cr.) (The seminar is taken until all portfolio requirements are met.)

### Special Education Mild and Intense Intervention - Indianapolis

The Graduate Special Education Certification program leads to mild and intense special education certification for certified teachers who already have a standard teaching license in another area. This program will lead to special education certification at the same developmental level as the teacher's initial license. For intense certification, the student must complete the requirements for mild and intense.

Students interested in this program should contact:

IU School of Education-Indianapolis  
Office of Student Services  
Education/Social Work 3131  
Indianapolis, IN 46202-5155  
(317) 274-0045.

### Mild and Intense Intervention - Merged Program in Special Education (33 cr.)

Prerequisite (3 cr.)

- K505 Introduction to Special Education (3 cr.)

Mild Intervention (Required)

- Seminar 1: K548 Families in School and Society (3 cr.)
- Seminar 2: K553 Classroom Management and Behavior Support (3 cr.)
- Seminar 3: K565 Collaboration and Consultation (3 cr.)
- Seminar 4: K510 Technology Applications (3 cr.)
- Seminar 5: K525 Assessment and Instruction I—Mild (3 cr.)
- Seminar 6: K541 Transition across the Lifespan (3 cr.)

Intense Intervention (Required)

To receive the Intense Intervention certification, students must complete the courses for BOTH the Mild Intervention and Intense Intervention certification.

- Seminar 7: K561 Assessment and Instruction II—Intense (3 cr.)
- Seminar 8: K529 Interagency Collaborative and Behavioral Support (3 cr.)
- Practicum 1: K595 Mild Intervention (3 cr.)
- Practicum 2: K595 Intense Intervention: Significant Disabilities (3 cr.)

## School Services Licensure Programs

Following are the initial licensure program requirements for school counselor and school psychologist. The speech and hearing clinician program is now an instructional license in communication disorders. In addition, a **School Nurse Licensure program** is available from the IU School of Nursing at IUPUI (see [School of Nursing Bulletin](#)). A **School Social Worker Licensure program** is available from the IU School of Social Work at IUPUI (see [School of Social Work Bulletin](#)).

### School Counselor

In order to be licensed as a school counselor in the state of Indiana, the student must earn a Master of Science in Education in Counseling and Counselor Education. See the section titled Master of Science in Education Degree for the required course work for a master's degree in Counseling and Counselor Education.

#### For information regarding the Counseling and Counselor Education in Bloomington:

Department of Counseling and Educational Psychology  
School of Education, Room 4000  
201 North Rose Avenue  
Bloomington, Indiana 47405-1006  
(812) 856-8300  
[cep@indiana.edu](mailto:cep@indiana.edu)

#### For information regarding the Counseling and Counselor Education in Indianapolis:

Education/Social Work, Room 3116  
902 West New York Street

Indianapolis, IN 46202-5155  
(317) 274-6801  
[chathomp@iupui.edu](mailto:chathomp@iupui.edu)

### School Psychologist

This program is offered in Bloomington. To be licensed as a school psychologist through IU Bloomington, the student must earn either an Ed.S. or Ph.D. degree with a major in School Psychology and be recommended by the Director of the School Psychology Training Program to the School of Education Certification Officer. A core set of courses is required, and the student may select from other courses to meet program requirements. In some cases, a particular course may meet two requirements simultaneously.

Students receiving the Ed.S. and Ph.D. degrees must complete a minimum of 65 credit hours and 90 credit hours of graduate credit, respectively. The Ed.S. and Ph.D. programs are fully approved by the National Association of School Psychologists, and the Ph.D. program is fully accredited by the American Psychological Association. A student who successfully completes either program and receives a passing score on the National School Psychology Examination is automatically eligible for endorsement as a Nationally Certified School Psychologist (NCSP). The NCSP is accepted by the Indiana Professional Standards Board as one alternative for receiving a license as a school psychologist. The NCSP also is accepted by several other states for licensure as a psychologist in the public schools. Persons interested in this program should contact the department at Education 4070, Bloomington, IN 47405-1006, (812) 856-8332.

The following courses are required for licensure, which may vary according to degree objective:

### School Psychology (29 cr.)

- P655 Cognitive Assessment and Intervention (4 cr.)
- P656 Practicum in School Psychology (4 cr.)
- P657 Academic Assessment and Intervention (4 cr.)
- P680 Ethical, Legal, and Professional Issues in School Psychology (2 cr.)
- P681 Psychology of Cultural Diversity: Equity and Opportunity in Public Education (3 cr.)
- P682 Developmental Psychopathology of Childhood and Adolescence (3 cr.)
- P691 Personality and Behavioral Assessment (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 **OR** P699 Internship in School Psychology II (2 cr.)

### Human Development (3 cr.)

- P623 Advanced Child Development (3 cr.)  
Prerequisite: P515 or equivalent

### Nature of Exceptional Children (3 cr.) (Choose one of the following)

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

- K520 Survey of Behavior Disorders (3 cr.)  
Prerequisite: K505
- K780 Seminar in Special Education (1-4 cr.)  
Prerequisite: Consent of instructor

### Remedial Education (3 cr.) (Choose one of the following)

- K500 Topical Workshop in Special Education (1-3 cr.) Prerequisite: Consent of instructor
- Elective

### Behavioral Interventions (3 cr.) (Choose one of the following)

- K553 Classroom Management and Behavior Support (3 cr.)
- Elective

### Educational Foundations (3 cr.) (Choose one of the following)

- A408
- H530 Philosophy of Education (3 cr.)
- J630 Curriculum Theory and Practice (3 cr.)  
Prerequisite: J500 or doctoral student status, or consent of instructor.
- Elective

### Learning (3 cr.) (Choose one of the following)

- P540 Learning and Cognition in Education (3 cr.)
- P544 Applied Cognition and Learning Strategies (3 cr.)
- P545 Educational Motivation (3 cr.)
- Elective

### Social Bases of Behavior (3 cr.)

- P566 Social Psychology in Education (3 cr.)  
Prerequisite: P525

### Interventions (6 cr.) (Choose two of the following)

- G502 Professional Orientation and Ethics (3 cr.)
- G522 Counseling Techniques (3 cr.)  
Prerequisite: G502 or equivalent.
- G523 Laboratory in Counseling (3 cr.)  
Prerequisite: Consent of instructor,  
Corequisite: G522
- G532 Introduction to Group Counseling (3 cr.)  
Corequisite: G502
- G622 Advanced Theories of Counseling (3 cr.)  
Prerequisite: G505, G524, and consent of instructor
- Electives

### Research Methods (6 cr.)

- Y502 Intermediate Statistics Applied to Education (3 cr.) Prerequisite: Basic mathematical and algebra skills, and knowledge of research concepts as might be learned in an introductory statistics or research course.
- Y520 Strategies for Educational Inquiry (3 cr.)

### Electives (9 cr.)

**Note:** The Ed.S. internship must be full time for a minimum of one school year. At least half of the internship must be in a school setting. The other half may be in a child guidance center, mental health facility, or other setting where psychological and educational services are

provided to children or their families. Students seeking the doctoral degree must complete a 12-month internship. The internship must be supervised by an appropriately licensed or certified psychologist with a minimum of three years experience, and by a faculty member at Indiana University.

## School Administration Programs

The Department of Educational Leadership and Policy Studies offers licensure in the following programs:

- Building Level Administrator K-12
- School Superintendent
- Director of Exceptional Needs
- Director of Curriculum and Instruction

**Note:** Because of changes in the requirements of the Division of Professional Standards, the administrator licensing program is subject to change at any time. Please check with the Educational Leadership program or the Department of Educational Leadership and Policy Studies for the most current requirements.

### Building Level Administrator K-12

This 24 credit-hour program prepares you for K-12 building-level leadership positions, including principal or assistant principal.

To earn this license, candidates must:

- Hold a masters degree
- Hold a proficient or accomplished practitioner license, or a valid equivalent out-of-state license
- Complete the 24-credit hour program, including the A695 practicum course (at least 18 credits must be earned through IU Bloomington or IUPUI)
- Maintain a GPA of at least 3.0 in all licensure course work taken at Indiana University
  - Since this licensure-only program does not involve the awarding of a degree, regulations governing course recency do not apply
- Achieve a qualifying score on the ETS School Leaders Licensure Assessment

Individuals completing administrative programs are required by the [Office of Educator Licensing and Development](#) to complete an induction program during their first two years of service as an administrator. Completion of the two-year induction program will result in eligibility for the five-year proficient practitioner license. Questions about licensure can be directed to:

Office of Educator Licensing Development  
Indiana Department of Education  
151 West Ohio Street  
Indianapolis, Indiana 46204  
Phone: 317-232-9010  
Fax: 317-232-9023  
[licensinghelp@doe.in.gov](mailto:licensinghelp@doe.in.gov)

### Required (24 cr.)

Completion of the following standards-based, performance-driven courses results in fulfilling the ISLLC standards for educational leaders:

- A500 Introduction to Educational Leadership (3 cr.)



- A510 School-Community Relations (3 cr.)
- A515 Educational Leadership: Teacher Development and Evaluation (3 cr.)
- A608 Legal Perspectives on Education (3 cr.)
- A624 Educational Leadership: The Principalship K-12 (3 cr.)
- A635 Public School Budgeting and Accounting (3 cr.)
- A695 Practicum in Educational Leadership (3 cr.)
- J500 Instruction in the Context of Curriculum (3 cr.)

See the section on the M.S. in Educational Leadership which offers several tracks and meets licensure requirements.

### School Superintendent

This 36-credit hour program prepares you for district-level leadership positions, including (but not limited to) superintendent. The School Superintendent License is eight courses beyond those that are required for the Building Level Administration. If you are licensed as a superintendent, you may also serve as building-level administrators in schools serving those grades in which you have at least three years of teaching experience.

To earn this license, candidates must:

- Hold a proficient practitioners license
- Earn an Ed.S. or Ed.D. degree\*
- Complete this 36-credit licensure program

\*Licensure course work overlaps substantially with both the Ed.S. and Ed.D. program.

At least 12 credit hours must be taken on the Bloomington or Indianapolis campus.

### Required (36 cr.)

Completion of the following standards-based, performance-driven courses results in fulfilling the ISLLC standards for educational leaders:

- A560 Political Perspectives of Education (3 cr.)
- A600 Problems in Educational Leadership (3 cr.)
- A615 Advanced School Law (3 cr.)
- A631 Microeconomic Applications to Education (3 cr.)
- A653 Organizational Context of Education (3 cr.)
- A638 Public School Personnel Management (3 cr.)
- A640 Planning Educational Facilities (3 cr.)
- A671 Planning and Change in Educational Organizations (3 cr.) **OR** A672 Moral Dimensions of Leadership (3 cr.)
- H504 History of American Education (3 cr.)
- J630 Curriculum Theory and Practice (or other curriculum course) (3 cr.)
- P507 Assessment in Schools (3 cr.)
- A785 Internship in Educational Leadership (3 cr.)

### Director of Exceptional Needs

This program is offered at Bloomington. Candidates must hold a professional license in one of the following areas: special education, communication disorders, or school psychology. School psychology and communication disorders majors will require 12 credit hours of special

education course work. Special education majors will require 8 credit hours of special education course work.

### Required (29-33 cr.)

Completion of the following standards-based, performance-driven courses results in fulfilling the ISLLC standards for educational leaders:

### Educational Leadership (18 cr.)

- A500 Introduction to Educational Leadership (3 cr.) **OR** A653 Organizational Context of Education (3 cr.)
- A608 Legal Perspectives on Education (3 cr.)
- A635 Public School Budgeting and Accounting (3 cr.) (this course is preferred) **OR** A630 Economic Dimensions of Education (3 cr.)
- A675 Leadership in Special Education (3 cr.)
- A735 Building Unified Systems Inclusive of Students with Disabilities (3 cr.)
- A695 Practicum in Educational Leadership (3 cr.)

NOTE: A675, A695, and A735 are taken as a group. Students typically complete these courses by December of that year. Monthly meetings are part of this program and meet on a weekday from January-May and September-December, typically in the Indianapolis area.

### Special Education (8 cr./12 cr.)

- Special Education Majors: 8 credits of course work selected in consultation with your faculty advisor
- Communications Disorders/School Psychology Majors: 12 credits of course work selected in consultation with your faculty advisor, which should include K525 Assessment and Instruction

### Program Evaluation and Curriculum Assessment (3 cr.) (Choose one of the following courses)

- J660 Evaluation of School Programs (3 cr.)
- Y535 Evaluation Models and Techniques (3 cr.)

### Director of Curriculum and Instruction

### Educational Leadership (12 cr.)

- A600 Problems in Educational Leadership (3 cr.)
- A653 Organizational Context of Education (3 cr.)
- A671 Planning and Change in Educational Organization (3 cr.)
- A672 Moral Dimensions of Leadership (3 cr.)

### Curriculum Courses (9 cr.)

- J630 Curriculum Theory and Practice (3 cr.)
- J637 Curriculum Development Process (3 cr.)
- J670 Curriculum History of Thought in the United States (3 cr.)

### Educational Psychology (9 cr.)

- Y527 Educational Assessment and Psychological Measurement (3 cr.)
- P540 Learning and Cognition in Education (3 cr.)
- Learning and Developmental Sciences/Educational Psychology elective (3 cr.)

### Field Based Practicum

- Field Based Practicum will emerge from A672 **Moral Dimensions of Leadership (3 cr.)** and **J637 Curriculum Development Process (3 cr.)**

## Education Placement

Anyone who has earned an education degree from Indiana University or who has successfully completed or will complete 24 credit hours from Indiana University may register for placement assistance. [IU Education Careers](#) at the School of Education in Bloomington and [Career Planning](#) at IUPUI provide the following services:

1. Assist registrants in locating teaching, administrative, and special service positions in schools, colleges, and universities, and as appropriate in business, industry, and governmental agencies;
2. Assist registrants with the development of an employment credential, and upon request, send that credential to prospective employers and other eligible agencies;
3. Provide career counseling and planning services for students and alumni;
4. Conduct research concerning supply and demand and employment trends, issues, and procedures;
5. Assist employers in finding the better qualified candidates for vacant positions in their respective institutions and agencies; and
6. Sponsor on-campus recruiting activities for education students.

In Bloomington, there is no fee for the initial registration, for updating the placement file, or for receiving career development services. The placement year begins on September 1 and ends on August 31.

At IUPUI, there is a nominal fee for the initial registration and for establishing a placement file at the Career Center. A nominal fee is also charged to cover the cost of duplicating, assembling, and mailing each credential file to a prospective employer. Resume writing assistance and access to listings of positions open in area school systems are available through the Career Center Web site at <https://www.myinterfase.com/iupui-se/student/>.

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

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

Both the Bloomington and IUPUI offices carefully follow the mandates of PL93-380, the Family Educational Rights and Privacy Act, passed by Congress in 1975. Registrants normally request that files be sent by e-mail, U.S. mail, or by FAX (812-856-8795). Registrants may pick up a supply of credential transmittal forms in the office.

### Campus Interviews

Interviews with educational employers are scheduled for registrants who have active files from either the Indiana University Bloomington or IUPUI campus. In Bloomington,

registrants must return the Interview Day registration form in order to sign up for interviews. Registrants are permitted to interview only in those areas in which they are or will be certified or qualified. Registrants are encouraged to sign up for campus interviews as soon as possible after the interview schedule is announced because most interviewers have limited time to talk to candidates. Each educational interviewer will be provided a resume of each registrant being interviewed. Only those individuals who have complete active files will be permitted to participate in on-campus interviews.

Each fall semester, the IUPUI Career Planning compiles a list of companies and school districts sending representatives to campus. Scheduled visits from the recruiting representatives of various school systems are also announced at least two weeks in advance in the *Sagamore*, the all-campus student newspaper, and in the weekly Employment Bulletin. Interested persons should schedule an interview by contacting the [Academic and Career Planning Office](#).

## Obtaining the License

To apply for an Indiana Teaching License you must have:

1. Met all requirements for an undergraduate degree and successfully completed a teacher education program
2. Successfully completed content and pedagogy licensing exams, if required
3. Successfully completed an CPR/AED course, suicide prevention training and have valid certification through one of the [approved providers](#). Course must include Heimlich maneuver.

### Online Application Process

To obtain your state teaching license, visit the Indiana Department of Education Office of Educator Licensing and Development online application at <http://www.doe.in.gov/licensing>.

The licensing officer receives the application electronically, verifies everything electronically and returns the application to the state. Once a license is granted, applicants will receive email notification and will be able to print their license.

### Licensing questions at Bloomington, contact:

Dorothy Slota

@  
812-856-8511

Sharon Vance

[svance@indiana.edu](mailto:svance@indiana.edu)  
812-856-8545

Office of Teacher Education  
School of Education, Room 1000  
201 North Rose Avenue  
Bloomington, Indiana 47405-1006  
(812) 856-8500

[edhelp@indiana.edu](mailto:edhelp@indiana.edu)

Website: <http://education.indiana.edu/license-development/licensing/index.html>

**Licensing questions at IUPUI, contact:**

Dee Outlaw (for Graduate Original Licenses, License Renewals and Professionalization)

[doutlaw@iupui.edu](mailto:doutlaw@iupui.edu)

317-274-6868

IU School of Education at IUPUI  
Education/Social Work, Room 3131  
902 W. New York Street  
Indianapolis, IN 46202-5155  
(317) 274-0645

Website: <http://education.iupui.edu/soe/licensing/index.aspx>

## 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.

**Counseling and Educational Psychology:** counseling; educational inquiry methods; learning and development sciences/educational psychology

**Curriculum and Instruction:** art education; curriculum studies (doctoral courses); elementary and early childhood; gifted and talented education; mathematics education; multicultural and urban education; science and environmental education; secondary education; social studies education; special education

**Educational Leadership and Policy Studies:** educational leadership; higher education; higher education and student affairs; history, philosophy and policy studies

**Instructional Systems Technology:** computer education; instructional systems technology

**Literacy, Culture and Language Education:** includes courses in English, world language, English as a Second/New Language, Reading.

**Courses across all departments:** experimental courses; field experience methods; graduate education, in-service education; master's thesis.

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 Courses

**EDUC-D 500 Introduction to Adult Education Theory (3 cr.)** Theories and principles of adult learning vary, and it is important to understand the complexities among them. Students are introduced to the writings of major adult education theorists, including Lindeman, Knowles and Friere. This course reviews theories of practice from a historical perspective, and encourages students to develop and defend their personal theories.

**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 & 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 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 550 Practicum in Adult Education (1-3 cr.)** P: EDUC-D 505 or EDUC-D 506 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 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 The Teaching-Learning Transaction in Adult Education (3 cr.)** P: EDUC-D 505 or EDUC-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 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.

**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 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 (3 cr.)** P: D506 and D512 or consent of the 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.

## Art Education Courses

**EDUC-Z 501 Art Methods for Non-Art Specialist Educators (3 cr.)** Introduction to visual art education content, issues, and pedagogy for non-art specialist 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. (BL)

**EDUC-Z 503 Workshop in Art Education: Variable Title (1-6 cr.)** An intensive professional development workshop for pre-service or 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: variable title (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 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.)**

P: Z500. 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 Courses

**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. B

**EDUC-W 515 Technology Leadership (3 cr.)**

During this course, students will participate in several online learning modules including leadership and change, policy and procedure, technology budgeting, professional development, data analysis, and planning. I

**EDUC-W 531 Computers in Education (3 cr.)**

A survey of computer technology as applied to instructional processes. Students will be introduced to a variety of computer systems and to the ways computers are used in instruction and classroom management. I

## Counseling Courses

**EDUC-G 502 Professional Orientation and Ethics (3 cr.)**

The psychological and educational foundations for counseling and guidance. Overview of counseling theories, practices, and organization.

**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 Student-Athletes (3 cr.)**

This graduate seminar that will 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, additions, effects of injury/retirement, and experiences of specific SA groups (e.g., African-American, GLBT).

**EDUC-G 510 Introduction to Alcohol & Drug Counseling (3 cr.)**

This 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 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 experiences in counseling, analysis of counseling interviews, role playing, and closely supervised counseling in the laboratory setting.

**EDUC-G 524 Practicum in Counseling (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 (3 cr.)**

Counseling experience in actual school or agency situations. Under direction and supervision of the counselor/supervisor, students get practice in counseling, interviewing, in-service training, orientation procedures, and data collection.

**EDUC-G 552 Career Counseling: Theory/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 Foundations of 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 Introduction to Marriage and 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. Will focus on treatment models and specific counselor skills in the assessment and treatment of intergenerational 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 1 credit 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, situations in which different communications 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 (1-3 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 on 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 Proseminar 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. Individual

and group study utilizing the case study approach. Administration, scoring, interpretation of objective and projective personality tests. Special emphasis on relating assessment to therapeutic interventions.

**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 provided by a Counseling Psychology faculty member or a licensed psychologist to an advanced practicum student in a clinical field experience. The supervisor provides a minimum of 1 hour per week of face-to-face individual supervision to the advanced practicum student who is providing direct clinical care to individuals, families, couples, or groups. This supervision is in accordance with Indiana state law and APA accreditation guidelines for clinical training. The role of the supervisor includes protection of client welfare, development of knowledge, skills, and professional dispositions of the supervisee, and provision of formative and summative evaluation of clinical work including a formal written evaluation provided to the supervisee at the end of each 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.)** 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 Methods (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 763 Advanced Practicum In Counseling Supervision (1-3 cr.)** Closely directed experience in supervising master's level students in a counseling practice, a laboratory, a school, or an agency. Participation in seminar discussion 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 Courses

**EDUC-J 500 Instruction in the Context of Curriculum (3 cr.)** First course for the master's degree in curriculum and 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.)** Students will critically examine several approaches to individualizing instruction. Emphasis is on developing strategies for determining characteristics of the learner and on creating a variety of classroom strategies designed to individualize learning (K-12). Course project is development of classroom instructional materials, in-service program design or proposal for research.

**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 its history, become familiar with the structures that support ongoing discourses, and explore a variety of conversations currently taking place among curriculum study scholars. S/ F grading.

**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: Y 520 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 mind set, 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 permission 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: Instructor approval. Offers students the opportunity to (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) become leaders of multicultural/global education in their area of expertise.

**EDUC-J 660 Seminar in the Evaluation of School Programs (3 cr.)** P: Y520, Y535, or consent of the instructor. Explores the theoretical principles and field practices involved in the evaluation of educational programs. Students will conduct a program evaluation 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 placed on developing and testing original materials for microteaching, simulation, and gaming, as well as concept and skill acquisition. Proposals for teacher training programs will also be developed.

**EDUC-J 664 Seminar: 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 (1 cr.)** P: Holding an associate instructorship or an internship in teacher education. Emphasizes a problems approach to teacher education and the context of one's own teaching. Discusses topics of current interest and how one might act at a personal and organizational level. May be repeated for a maximum of 3 credit hours. S/F grading.

**EDUC-J 705 Seminar: Inquiry in Curriculum and Instruction (1 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 teacher 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 Inquiries into Preservice Teacher Socialization (3 cr.)** This course focuses on program components and societal factors that affect the occupational socialization of preservice teachers. It examines different orientations to occupational socialization, research on how teacher education program components influence preservice 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 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: variable title (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 (1-12 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.

## Inquiry Methodology Courses

**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-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-Y 500 Computer Laboratory and Consultation for Educational Statistics (0-1 cr.)** This laboratory course is designed to accompany courses in educational statistics. Use of statistical software, interpretation of analysis results, and conceptual discussion of statistical concepts and principles are included in this laboratory. The management and use of large data sets may be included in some laboratory offerings. (BL/IUPUI)

**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.)** 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. (This is not a core inquiry course for Ph.D. students.)

**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 science 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 which to understand the ambitions, limitations, 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. This course is similar to J660. Credit may not be earned in both courses.

**EDUC-Y 590 Independent Study 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 products. 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 and psychological theories that inform current methodological theory and practice including those developed by Freud, Piaget, Levi-Strauss, Weber, and Marx. This introduction forms the basis of an exploration of methodological concepts such as a 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 H510 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 Y612 and by examining some theory left implicit in Y512. The course will include opportunities to begin writing methodological texts (taught previously under Y750).

**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 630 Narrative Theory and Inquiry (3 cr.)** P: YP611 or Y612. Examines narrative theory and its connection to narrative approaches in 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: YP611 or Y612. Examines the roots of the 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 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 with an emphasis on applications. Discussion 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 S639.

**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 Topical Seminar 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. (BL/IUPUI)

**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 to 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 & 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 to the theory of knowledge through his development of transcendental logic. The contribution this made to epistemology was lost in the growth of "positive science" from its beginnings in the 19th century to the paradigmatic status it attained in sciences of all types by the early 20th century: a status it retains to this day. 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, along with direct applications of reflection to research methodology (taught previously under Y650).

**EDUC-Y 672 Communicative Action Theory (3 cr.)** P: Y611 or Y612. This course focuses exclusively on both volumes of Habermas' *The 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. Methodologically, TCA provides a core theory of reason and validity, action and meaning, and a bifurcated concept of the social (lifeworld and system) having implications for research design and data analysis. Substantively, the theory of communicative action is suggestive for formulating research questions and determining the communicative action is suggestive for formulating research questions and determining the vocabulary through which to articulate findings. It also provides a framework for ascertaining the significance of research findings. These statements are true for all types of social research, quantitative as well as qualitative,

having a micro as well as a macro or combined focus. (Taught previously under Y650).

**EDUC-Y 690 Advanced Independent Study in Inquiry Methodology (1-3 cr.)** P: Consent of instructor. Individual research with an Inquiry faculty member on a 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 795 Dissertation Proposal Preparation (3-1 cr.)**

**EDUC-Y 799 Dissertation Proposal Preparation (1-12 cr.)** 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.

## Educational Leadership Courses

**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 administrations.

**EDUC-A 508 School Law and the Teacher (1-3 cr.)** A508 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 lifestyle choices, copyright concerns, teacher contracts and dismissal, 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 the community resources in instruction, and planning school-community relations programs.

**EDUC-A 515 Educational Leadership: Teacher Development and Evaluation (3 cr.)** The primary goal is to develop the knowledge, interpersonal and leadership skills that can be applied in the 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 an educational leadership 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, A590 should not be used for the study of material taught in a regularly scheduled course.

**EDUC-A 600 Problems in Educational Leadership (1-3 cr.)** P: A500 or equivalent. This course is designed to identify practical school problems, 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 of Law (1-3 cr.)** P: 608 or equivalent and consent of instructor. This course considers current 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 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.)** 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 of education, application of demand and supply to education, the costs of 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 will investigate 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; 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 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 Laws 217 and 254. Practical experience through visitation, simulation, and interaction with parties to bargaining is provided.

**EDUC-A 653 The 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 the 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 analysis 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 practice are emphasized.

**EDUC-A 680 Education Specialist Seminar (Educational Leadership) (3 cr.)**

P: Consent of

instructor. This course, taken near 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 closely supervised field experience in various areas of educational leadership.

**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 applying to 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.)**

Limited to candidates for the doctorate with a major or minor in educational leadership. This course focuses on the 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 (1-12 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. S/F grading.

## Elementary and Early Childhood Education Courses

**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 eight. 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 Education (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 Education (2-3 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. Analysis of problems, curriculum trends, teaching techniques, and recent resource materials and development of new educational materials. One credit hour is offered for each week of full-time work.

**EDUC-E 518 Advanced Curriculum Study in Early Childhood Education (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 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 Education (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 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 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, 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 society, including cognitive abilities, learning styles, and cultural, racial, and 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. An inquiry project to be designed and implemented in an elementary classroom. A study of the methodology of inquiry, including the teacher as a researcher and the use of inquiry as a classroom learning technique.

**EDUC-E 590 Research in Elementary Education (1-3 cr.)**

Individual research.

**EDUC-E 594 Master's Seminar in Elementary Education (2-3 cr.)**

Development of professional projects and reflection upon current teaching practices.

**EDUC-E 595 Problem Analysis in Elementary Education: variable title (1-3 cr.)**

For experienced elementary teachers. Individual and group study of organizational and teaching problems. Techniques of problem analysis and identification. 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 Courses

**EDUC-F 500 Topical Explorations in Education: variable title (1-3 cr.)** For experimental courses.

## Field Experience/Methods Courses

**EDUC-M 500 Integrated Professional Seminar (0-6 cr.)** This seminar is 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 (1-3 cr.)**

A laboratory /field experience in education for graduate students. May be repeated.

**EDUC-M 511 Field Experience/Professional Development Seminar (1-3 cr.)** C: Q506. Laboratory or field experiences in middle or secondary school science classes. May be repeated.

**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 in secondary school mathematics. Spring semester only.

**EDUC-M 522 Teaching Mathematics in the Secondary School (3 cr.)** 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 M501.

**EDUC-M 550 Practicum: variable title (16-1 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 (16-1 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.

## Gifted and Talented Education Courses

**EDUC-W 551 Education and Psychology of the Gifted and Talented (3 cr.)** Develops an understanding of the nature and needs of gifted and talented individuals. Emphasizes gifted and talented identification and selection strategies, characteristics, and educational opportunities.

**EDUC-W 552 Curriculum for the Gifted and Talented (3 cr.)** Describes and evaluates gifted and talented curricular theories and models as well as traditional subject matter modifications. Also critically examines implementation and organization of programs.

**EDUC-W 553 Methods and Materials for the Gifted and Talented (3 cr.)** Concentrates on the teaching techniques that benefit the gifted learner. Teacher and learner styles are discussed as well as those skills necessary to deal adequately with these students. The course also examines selection, development, and evaluation of materials for use with the gifted student.

**EDUC-W 560 Topical Seminar in Gifted Education: variable title (3 cr.)** Intensive study of selected topics pertaining to gifted and talented education. May be repeated for credit.

**EDUC-W 595 Practicum: Gifted and Talented (3-6 cr.)** Provides supervised field experience with gifted and talented learners. Participants will be given responsibility for planning, directing, and evaluating activities for gifted students.

## Graduate Education Courses

**EDUC-G 901 Advanced Research (9 cr.)** Open only to doctoral candidates who have been admitted to candidacy, i.e., have passed qualifying examinations and completed all program course work except the dissertation. Enrollment is restricted to six semesters. This course is not offered in summer sessions.

## Higher Education Courses

**EDUC-C 565 Introduction to College and University Administration (3 cr.)** Types of institutions and their organization and roles on the nationwide scene; their principle administrative functions, including faculty personnel, business management, public relations; relationship of student personnel to other administrative positions.

**EDUC-C 585 Principles of Fundraising Management (3 cr.)** Aspects of the fundraising process for nonprofit organizations: assessing the organization's value base, preparing its case, techniques and strategies, sources of support, human resource development, and process management. Societal factors that may affect the processes are also reviewed.

**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 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 656 Nontraditional Higher Education Institutions (3 cr.)** Historical and sociological approach to the study and understanding of the nontraditional postsecondary educational institutions; i.e., community colleges, commuter campuses, technical institutes,

etc. Attention will be given to topics concerning the relationships between these institutions and the academic community, the governance system, the students, and the physical environment of the institution.

**EDUC-C 664 Higher Education Organization (3 cr.)** This course, using the literatures from organizational theory and from higher education, contrasts traditional Weberian with non-orthodox views of colleges and universities as organizations focusing on paradoxical processes.

**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. Sources of income, fundraising and development, community and state support, efficiency in higher education, unit costs of instruction, statewide coordination, and student aid.

**EDUC-C 675 Supervised College Teaching (2-3 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 690 Independent Study in Higher Education (3-1 cr.)** P: 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 products. 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: variable title (6-1 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 (6-1 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 colleges, 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 director to enroll. Students should be finished or nearly finished with program course work.

**EDUC-C 799 Doctoral Thesis in Higher Education (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.

## Higher Education and Student Affairs Courses

**EDUC-U 544 Introduction to Student Affairs Work in Higher Education (3 cr.)** An introduction to (1) the functional areas within student affairs divisions, (2) philosophical foundations of the field of student affairs work, and (3) current issues in the field. The basics of program planning and evaluation are also introduced.

**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. (BL)

**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. 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 in Higher Education (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 Higher Education and Student Affairs: variable title (1-3 cr.)** An investigation of issues, functions, and concerns that relate to higher education and student affairs administration, current

issues in college personnel, and international student concerns.

**EDUC-U 551 Administrative Practices (1 cr.)** An overview of budgeting practices and personnel issues in colleges and universities.

**EDUC-U 553 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. (B)

**EDUC-U 559 Seminar in Residence Life (2 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: Student Personnel Administration (in topical area) (1-3 cr.)** Provides 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.)** An integrative seminar that (1) looks at the impact of student affairs work on institutions of higher education and (2) examines the relationship between student affairs work and the academic enterprise in college and universities. There is a focus on the role orientation of administration and faculty.

**EDUC-U 590 Independent Study in Higher Education and Student Affairs (3-1 cr.)** Individual research or study with a Higher Education and Student Affairs 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, U590 should not be used for the study of material taught in a regularly scheduled course.

## History, Philosophy, and Policy Studies in Education Courses

**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 critical-creative thinking, with an emphasis on (1) techniques of reasoning; (2) methods of logical appraisal formal versus informal; and (3) 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, the course allows students to select an educational problem or a national system which they will analyze from a comparative perspective, applying the concepts and methodologies introduced in H551.

**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 in History, Philosophy, and Comparative Education (1-3 cr.)** P: 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: variable title (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 the Philosophy of Education (3 cr.)** Critical examination of a philosophy of education problem area that has been intensively studied by the instructor.

**EDUC-H 710 Advanced Study in Philosophy of Education (3 cr.)** Advanced study in periods, movements, or branches of philosophy of education.

**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: variable title (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 (1-12 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.

## In-Service Education Courses

**EDUC-W 505 Professional Development Workshop: variable title (1-6 cr.)** Workshop to meet specific professional needs.

## Instructional Systems Technology Courses

**EDUC-R 503 Application of Instructional Media and Technology (3 cr.)** Surveys the characteristics of widely used types of audiovisual media (e.g., slides, film, video) and technologies of instruction (e.g., programmed instruction, simulation/gaming, computer-assisted instruction). Provides guidelines for selection of 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., multimedia, microcomputers, simulations/ games). This is a service course that may or may not be applicable to IST majors depending on working topic and content.

**EDUC-R 511 Instructional Technology Foundations I (3 cr.)** Introduction to the field, theory, and profession of instructional technology, including definitions of instructional technology, the history of the field, and current trends and issues. Includes participation in a colloquium, a series of presentations and discussions devoted to broadening understanding of the instructional technology field and career opportunities.

**EDUC-R 519 Effective Writing for Instructional Technology (3 cr.)** Emphasis 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 (3 cr.)** P: R521 Students are introduced to the multimedia production process. Emphasizes basic skills in writing, graphic design, interface design, scripting, prototyping, editing, formative evaluation, and quality assurance. Laboratory use of text, still image, video, audio, animation, 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 application 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 operative 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 hand-on activities. (Bloomington/Indianapolis)

**EDUC-R 547 Computer-Mediated Learning (3 cr.)** P: R521 and R541. Intermediate-level course on design, development, and formative evaluation of computer-mediated learning programs. Instructional design strategies based on research on effective practice are emphasized. Students use software development tools to create and evaluate interactive lessons including questions for assessing learning achievement.

**EDUC-R 561 Evaluation and Change in the Instructional Development Process (3 cr.)** Methods and principles for evaluating instructional products during each stage of the instructional systems development process. With regard to change, the course focuses on change theory and principles as they relate to adoption and use of instructional products.

**EDUC-R 563 Business and Economic Dimensions of Training and Development Process (3 cr.)** P: 561. Linking training programs directly to business needs, problems, and opportunities using the concepts and applications of economic theories such as return on investment and value added. Means of determining the internal efficiency of training programs, their costs, and impacts.

**EDUC-R 580 Instructional Systems Technology Colloquium (.5 cr.)** Students and faculty participate every week in a colloquium which usually begins with a presentation on a substantive topic, followed by an open discussion. Presenters may 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, 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 in Instructional Systems Technology (1-3 cr.)** Individual research or study with an Instructional Systems Technology 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, 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 evolution of research questions in the field of instructional technology.

**EDUC-R 620 Instructional Task Analysis (3 cr.)** P: R521. Principles and practice of analysis of instructional tasks. Study of task configurations, taxonomies for task classification, and task sequencing. Extensive analysis of actual instructional behaviors.

**EDUC-R 621 Needs Analysis and Assessment (3 cr.)** P: R521. Theories, principles, and practice of analysis and assessment of needs from perspective of organizational, curriculum, and instructional development. Exploration of contextual paradigms. Study of deficiencies and discrepancies in human performance. Root cause analysis. Extensive analysis of role needs in contrasting environments.

**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. An elaboration on the instructional-strategies portion of R522. Aims to help 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 presented by a real-world client,

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 software applicable to the design problem.

**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, 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.)** Introduces students to the opportunities and challenges of systemic restructuring in education and corporate training. It is concerned with both product and process issues: what an educational or training system should be like for a post industrial information-age society, and what process will most facilitate transformation to such a system.

**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, 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. Critical examination of current inquiry in an emphasis area in instructional systems technology. Specific topics will vary. Students complete one or more aspects of a research project. Course serves as early IST inquiry experience for doctoral students.

**EDUC-R 699 Specialist Project in Instructional Systems Technology (1 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 (1-12 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 Courses

**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 for 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 the practice of education. Topics include physical development, intelligence, perception, language, socioemotional development, sex role development, moral development, early experience, research methods, and sociodevelopmental issues relating to education.

**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; coping; 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 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 that shape educational, school, and counseling psychology. For students majoring in educational, school, or 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 nonschool settings, and in both teacher-conducted and instructor-free modes. Topics include relevant theories of instruction, 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.)** Examines motivation as a theoretical construct, as a research topic, and applications to educational contexts. Course emphasizes cognition-motivation link.

**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.

**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.)** Across two semesters, students work in research laboratories of Learning Science faculty and meet weekly as a group to reflect, discuss, and collaborate. Students will write a research proposal for their use in Learning Science Apprenticeship II.

**EDUC-P 574 Topical Seminar in Learning Sciences (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 an intensive analysis of the research and theory on selected 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 specialties 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 relationship; 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 Advanced 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 neuropsychology applied to educational practice and to clinical practice in school psychology and counseling psychology. Topics include: the interaction of biology and experience; child maltreatment and brain development; implications of brain 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 corporate punishment), the marital 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. 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. 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, intersubjectivity, and problem-based learning.

**EDUC-P 650 Topical Seminar in Educational Psychology variable title (1-3 cr.)** Intensive advanced study of research and theory on selected topics.

**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 students' 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 Courses

**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 a second language. Besides the general issues of effects of the environment, developmental stages, and basic instructional methodologies, relationships among reading education, English education, and second language education will be explored.

**EDUC-L 501 Critical Reading in the Content Area (3 cr.)** This course is designed for teachers and other educators working with students across ages and subject areas. It focuses on developing a useful set of concepts and approaches to guide students' critical reading. The members of the class will explore and examine ways of conceptualizing critical reading, and they will evaluate curricula, tools, resources and standards across content areas with critical reading as the focus. Special attention will be given to ways of working with "new texts and technologies" especially the Internet with its varied text structures and formats.

**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 among 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 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. B, I

**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 IU Student Academic Centers.

**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. (Bloomington/Indianapolis)

**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 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 literary 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, focuses 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 students, 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.

**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 into Secondary English Methods: Middle Schools (1-5 cr.)** This course focuses on understanding what a "real-world" middle school class is, i.e., one that involves reading, writing, speaking, discussing, viewing, and listening for authentic purposes. Students will consider the diverse understandings of early adolescence, the changing nature of English classrooms that reflects transformations in our society, and address ways to meet the needs of all students.

**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 distinguished features. It also considers curricular and pedagogical issues salient to the adoption of multicultural curricula.

**EDUC-L 536 Methods and Materials for TESOL Teacher Trainers (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.)** The aims of the class are to provide teachers with an understanding of areas in the English language that could be problematic to English language learners (ELLs), and to assist teachers in modifying instruction to address the problems.

**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 and 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 importance 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. B

**EDUC-L 545 Advanced Study in the Teaching of Reading in Elementary Schools (3 cr.)** Review of the 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 Language and Literacy (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. B, I

**EDUC-L 590 Independent Study in Literacy, Culture, and Language Education (1-3 cr.)** P: 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, meeting times, completion date, and student products. Ordinarily, L590 should not be used for the study of material taught in a regularly scheduled course.

**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 required course for the master's, taken at the end of the program, 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. B, I

**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 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 (1-6 cr.)** Provides directed and supervised experience for advanced graduate students in the field of literacy and language education.

**EDUC-L 690 Readings in Literacy, Culture, and Language Education (1-3 cr.)** Individually selected advanced readings.

**EDUC-L 700 Seminar on 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 Topical Seminar in Literacy, Culture, and Language Education Research (3-6 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 Courses

**EDUC-X 599 Master's Thesis in Education (1-6 cr.)** P: 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.



## Mathematics Education Courses

**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. N510 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 Methods in the Teaching of Middle/Junior High 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 program 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 will be made of the laboratory and student experiences. Special attention will be given to establishing foundations on which to build instructional strategies.

**EDUC-N 523 Workshop in Elementary 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 Workshop for Junior/Senior High School Mathematics (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 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 products. Ordinarily, N590 should not be used for the study of material taught in a regularly scheduled course.

**EDUC-N 610 Internship in Mathematics Education (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 are 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 Courses

**EDUC-T 515 Interprofessional Collaboration in Urban Schools (3 cr.)** An interdisciplinary seminar 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: variable title (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 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 used for the study of material taught in a regularly scheduled course.

## Science and Environmental Education Courses

**EDUC-Q 506 Methods of Teaching Senior High/Junior High/Middle School Science (3 cr.)** P: 35 credit hours of science. Designed for students who plan to teach biology, chemistry, earth science, general science, or physics in the junior high/middle school or secondary school. Assignments and credit will be differentiated for graduate students.

**EDUC-Q 514 Workshop in Junior High School/Middle School Science (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 junior high or middle school 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**

**(3 cr.)** An introduction to the study of teaching science: includes a review of the issues currently surrounding science teaching, observation/participation in a local middle or secondary school and assisting either a student or practicing teacher. 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 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 products. 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 alternative projected futures of science curricula.

**EDUC-Q 611 Research Issues in Science Education**

**(3 cr.)** An exploration of current science education research issues. Required for science education doctoral students.

**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. Credit may be extended over several semesters.

## Secondary Education Courses

**EDUC-S 501 Introduction to Teaching in Senior High, Junior High and Middle School**

**(1-3 cr.)** This course 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.)** The 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. B, I

**EDUC-S 503 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 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? B, I

**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 and 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. B, I

**EDUC-S 510 The Development of Secondary School Programs**

**(2-6 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:**

**variable title (1-6 cr.)** Individual and group study of issues

or concerns relating to the field of secondary education. 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. Student 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.)** Credit arrangement made with permission of the instructor. Social, economic, and educational forces implementing changes in the development of the junior high school curriculum; emphasis on recent curriculum and methods of evaluation; and clarification of current issues facing teachers and administrators working with various patterns of curriculum.

**EDUC-S 533 The Computer in the Secondary Classroom (3 cr.)** A course for practicing secondary teachers that focuses on the role of the computer in the classroom; an introduction to programming; and 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. (Offered on both Bloomington and Indianapolis campuses.)

**EDUC-S 590 Independent Study in Secondary Education (1-3 cr.)** P: 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 products. 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 for Education Courses

**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 590 Independent Study in Social Studies Education (1-3 cr.)** P: 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 products. Ordinarily, M590 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 among history, the social sciences, and social studies in elementary and secondary schools.

**EDUC-M 680 Internship, Social Studies Education (1-6 cr.)** Experiences designed to help persons in elementary or secondary social studies acquire skills in the areas of social studies research, teacher education, curriculum development, or field studies

## Special Education Courses

**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 Technology in Special Education (3 cr.)** The course gives an understanding of computer /instructional hardware, augmentative devices, software programs, internet/web resources and other assistive technology. It explains how to use technology to teach and support students with disabilities in all areas of

education, including academic instruction, employment, community living, recreation and travel.

**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 students 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.)** The discourse 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. I

**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 Conditions (3 cr.)** History, philosophy, and issues of early childhood special education, to include knowledge of federal and state legislation pertaining to early childhood special education and knowledge of the quantity and range of service delivery among agencies.

**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 placed on case analysis.

**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 of consultation and interdisciplinary techniques, integrative programming, and interagency cooperation.

**EDUC-K 553 Classroom Management and Behavior Support (3 cr.)** The course provides basic knowledge and skills for (1) developing and maintaining a productive and proactive classroom environment, (2) teaching students discipline, self-control, conflict resolution and other self-management skills, (3) managing and preventing crisis behavior, and (4) developing and implementing behavior intervention and management plans in classroom programs and in cooperation with parents, teachers, and other personnel.

**EDUC-K 565 Collaboration and Service Delivery (3 cr.)** The focus of this course is on service delivery option and approaches to students needing special education services. It covers service delivery approaches or systems, such as continuum of least restrictive programs, wrap around services and systems of care. Collaborative skills, including effective communication strategies and consultation techniques also are stressed.

**EDUC-K 590 Independent Study in Special Education (3 cr.)** P: 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 products. 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: variable title (1-6 cr.)** P: Consent of instructor. Provides for closely supervised field experience in various areas of special education.

**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 (3-6 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 (1-12 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.

## 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 Graduate Programs

#### Retention in Graduate Programs

Students admitted to graduate degree programs and graduate licensure 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 degree or licensure program but fail to enroll in program course work for a period of two 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. Doctoral students, during the dissertation portion of their program (after passing the oral qualifying examination), must enroll in at least 1 credit hour each semester (but not summer) in order to maintain active student status. Students who fail to register each semester must back-enroll for all semesters missed in order to graduate. There is a charge of \$290 (subject to change) per semester, in addition to tuition and fees, for back-enrollment.

#### 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 master's degree and licensure programs are expected to maintain a GPA of 3.30 or higher in graduate course work.

Specialist and doctoral degree students are expected to maintain a GPA of 3.50 or higher. Master's and licensure students whose graduate GPA falls below 3.00 are subject to probation and dismissal. Specialist and doctoral students whose GPA falls below 3.30 are

subject to probation and dismissal. Graduate licensure students taking undergraduate courses must maintain a GPA of 2.75 in such course work. Students may not graduate with GPAs in their program course work below the minimum specified levels. Students dismissed for academic reasons may not be recommended for teaching or other education licenses. Students so dismissed may apply for readmission. They will be readmitted only if there is substantial reason to expect that their academic performance will improve.

#### Accumulation of Incomplete Courses

Graduate students with an inordinate number of incomplete courses will not be allowed to register in additional courses. **As a general rule, graduate students with 9 or more credit hours of I or R grades (excluding dissertation credits) will be disallowed further enrollment.**

#### 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+ = Not wholly satisfactory achievement. Marginal performance on some aspects of the course requirements. Marginal achievement. Minimally acceptable performance on course assignments.

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 master's students who earn any grade from an A to a D in a course to have a grade of P recorded on their transcript. A grade of F is included in the GPA, but the P grade is not averaged in the GPA. Ph.D., Ed.D., and Specialist students may not use either pass/fail or satisfactory/fail graded courses in their degree programs. However, students who have completed enough course work for a master's degree and are in good standing may, upon receiving written permission from their graduate advisor, take classes outside their major and minor areas on a pass/fail basis.

#### 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 is included in the GPA, but a grade of S does not affect GPA.

For both pass/fail and satisfactory/fail grading a memo is 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 course work. This grade may be given only when the completed work is of passing quality.

Unfinished course work 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.

### 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 <https://onestart.iu.edu> 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.

### Transfer Courses

Some graduate course work completed at other universities may be transferred into degree and licensure programs at Indiana University. All course work 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 program of studies. They must be approved by a program advisor and by the associate dean for graduate studies. An official transcript is required for course work to be transferred. A course description or syllabus may be required in order to judge the appropriateness of course work to be transferred.

Master's degree students must complete a minimum of 27 credit hours of course work at Indiana University. Beyond this, graduate course work may be transferred from other universities. Of the 27 credit hours required at Indiana University, a minimum of 15 credit hours must be earned through the campus awarding the degree.

Specialist degree students must complete 35 credit hours of course work at the Bloomington or Indianapolis campuses of Indiana University. Beyond this, course work may be transferred from other universities or from other IU campuses.

Doctoral students (Ph.D. and Ed.D.) in the 90 credit hour program must complete 60 credit hours of course work at the Bloomington or Indianapolis campuses of Indiana University (this includes dissertation credits). Ph.D. and Ed.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 in the Office of Graduate Studies and online. Ed.D. students in the 60 credit hour postmaster's doctoral program must complete 42 credit hours (including dissertation credits) at the Bloomington or Indianapolis campus.

Licensure students are generally required to complete at least half of their course work at the Bloomington or Indianapolis campus of Indiana University.

### Course Revalidation

Course work used in graduate degree programs must have been taken recently, or it must be revalidated. Revalidation is a process whereby a student demonstrates current knowledge of course material that was not taken recently. **For all graduate degree programs, course work over seven years old must be revalidated.**

- **For master's programs**, the seven years is counted back from the completion of program course work.
- **For specialist programs**, the seven years is counted back from the date of approval of the student's program of studies.
- **For doctoral programs**, the seven years is counted back from the date 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. (Ph.D. students may revalidate only two courses 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. (This method may not be used in Ph.D. programs.)

Forms for course revalidation are available in the Office of Graduate Studies at Bloomington and in the Office of Student Services at IUPUI. Old courses must be revalidated individually.

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 at Bloomington or the Director of Student Services at Indianapolis.

Departments have the right to limit the amount of old course work to be included in graduate programs.

### Workshops

Workshop courses have the word "workshop" in the title. These 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 master's, specialist, and Ed.D. programs. No workshop credit hours can be applied toward a Ph.D. program.** If both undergraduate and workshop courses are to be used in an M.S. program, the total of undergraduate credit hours and workshop credit hours may not exceed 9.

**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.)

## Other Graduate Policies

### 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 desirable 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. and Ed.D. students, two consecutive semesters in a single academic year (exclusive of summer sessions) must be spent in residence on the Bloomington or Indianapolis campus. This residency period must be subsequent to admission to the program. Nine (9) credit hours of program course work 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) may not be used to fulfill residency requirements.

Ed.S. students must fulfill residency requirements by completing 9 credit hours in one semester or summer, subsequent to admission to the program. There is no full-time residency requirement for master's students.

### 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. At Bloomington, the maximum load for summer sessions is 16 credit hours. At Indianapolis, each summer session is six weeks long, and the maximum allowable course load for each session is 7 credit hours. A maximum of 3 credit hours may be earned in each summer intensive session.

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 must enroll in at least 8 credit hours per semester in order to meet visa requirements. Students holding government-guaranteed student loans must be enrolled in at least 8 credit hours per semester.

### 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 Senior Graduate Course Approval Form, which requires the signatures of the instructor and of the Associate Dean for Graduate Studies.

### Concurrent Degrees

Students may not be admitted to two degree programs concurrently, except in the case where a student admitted to an advanced degree program wishes to gain a lesser degree in the same program area during the course of study for the more advanced degree. For instance, a student initially admitted to a doctoral program may wish to be granted a master's degree in the same program area. In such cases a letter addressed to the Associate Dean for Graduate Studies requesting admission to the lesser degree program will begin the process. Admission status in the more advanced degree program is maintained.

### Using Graduate Course Work in Two Programs

Course work applied toward a master's degree may also be applied to a specialist or doctoral degree (with the exception of the 60 credit hour post-master's Ed.D. program), and course work applied toward a specialist degree may also be applied to a doctoral degree, providing such course work is relevant to the requirements of the more advanced degree and that it is less than seven years old or is revalidated. Students seeking to earn a second master's degree may apply relevant course work above 30 credit hours from the first master's degree program to the second master's degree. In all cases, a program advisor must approve the use of such course work.

### Certification Students Applying for a Master's Degree

Students in certification 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 certification 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 certification but was not admitted to a master's degree program. Furthermore, a certification 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 certification but was not admitted to the master's degree program.

## Graduation

### Degree Conferral

Degree conferral for M.S. and Ed.S. occurs four times a year: May, June, August, and December. Ed.D degrees are awarded monthly. For Bloomington degrees, an online Application for Graduation form must be submitted to the Office of Graduate Studies several months prior to the degree conferral date as follows:

- March 15 for graduation and Commencement in the following December
- October 15 for graduation and Commencement in the following May, June, and August

Failure to apply for graduation by the deadline may result in your name not appearing in the Commencement program and could result in your graduation being deferred to the next available date. The online application to graduate is at: <http://education.indiana.edu/students/graduates/graduation/index.html>.

For the master's degree conferred on the Indianapolis campus, applications can be obtained at the School of Education Student Services Office, Education/Social Work 3131 or online at <http://education.iupui.edu/forms/applications.php>.

The Ph.D. degree is conferred by the University Graduate School. For more information, contact the University Graduate School or visit their Web site at: <http://graduate.indiana.edu/academics-research/graduation.shtml>.

### Commencement

There are two Commencement ceremonies per year in Bloomington. They are held in December and May. There is one Commencement ceremony in Indianapolis in May. All graduate students are encouraged to participate in the Commencement ceremonies. Students graduating during the summer will be listed in the previous May Commencement program and are eligible to participate in the ceremony. Procedures for participating in Commencement may be obtained online at <http://www.commencement.iu.edu/bloomington/index.shtml>.

On the Bloomington campus, information will be mailed by the IU Alumni Association to those who applied to graduate. On the Indianapolis campus, contact the Education Student Services office, Education/Social Work 3131.

## Current Faculty

Current Faculty and Education at Bloomington (IUB), Indianapolis (IUPUI) and Columbus (IUPUC).

*(Graduate Faculty from other Indiana University campuses follows: IU East, IU Fort Wayne, IU Kokomo, IU Northwest, IU South Bend, IU Southeast)*

Adomat, Donna, Ed.D.	IUB
<i>(University of Pennsylvania,</i>	



2005), Assistant Professor (Graduate School Member)		(Graduate School Endorsed Member)	
Akerson, Valarie, Ph.D. IUB (Oregon State University, 1997), Professor (Graduate School Endorsed Member)		Bonk, Curtis J., Ph.D. IUB (University of Wisconsin, 1989), Professor (Graduate School Endorsed Member)	
Alant, Erna, Ph.D. IUB (University of Pretoria, South Africa, 1984), Professor and Otting Chair (Graduate School Endorsed Member)		Borden, Victor, IUB Ph.D. (University of Massachusetts, Amherst, 1987), Professor (Graduate School Endorsed Member)	
Alexander, Joyce, Ph.D. IUB (University of Georgia, 1992), Professor and Executive Associate Dean (Graduate School Endorsed Member)		Brannan, Ana Maria, Ph.D. IUB (Vanderbilt University, 1996), Associate Professor (Graduate School Member)	
Anderson, Jeffrey, Ph.D. IUB (University of South Florida, 1998), Professor (Graduate School Endorsed Member)		Brown, Catherine, Ed.D. IUB (University of Georgia, 1985), Professor (Graduate School Endorsed Member)	
Annamma, Subini, Ph.D. IUPUI (University of Colorado, Boulder, ABD), Acting Assistant Professor		Brush, Thomas, Ph.D. IUB (Indiana University, 1995), Professor, Jacobs Chair, and Chair of Instructional Systems Technology (Graduate School Endorsed Member)	
Baird, Kate, Ph.D. (Indiana IUPUC University, 1994), Clinical Assistant Professor		Buck, Gayle, Ph.D. (Kent IUB State University, 1998), Associate Professor (Graduate School Endorsed Member)	
Banta, Trudy, Ed.D. IUPUI (University of Tennessee, 1967), Professor (Graduate School Endorsed Member)		Bull, Barry L., Ph.D. (Cornell IUB University, 1979), Professor (Graduate School Endorsed Member)	
Barton, Keith, Ed.D. IUB (University of Kentucky, 1994), Professor (Graduate School Endorsed Member)		Butera, Gretchen, Ph.D. IUB (University of California, Santa Barbara, 1992), Associate Professor (Graduate School Endorsed Member)	
Bellini, Scott, Ph.D. (Indiana IUB University, 2002), Associate Professor (Graduate School Endorsed Member)		Buzzelli, Cary A., Ph.D. IUB (Georgia State University, 1985), Professor (Graduate School Endorsed Member)	
Berghoff, Beth, Ph.D. IUPUI (Indiana University, 1995), Associate Professor (Graduate School Endorsed Member)		Carspecken, Phil, Ph.D. IUB (Aston University, England, 1987), Professor (Graduate School Endorsed Member)	
Bichelmeyer, Barbara, IUB Ph.D. (University of Kansas, 1991), Professor and Associate Vice President for University Academic Planning & Policy (Graduate School Endorsed Member)		Chapin, G. Keith, Ph.D. IUB (Michigan State University, 1995) Clinical Associate Professor	
Blackwell, Jacqueline, Ph.D. IUPUI (University of Maryland, 1977), Associate Professor (Graduate School Endorsed Member)		Cho, Yonjoo, Ph.D. IUB (University of Texas, Austin 1995), Assistant Professor (Graduate School Member)	
Boling, Elizabeth, M.F.A. IUB (Indiana University, 1983), Professor and Associate Dean of Graduate Studies		Chung, Y. Barry, Ph.D. IUB (University of Illinois, Urbana Champaign, 1995), Professor (Graduate School Endorsed Member)	

Conner-Zachocki, Jennifer M., Ph.D. ( <i>Indiana University, 1999</i> ), Assistant Professor (Graduate School Member)	IUPUC	DeSawal, Danielle, Ph.D. ( <i>Indiana University, 2007</i> ), Clinical Assistant Professor	IUB
Coronel-Molina, Serafin, Ph.D. ( <i>University of Pennsylvania, 2006</i> ), Associate Professor (Graduate School Endorsed Member)	IUB	DiSilvestro, Frank, Ph.D. ( <i>Indiana University, 1973</i> ), Associate Professor (Graduate School Endorsed Member)	IUB
Cross, Dionne, Ph.D. ( <i>University of Georgia, 2007</i> ), Associate Professor (Graduate School Endorsed Member)	IUB	Duncan, Sean, Ph.D. ( <i>University of Wisconsin, Madison, 2009</i> ), Assistant Professor (Graduate School Member)	IUB
Crow, Gary, Ph.D. ( <i>University of Chicago, 1985</i> ), Professor and Chair of Educational Leadership & Policy Studies (Graduate School Endorsed Member)	IUB	Eckes, Suzanne, Ph.D. ( <i>University of Wisconsin, 2002</i> ), Associate Professor (Graduate School Endorsed Member)	IUB
Cummings, Jack, Ph.D. ( <i>University of Georgia, 1980</i> ), Professor (Graduate School Endorsed Member)	IUB	Edmonds, Ben, Ph.D. ( <i>Indiana University, 2010</i> ), Clinical Assistant Professor and Director, Secondary Transition to Teaching Program	IUB
Daley, Sharon, Ph.D. ( <i>Purdue University, 2009</i> ), Clinical Assistant Professor	IUB	Engebretson, Kathryn, Ph.D. ( <i>University of Minnesota, 2012</i> ), Assistant Professor (Graduate School Member)	IUB
Damico, James, Ph.D. ( <i>Michigan State University, 2003</i> ), Associate Professor (Graduate School Endorsed Member)	IUB	Erwin, Barbara, Ed.D. ( <i>Indiana University, 1987</i> ), Clinical Associate Professor	IUB
Danish Joshua, Ph.D. ( <i>University of California, Los Angeles, 2009</i> ), Assistant Professor (Graduate School Member)	IUB	Essex, Nancy Katherine, Ph.D. ( <i>Indiana University, 2006</i> ), Assistant Professor (Graduate School Member)	IUPUC
Danns, Dionne, Ph.D. ( <i>University of Illinois, 2001</i> ), Associate Professor (Graduate School Endorsed Member)	IUB	Estell, David, Ph.D. ( <i>University of North Carolina, Chapel Hill, 2001</i> ), Associate Professor (Graduate School Endorsed Member)	IUB
Dare, Mary Jo, Ed.D. ( <i>Indiana University, 2001</i> ), Clinical Associate Professor	IUPUI	Flinders, David, Ph.D. ( <i>Stanford University, 1987</i> ), Professor (Graduate School Endorsed Member)	IUB
Decker, Janet, Ph.D. ( <i>Indiana University, 2010</i> ), Assistant Professor (Graduate School Member)	IUB	Flowers, Natasha, Ph.D. ( <i>Indiana State University, 2007</i> ), Clinical Assistant Professor	IUPUI
Delandshere, Ginette, Ph.D. ( <i>University of California, Los Angeles, 1986</i> ), Professor and Chair of Counseling & Educational Psychology (Graduate School Endorsed Member)	IUB	Frick, Theodore, Ph.D. ( <i>Indiana University, 1984</i> ), Professor (Graduate School Endorsed Member)	IUB
Dennis, Barbara, Ph.D. ( <i>University of Houston, 1998</i> ), Associate Professor (Graduate School Endorsed Member)	IUB	Galindo, Enrique, Ph.D. ( <i>The Ohio State University, 1994</i> ), Associate Professor (Graduate School Endorsed Member)	IUB
		Gill, Lonni, Ph.D. ( <i>Indiana University, 2005</i> ), Clinical Assistant Professor	IUPUI

Gilman, Lynn, Ph.D. (Indiana University, 2009), Clinical Assistant Professor	IUB	Hossler, Donald, Ph.D. (Claremont Graduate School, 1979), Professor (Graduate School Endorsed Member)	IUB
Glazewski, Krista, Ph.D. (Arizona State University, 2003), Associate Professor (Graduate School Endorsed Member)	IUB	Howland, Allison A., Ph.D. (Indiana University, 2009), Assistant Professor (Graduate School Member)	IUPUC
Gonzalez, Gerardo, Ph.D. (University of Florida, 1978), Professor and University Dean (Graduate School Endorsed Member)	IUB/IUPUI	Huberty, Thomas J., Ph.D. (University of Missouri, 1980), Professor (Graduate School Endorsed Member)	IUB
Gray, E. Catherine, M.A. (University of Texas, Austin, 1986), Clinical Lecturer	IUB	Hughes, Robin, Ph.D. (Texas A&M, 2001), Associate Professor (Graduate School Endorsed Member)	IUPUI
Guarino, Cassandra, Ph.D. (Stanford University, 1999) Associate Professor (Graduate School Endorsed Member)	IUB	Jacobson, Erik, Ph.D. (University of Georgia, ABD), Acting Assistant Professor	IUB
Hackenberg, Amy, Ph.D. (University of Georgia, 2005), Assistant Professor (Graduate School Member)	IUB	Jamison, Sharon, M.S. (University of Illinois, Urbana Champaign, 1989), Lecturer	IUPUI
Hall, D. Ted, Ph.D. (Michigan State University, 2005), Assistant Professor (Graduate School Member)	IUB	Kelceoglu, Ilknur, Ph.D. (The Ohio State University, 2006), Clinical Assistant Professor	IUPUC
Hay, Kenneth, Ph.D. (The Ohio State University, 1991), Associate Professor (Graduate School Endorsed Member)	IUB	Keller, Deborah Ph.D. (Purdue University, 2004), Lecturer	IUPUI
Haynes, Ray, Ph.D. (University of Louisville, 2003), Assistant Professor (Graduate School Member)	IUB	Keller, Melissa, Ph.D. (Indiana University 2002), Clinical Assistant Professor	IUB
Helfenbein, Robert J., Ph.D. (University of North Carolina, Chapel Hill, 2004), Associate Professor (Graduate School Endorsed Member)	IUPUI	King Thorius, Kathleen A., Ph.D. (Arizona State University, 2009) Assistant Professor (Graduate School Member)	IUPUI
Hickey, Daniel, Ph.D. (Vanderbilt University, 1996), Associate Professor (Graduate School Endorsed Member)	IUB	Kloosterman, Peter, Ph.D. (University of Wisconsin, 1984), Professor and Armstrong Chair (Graduate School Endorsed Member)	IUB
Hines, Mary Beth Ph.D. (University of Iowa, 1992), Associate Professor and Chair of Literacy, Culture, and Language Education (Graduate School Endorsed Member)	IUB	Kubow, Patricia, Ph.D. (University of Minnesota, 1996), Professor & Director of Center for Social Studies and International Education	IUB
Hmelo-Silver, Cindy, E., Ph.D. (Vanderbilt University, 1994), Professor (Graduate School Endorsed Member)	IUB	Kunzman, Robert, Ph.D. (Stanford University, 2003), Professor and Associate Dean for Teacher Education (Graduate School Endorsed Member)	IUB
Hossler, Carol Anne, Ed.D. (Indiana University, 1997), Clinical Associate Professor	IUB	Lackey, Lara, Ph.D. (University of British Columbia, 1997), Associate Professor and Chair of Curriculum and Instruction	IUB

<i>(Graduate School Endorsed Member)</i>		<i>(Graduate School Endorsed Member)</i>	
Leftwich Anne, Ph.D. <i>(Purdue University, 2007), Associate Professor</i> <i>(Graduate School Endorsed Member)</i>	IUB	Matern, Carol, M.S. <i>(Butler University, 2002), Senior Lecturer</i>	IUPUI
Leland, Christine, Ed.D. <i>(Boston University, 1986), Professor</i> <i>(Graduate School Endorsed Member)</i>	IUPUI	Maxcy, Brendan, Ph.D. <i>(University of Texas, Austin, 2004), Associate Professor</i> <i>(Graduate School Endorsed Member)</i>	IUPUI
LePeau, Lucy, Ph.D., <i>(University of Maryland, College Park, 2012), Assistant Professor</i> <i>(Graduate School Member)</i>	IUB	McCarty, Luise P., Ph.D. <i>(Florida State University, 1990), Associate Professor</i> <i>(Graduate School Endorsed Member)</i>	IUB
Lester, Jessica, Ph.D. <i>(University of Tennessee, 2011), Assistant Professor</i> <i>(Graduate School Member)</i>	IUB	McClain, Leana, M.S. <i>(Indiana University, 1996), Clinical Senior Lecturer</i>	IUB
Levinson, Bradley, Ph.D. <i>(University of North Carolina, Chapel Hill, 1993), Professor</i> <i>(Graduate School Endorsed Member)</i>	IUB	McCormick, Alexander C., Ph.D. <i>(Stanford University, 1996), Associate Professor</i> <i>(Graduate School Member)</i>	IUB
Levy, Ofer, Ph.D. <i>(Indiana University, 2010), Clinical Lecturer</i>	IUPUI	McMahon, Camilla, Ph.D. <i>(University of Miami, 2010), Assistant Professor</i> <i>(Graduate School Member)</i>	IUB
Lewis, Mitzi, Ph.D. <i>(University of Southern California, 1994), Professor</i> <i>(Graduate School Endorsed Member)</i>	IUB	McMullen, Mary B., Ph.D. <i>(Florida State University, 1992), Professor</i> <i>(Graduate School Endorsed Member)</i>	IUB
Magee, Paula, Ph.D. <i>(City University of New York, 1992), Clinical Associate Professor</i>	IUPUI	Medina, Carmen, Ph.D. <i>(The Ohio State University, 2000), Associate Professor</i> <i>(Graduate School Endorsed Member)</i>	IUB
Maltese, Adam, Ph.D. <i>(University of Virginia, 2008), Assistant Professor</i> <i>(Graduate School Member)</i>	IUB	Medina, Monica, Ph.D. <i>(Indiana University, 2011), Clinical Lecturer</i>	IUPUI
Manifold, Marjorie, Ph.D. <i>(Indiana University, 1999), Associate Professor</i> <i>(Graduate School Endorsed Member)</i>	IUB	Morran, Keith Ph.D. <i>(Indiana University, 1980), Professor</i> <i>(Graduate School Endorsed Member)</i>	IUPUI
Mank, David, Ph.D. <i>(University of Oregon, 1985), Professor</i> <i>(Graduate School Endorsed Member)</i>	IUB	Morrone, Anastasia S., Ph.D. <i>(University of Texas, Austin, 1992), Associate Professor and Associate Vice President for Learning Technologies</i> <i>(Graduate School Endorsed Member)</i>	IUPUI
Martinez, Rebecca, Ph.D. <i>(University of Texas at Austin, 2002), Associate Professor</i> <i>(Graduate School Endorsed Member)</i>	IUB	Morton, Crystal Hill, Ph.D. <i>(University of North Carolina, Chapel Hill, 2008), Assistant Professor</i> <i>(Graduate School Member)</i>	IUPUI
Martinez, Sylvia, Ph.D. <i>(University of Chicago, 2006), Associate Professor</i> <i>(Graduate School Endorsed Member)</i>	IUB	Murtadha, Khaula, Ph.D. <i>(Miami University, 1994), Associate Professor</i> <i>(Graduate School Endorsed Member)</i>	IUPUI
Mason, Terrance C., Ph.D. <i>(University of California, Los Angeles, 1986), Professor</i>	IUB	Mutegi, Jomo, Ph.D. <i>(Florida State University, 1997), Associate Professor</i>	IUPUI



(Graduate School Endorsed Member)		Plankis, Brian, Ed.D. (University of Houston, 2009), Assistant Professor (Graduate School Member)	IUPUI
Nelson Laird, Thomas, Ph.D. (University of Michigan, 2003), Associate Professor (Graduate School Endorsed Member)	IUB	Pocock, Aija, Ph.D. (Ball State University, 1984), Clinical Assistant Professor	IUPUC
Nguyen, Thu Suong Thi, Ph.D. (University of Texas, Austin, 2006), Assistant Professor (Graduate School Member)	IUPUI	Power-Carter, Stephanie, Ed.D. (Vanderbilt University, 2001), Associate Professor (Graduate School Endorsed Member)	IUB
Nyikos, Martha, Ph.D. (Purdue University, 1987), Associate Professor (Graduate School Endorsed Member)	IUB	Priest, Douglas, Ed.D. (Indiana University, 1984), Associate Professor (Graduate School Endorsed Member)	IUB
Ochoa, Theresa, Ph.D. (University of California, Santa Barbara, 1999), Associate Professor (Graduate School Endorsed Member)	IUB	Robison, Floyd F., Ph.D. (Indiana University, 1982), Associate Professor (Graduate School Endorsed Member)	IUPUI
Ociepka, Anna T., Ph.D. (Indiana University, 2003), Clinical Assistant Professor	IUPUI	Rogan, Patricia M., Ph.D. (University of Wisconsin, 1987), Professor and Executive Associate Dean (Graduate School Endorsed Member)	IUPUI
Ozogul, Gamze, Ph.D. (Arizona State University, 2006), Assistant Professor (Graduate School Member)	IUB	Ross, Heidi, Ph.D. (University of Michigan, 1987), Professor (Graduate School Endorsed Member)	IUB
Park Rogers, Meredith, Ph.D. (University of Missouri, Columbia, 2006), Associate Professor (Graduate School Endorsed Member)	IUB	Rutkowski, David, Ph.D. (University of Illinois, 2007) Assistant Professor (Graduate School Member)	IUB
Patton Davis, Lori, Ph.D. (Indiana University, 2004), Associate Professor (Graduate School Endorsed Member)	IUPUI	Rutkowski, Leslie, Ph.D. (University of Illinois, 2007) Assistant Professor (Graduate School Member)	IUB
Pawan, Faridah, Ph.D. (Indiana University, 1995), Associate Professor (Graduate School Endorsed Member)	IUB	Samuelson, Beth Lewis, Ph.D. (University of California, Berkley, 2004), Assistant Professor (Graduate School Member)	IUB
Peng, Chao-Ying Joanne, Ph.D. (University of Wisconsin, 1979), Professor (Graduate School Endorsed Member)	IUB	Schertz, Hannah, Ph.D. (Indiana University, 2005), Assistant Professor (Graduate School Member)	IUB
Peppler, Kylie, Ph.D. (University of California, Los Angeles, 2007) Assistant Professor (Graduate School Member)	IUB	Scheurich, Jim, Ph.D. (The Ohio State University, 1992), Professor (Graduate School Endorsed Member)	IUPUI
Pike, Gary, Ph.D. (The Ohio State University, 1985), Professor and Executive Director of Information Management & Institutional Research and Planning (Graduate School Member)	IUPUI	Schuster, Dwight, Ph.D. (Pennsylvania State University, 2005), Assistant Professor (Graduate School Member)	IUPUI
		Scribner, Samantha Paredes, Ph.D. (University of California, Riverside, 2006), Assistant Professor (Graduate School Member)	IUPUI

Sexton, Thomas, Ph.D. IUB (Florida State University, 1986), Professor (Graduate School Endorsed Member)	Thompson, Chalmer IUPUI E., Ph.D. (University of Maryland, College Park, 1988), Associate Professor (Graduate School Endorsed Member)
Seybold, Joy, Ph.D. (Purdue University, 2004), Clinical Assistant Professor IUPUI	Tillema, Erik, Ph.D. IUPUI (University of Georgia, 2007), Assistant Professor (Graduate School Member)
Sherwood, Robert, Ph.D. IUB (Indiana University, 1980), Professor and Associate Dean for Research and Development (Graduate School Endorsed Member)	Torres, Vasti, Ph.D. IUB (University of Georgia, 1997), Professor (Graduate School Endorsed Member)
Siegel, Martin A., Ph.D. IUB (University of Illinois, 1973), Professor (Graduate School Endorsed Member)	Tracy, Michael L. Ph.D. IUB (University of Michigan, 1969), Associate Professor (Graduate School Endorsed Member)
Skiba, Russell, Ph.D. IUB (University of Minnesota, 1987), Professor (Graduate School Endorsed Member)	Vaughan, Ellen, Ph.D. IUB (University of Miami, Coral Gables, 2006), Assistant Professor (Graduate School Endorsed Member)
Smith, W. Raymond, Ph.D. IUB (University of Missouri, Columbia, 1992), Clinical Associate Professor	Walcott, Crystal, Ph.D. IUPUC (Indiana University, 2006), Associate Professor (Graduate School Endorsed Member)
Stachowski, Laura, Ph.D. IUB (Indiana University, 1994), Clinical Professor	Waldron, Mary, Ph.D. IUB (University of Virginia, 2004) Assistant Professor (Graduate School Endorsed Member)
Steinfeldt, Jesse, Ph.D. IUB (University of Wisconsin, Milwaukee, 2007), Associate Professor (Graduate School Endorsed Member)	Walton, Andrea, Ph.D. IUB (Columbia University, 1995), Associate Professor (Graduate School Endorsed Member)
Stephenson, Jane, Ed.D. IUPUI (George Washington University, 2008), Assistant Professor (Graduate School Member)	Weis, Patricia, M.S. (Indiana IUPUI University, 1987), Clinical Lecturer
Stockton, Rex A., Ed.D. IUB (Ball State University, 1968), Chancellor's Professor (Graduate School Endorsed Member)	Whiston, Susan, Ph.D. IUB (University of Wyoming, 1986), Professor (Graduate School Endorsed Member)
Stright, Anne, Ph.D. IUB (University of Wisconsin, Madison, 1994), Associate Professor (Graduate School Endorsed Member)	Willey, Craig, Ph.D. IUPUI (University of Illinois, Chicago), Assistant Professor (Graduate School Member)
Sutton, Margaret, Ph.D. IUB (Stanford University, 1991), Associate Professor (Graduate School Endorsed Member)	Winikates, Deborah, Ed.D. IUPUC (University of Houston, 1995), Clinical Assistant Professor
Svetina, Dubravka, Ph.D. IUB (Arizona State University, 2011), Assistant Professor (Graduate School Member)	Wohlwend, Karen, Ph.D. IUB (University of Iowa, 2007), Associate Professor (Graduate School Endorsed Member)
Teemant, Annela, Ph.D. IUPUI (The Ohio State University, 1997), Associate Professor (Graduate School Endorsed Member)	Wong, Y. Joel, Ph.D. IUB (University of Texas, Austin, 2007), Associate Professor

(Graduate School Endorsed Member)

Wood, Elizabeth, Ph.D. IUPUI  
(University of Minnesota, 2005), Associate Professor  
(Graduate School Endorsed Member)

Yoder, Gina B., Ph.D. IUPUI  
(Indiana University, 2008),  
Clinical Assistant Professor

### Research Scientists

- Christensen, Chad, Ph.D. (Indiana University, 2012), Assistant Scientist (IUB)
- Cole, James, Ph.D. (University of Missouri, 1997), Associate Scientist (IUB)
- Fosnacht, Kevin John, Ph.D. (University of California, Los Angeles, 2011), Assistant Scientist (IUB)
- BrckaLorenz, Allison, Ph.D. (University of Iowa, 2008), Assistant Scientist (IUB)
- Gonyea, Robert, Ed.D. (Indiana University, 2005), Associate Scientist (IUB)
- Haeger, Heather Ann, Ph.D. (University of Arizona, 2011), Assistant Scientist (IUB)
- Kinzie, Jillian, Ph.D. (Indiana University, 2002), Associate Scientist (IUB)
- Lambert, Amber, Ph.D. (Pennsylvania State University, 2008), Assistant Scientist (IUB)
- Lovelace, Daisy, Ph.D. (University of Virginia, 2013), Assistant Scientist (IUB)
- Miller, Angela, Ph.D. (Ball State University, 2009), Assistant Scientist (IUB)
- Moss, Marcey, Ph.D. (South Dakota State University, 2001), Assistant Scientist (IUB)
- Muller, Patricia A., Ph.D. (Indiana University, 1999), Associate Scientist (IUB)
- Piontek, Mary, Ph.D. (Western Michigan University, 1994), Assistant Scientist (IUB)
- Ribera, Amy, Ph.D. (Indiana University, 2012), Assistant Scientist (IUB)
- Rocconi, Louis M., Ph.D. (University of Memphis, 2011), Assistant Scientist (IUB)
- Rouge, Emily, Ph.D. (University of Illinois, Urbana Champaign, 2006), Assistant Scientist (IUB)
- Ruddy, Annie, Ph.D. (Murdoch University, Australia, 2008), Assistant Scientist (IUB)
- Simmons, Ada, Ph.D. (Indiana University, 1996), Associate Scientist (IUB)
- Ziskin, Mary, Ph.D. (University of Michigan, 2004), Assistant Scientist (IUB)

### Graduate Faculty at Other IU Campuses

#### East

- Barbre, James, Ph.D. (Oklahoma State University, 2006), Assistant Professor (Graduate School Member)
- Buckner, Brenda, Ph.D. (Ball State University, 2004), Assistant Professor (Graduate School Member)
- Doerger, Dan, Ed.D. (University of Cincinnati, 2002), Clinical Assistant Professor (Graduate School Member)

- Scane, Maureen Alice, Ed.D. (Nova Southeastern University, 2001), Assistant Professor (Graduate School Member)
- Watkins, Marilyn, Ph.D. (University of Wisconsin, 1981), Professor (Graduate School Member)
- Wilde, Jerald, Ph.D. (Marquette University, 1993), Associate Professor (Graduate School Member)

### Fort Wayne

- Batagiannis, Stella, Ph.D. (Indiana State University, 1984), Associate Professor (Graduate School Member)
- Burg, James E., Ph.D. (Purdue University, 1994), Associate Professor (Graduate School Member)
- Cho, Jeong-il, Ph.D. (University of Iowa, 2007), Assistant Professor (Graduate School Member)
- Choi, Sheena, Ph.D. (SUNY-Buffalo, 2000), Associate Professor (Graduate School Member)
- Cousik, Rama, Ph.D. (Indiana University, 2011), Assistant Professor (Graduate School Member)
- Fineran, Kerrie, Ph.D. (University of Toledo, 2009), Assistant Professor (Graduate School Member)
- Hickey, Gail, Ed.D. (University of Tennessee, 1986), Professor (Graduate School Endorsed Member)
- Houltberg, Benjamin, Ph.D. (Oklahoma State University, 2010), Assistant Professor (Graduate School Member)
- Isik-Ercan, Zeynep, Ph.D. (The Ohio State University, 2009), Assistant Professor (Graduate School Member)
- Johnson, Leah, Ph.D. (Texas Tech University, 2011), Assistant Professor (Graduate School Member)
- Kanpol, Barry, Ph.D. (The Ohio State University, 1987), Professor (Graduate School Member)
- Kim, Il Hee, Ph.D. (University of Illinois at Urbana-Champaign), Associate Professor (Graduate School Member)
- Leatherman, Jane, Ph.D. (University of North Carolina, Greensboro, 1999), Associate Professor (Graduate School Member)
- Lee, Cheu-Jey George, Ph.D. (Indiana University, 2007), Associate Professor (Graduate School Member)
- Lindquist, Carol, Ed.D. (Ball State University, 2000), Clinical Assistant Professor (Graduate School Member)
- Lindquist, David, Ph.D. (Indiana University, 2002), Associate Professor (Graduate School Member)
- Merz, Alice, Ph.D. (University of Northern Colorado, 1999), Associate Professor (Graduate School Member)
- Murphey, Kathleen A., Ed.D. (Harvard University, 1981), Professor (Graduate School Endorsed Member)
- Nichols, Joey D., Ph.D. (University of Oklahoma, 1994), Professor (Graduate School Member)
- Nitza, Amy Jeanne, Ph.D. (Indiana University, 2002), Associate Professor (Graduate School Member)
- Nowak, Jeffrey, Ph.D. (Indiana University, 2001), Associate Professor (Graduate School Member)
- Swim, Terri, Ph.D. (University of Texas, 1997), Professor (Graduate School Member)

**Kokomo**

- Aamidor, Shirley E., Ph.D. (*Indiana University, 2002*), Associate Professor (Graduate School Member)
- Grabner-Hagen, Melissa, Ph.D., (*Indiana University Bloomington, 2004*), Assistant Professor (Graduate School Member)
- Jeong, Taekhil, Ph.D. (*University of Georgia, Athens, 2008*), Assistant Professor (Graduate School Member)
- Ogawa, Masato, Ed.D. (*University of Georgia, 2001*), Assistant Professor (Graduate School Member)
- Paese, Paul C., Ph.D., Professor and Dean (Graduate School Member)
- Saam, Julie Reinhardt, Ph.D. (*Indiana University, 1999*), Associate Professor (Graduate School Member)
- Tulley, Michael, Ed.D. (*Indiana University, 1983*), Professor (Graduate School Endorsed Member)

**Northwest**

- Brock, Rochelle, Ph.D. (*Pennsylvania State University, 1999*), Assistant Professor (Graduate School Member)
- Dodson, Dana H., Ph.D. (*University of Houston, 1993*), Assistant Professor (Graduate School Member)
- Grskovic, Janice Ann Johnson, Ph.D. (*Purdue University, 2000*), Associate Professor (Graduate School Member)
- Lauzon, Glenn, Ph.D. (*Indiana University Bloomington, 2007*), Assistant Professor (Graduate School Member)
- Park, JuWon, Assistant Professor (Graduate School Member)
- Smith, Vernon, Ed.D. (*Indiana University, 1978*), Professor (Graduate School Member)
- Wigle, Stanley, Ph.D. (*Kansas State University, 1983*), Professor (Graduate School Member)

**South Bend**

- Alexander, Jannette G., Ed.D. (*Andrews University, 1989*), Associate Professor (Graduate School Member)
- Bakerson, Michelle Ann, Ph.D. (*Western Michigan University, 2008*), Assistant Professor (Graduate School Member)
- Chang, Ni, Ed.D. (*Vanderbilt University, 1996*), Associate Professor (Graduate School Member)
- Clark, Karen B., Ph.D. (*Pennsylvania State University, 1993*), Associate Professor (Graduate School Member)
- Cress, Susan W., Ed.D. (*University of Florida, 1989*), Associate Professor (Graduate School Member)
- Davis, Hope Smith, Ed.D., (*University of Cincinnati, 2009*), Assistant Professor (Graduate School Member)
- Freitas, David J., Ed.D. (*Boston University, 1983*), Professor (Graduate School Member)
- Gressick, Julia Ann, Ph.D. (*University of Wisconsin, Madison, 2012*), Assistant Professor (Graduate School Member)
- Hebert, Terri, Ed.D. (*Stephen F. Austin State University, 2006*), Assistant Professor (Graduate School Member)

- Heck, Marsha L., Ed.D. (*University of North Carolina, 1991*), Associate Professor (Graduate School Member)
- Holm, Daniel T., Ph.D. (*University of Arizona, 1993*), Associate Professor (Graduate School Member)
- Issacson, Randall M., Ph.D. (*Michigan State University, 1976*), Emeritus Professor (Graduate School Member)
- Larrier, Yvonne I., Ph.D. (*Capella University, 2006*), Assistant Professor (Graduate School Member)
- Lewandowski, Judith L., Ph.D. (*Purdue University, 2002*), Associate Professor (Graduate School Member)
- Linton, Jeremy Michael, Ph.D. (*Western Michigan University, 2003*), Associate Professor (Graduate School Member)
- McGoron, Frank, Ed.D. (*University of Cincinnati, 2010*), Assistant Professor (Graduate School Member)
- Mettetal, Gwendolyn Wallace, Ph.D. (*University of Illinois, 1982*), Professor (Graduate School Member)
- Okrah, Kwadwo A., Ph.D. (*Ohio University, 1999*), Associate Professor (Graduate School Member)
- Reck, Una Mae, Ed.D. (*University of North Carolina at Greensboro, 1978*), Professor (Graduate School Member)
- Sage, Sara M., Ph.D. (*The Ohio State University, 1995*), Associate Professor (Graduate School Member)
- Shepherd, Terry Lynn, Ed.D. (*Ball State University, 1998*), Associate Professor (Graduate School Member)
- Smith II, R. Lee, Ph.D. (*University of South Florida, 2000*), Associate Professor (Graduate School Member)
- Spitzer, Bruce Alan, Ed.D. (*Oklahoma State University, 2004*), Assistant Professor (Graduate School Member)
- Thomas, Barbara Marie, Ed.D. (*Ball State University, 2010*), Assistant Professor (Graduate School Member)
- Watson, Bruce, Ed.D., (*Western Michigan University, 1995*), Assistant Professor (Graduate School Member)

**Southeast**

- Bailey, Kevin Sue, Ed.D. (*Indiana University, 1981*), Professor (Graduate School Member)
- Bradley, Mary Christine, Ph.D. (*Indiana University Bloomington, 2007*) Assistant Professor (Graduate School Member)
- Camahalan, Faye Marsha, Ph.D. (*University of the Philippines, 2000*), Associate Professor (Graduate School Member)
- Chang, Sau Hou, Ph.D. (*Texas A&M, 2007*), Associate Professor (Graduate School Member)
- Fankhauser, Robin L., Ed.D. (*Indiana University Bloomington, 1985*), Associate Professor (Graduate School Member)
- Fraser, Virginia A., Ph.D. (*University of Virginia, 2010*) Assistant Professor (Graduate School Member)
- Herdoiza-Estevez, Magdalena, Ph.D. (*Universite de Paris, 1985*), Professor (Graduate School Member)

- Hoffman, Lisa, Ph.D. (*Florida State University, 2007*). Assistant Professor (Graduate School Member)
- Hollenbeck, James E., Ph.D. (*University of Iowa, 1999*), Professor (Graduate School Member)
- Murray, Gloria Jean, Ed.D. (*Indiana University, 1982*), Associate Professor and Dean (Graduate School Member)
- Pinkston, Gary L., Ed.D. (*University of Minnesota, 1998*), Associate Professor (Graduate School Member)
- Podikunju-Hussain, Shifa, Ph.D. (*University of Florida*), Assistant Professor (Graduate School Member)
- Ridout, Susan R., Ph.D. (*Indiana University, 1983*), Professor (Graduate School Member)
- Ryan, Walter F., Ph.D. (*Ohio University, 1996*), Associate Professor (Graduate School Member)
- Thompson-Book, Barbara C. Ph.D. (*University of Arizona, 1993*), Associate Professor (Graduate School Member)
- Wesley, Tymika N., Ed.D. (*California Lutheran University, 2011*), Assistant Professor (Graduate School Member)
- Callison, Daniel J., Ed.D. (*Indiana University, 1982*) (IUPUI)
- Campbell, Larry, Ed.D. (*Indiana University, 1968*) (IUB)
- Chafel, Judith A., Ph.D. (*University of Illinois, 1979*) (IUB)
- Chiappetta, Michael, Ph.D. (*University of Michigan, 1950*) (IUB)
- Chism, Nancy, Ph.D. (*The Ohio State University, 1982*) (IUPUI)
- Clark, Gilbert A., Ph.D. (*Stanford University, 1972*) (IUB)
- Cohen, Michael R., Ph.D. (*Cornell University, 1968*) (IUPUI)
- Cunningham, Donald, Ph.D. (*University of Illinois, 1969*) (IUB)
- Davies, Ivor K., Ph.D. (*University of Nottingham, England, 1967*) (IUB)
- Davis, Betty Joe, Ph.D. (*Wayne State University, 1975*) (IUPUI)
- Dehnke, Ronald E., Ph.D. (*Wayne State University, 1966*) (IUPUI)
- Dever, Richard, Ph.D. (*University of Wisconsin, 1968*) (IUB)
- Draper, Merle R., Ed.D. (*Indiana University, 1965*) (IUPUI)
- Duffy, Thomas M., Ph.D. (*University of Illinois, 1969*) (IUB)
- Dvorak, Earl A., Ed.D. (*Indiana University, 1951*) (IUB)
- Ebbert, J. Marvin, Ph.D. (*Purdue University, 1964*) (IUPUI)
- Ehman, Lee, Ph.D. (*University of Michigan, 1969*) (IUB)
- Eklund, Susan, Ph.D. (*George Peabody College, 1970*) (IUB)
- Englander, Meryl E., Ph.D. (*University of Michigan, 1957*) (IUB)
- Faris, K. Gene, Ed.D. (*Indiana University, 1959*) (IUB)
- Farr, Roger, Ed.D. (*State University of New York, 1967*) (IUB)
- Fink, Albert, Ph.D. (*University of Michigan, 1970*) (IUB)
- Fleming, Malcolm L., Ed.D. (*Indiana University, 1960*) (IUB)
- Frick, Theodore W. (*Indiana University, 1984*) (IUB)
- Froehle, Thomas D., Ph.D. (*The Ohio State University, 1967*) (IUB)
- Gabel, Dorothy L., Ph.D. (*Purdue University, 1974*) (IUB)
- Gibson, Robert L., Ed.D. (*Teachers College, Columbia University, 1956*) (IUB)
- Goodman, Jesse, Ph.D. (*University of Wisconsin, 1982*) (IUB)
- Goud, Nelson, Ph.D. (*Michigan State University, 1967*) (IUPUI)
- Gousha, Richard P., Ed.D. (*Indiana University, 1960*) (IUB)
- Gregory, Thomas, Ph.D. (*University of Texas, 1969*) (IUB)
- Guskin, Samuel L., Ph.D. (*University of North Carolina, 1958*) (IUB)

## Emeritus Faculty

Current Emeritus Faculty in Education at Bloomington, Indianapolis, and Columbus.

- Abel, Billy, Ed.D. (*Indiana University, 1970*) (IUPUI)
- Andersen, Hans O., Ed.D. (*Indiana University, 1966*) (IUB)
- Anderson, Jean, Ed.D. (*Indiana University, 1968*) (IUB)
- Appleman, Robert, Ph.D. (*Indiana University, 1993*) (IUB)
- Arrove, Robert, Ph.D. (*Stanford University, 1969*) (IUB)
- Barman, Charles, Ed.D. (*University of Northern Colorado, 1974*) (IUPUI)
- Barnes, Ronald, Ed.D. (*Indiana University, 1978*) (IUB)
- Bean, John P., Ph.D. (*University of Iowa, 1978*) (IUB)
- Becker, James M., M.A. (*University of Minnesota, 1949*) (IUB)
- Bennett, Christine, Ph.D. (*University of Texas, 1972*) (IUB)
- Best, William P., Ph.D. (*Purdue University, 1968*) (IUPUI)
- Bhola, Harbans, Ph.D. (*The Ohio State University, 1965*) (IUB)
- Boyle-Baise, Marilynne, Ph.D. (*University of Wisconsin, 1982*) (IUB)
- Brill, Arthur D., Ed.D. (*Indiana University, 1969*) (IUPUI)
- Britton, Ronald B., Ed.D. (*University of Missouri, 1972*) (IUPUI)
- Brown, Lawrence D., Ed.D. (*University of Illinois, 1962*) (IUB)
- Buffie, Edward G., Ed.D. (*Indiana University, 1962*) (IUB)
- Burello, Leonard, Ed.D. (*Syracuse University, 1969*) (IUB)



- Hall, Dale J., Ed.D. (*Indiana University, 1965*) (IUB)
- Harris, Robert, Ed.D. (*University of Illinois, 1970*) (IUB)
- Harste, Jerome, Ph.D. (*University of Minnesota, 1971*) (IUB)
- Hart, Stuart, Ph.D. (*Indiana State University, 1972*) (IUPUI)
- Heinich, Robert, Ph.D. (*University of Southern California, 1967*) (IUB)
- Holland, Ruth E., Ph.D. (*Indiana University, 1967*) (IUPUI)
- Horn, Ernest W., Ed.D. (*Indiana University, 1956*) (IUB)
- Ingersoll, Gary M., Ph.D. (*Pennsylvania State University, 1970*) (IUB)
- Jacobs, Lucy C., Ph.D. (*Indiana University, 1961*) (IUB)
- Jenkinson, Edward B., M.A. (*Indiana University, 1956*) (IUB)
- Kinman, David, Ed.D. (*Indiana University, 1972*) (IUB)
- Klein, Susan, Ph.D. (*University of Illinois, 1968*) (IUB)
- Knapczyk, Dennis, Ph.D. (*University of Kansas, 1972*) (IUB)
- Kuh, George D., Ph.D. (*University of Iowa, 1975*) (IUB)
- Kurpius, Dewayne J., Ed.D. (*University of North Dakota, 1964*) (IUB)
- Lambdin, Diana V., Ph.D. (*Indiana University, 1988*) (IUB)
- LeBlanc, John F., Ph.D. (*University of Wisconsin, 1968*) (IUB)
- Lesh, Richard, Ph.D. (*Indiana University, 1971*) (IUB)
- Lester, Frank, Ph.D. (*The Ohio State University, 1972*) (IUB)
- Maccia, George S., Ph.D. (*University of Southern California, 1952*) (IUB)
- Mahan, James M., Ed.D. (*Syracuse University, 1968*) (IUB)
- Mannan, Golam, Ph.D. (*Indiana University, 1967*) (IUPUI)
- Marker, Gerald W., Ed.D. (*Indiana University, 1970*) (IUB)
- McBurney, Wendell F., Ed.D. (*Indiana University, 1967*) (IUPUI)
- McCarthy, Martha M., Ph.D. (*University of Florida, 1975*) (IUB)
- McClellan, Edward B., Ph.D. (*Northwestern University, 1967*) (IUB)
- McIntosh, Jerry A., Ed.D. (*Indiana University, 1963*) (IUB)
- Mehlinger, Howard, Ph.D. (*University of Kansas, 1964*) (IUB)
- Merrill, Henry, Ed.D. (*Ball State University, 1993*) (IUPUI)
- Mikulecky, Larry, Ph.D. (*University of Wisconsin, 1976*) (IUB)
- Mitchell, Marianne, Ed.D. (*University of Toledo, 1964*) (IUB)
- Molenda, Michael, Ph.D. (*Syracuse University, 1971*) (IUB)
- Mueller, Daniel J., Ph.D. (*University of Illinois, 1969*) (IUB)
- Nelms, Charlie, Ed.D. (*Indiana University, 1977*) (IUB)
- Newman, Anabel P., Ph.D. (*State University of New York at Buffalo, 1971*) (IUB)
- Overly, Norman V., Ph.D. (*The Ohio State University, 1966*) (IUB)
- Pace, Vernon D., Ed.D. (*Indiana University, 1967*) (IUB)
- Patrick, John J., Ed.D. (*Indiana University, 1969*) (IUB)
- Perisho, M. Joan, M.S. (*Indiana University, 1950*) (IUB/IUPUI)
- Pershing, James A. Ph.D. (*University of Missouri, 1975*) (IUB)
- Poindexter, Betty, Ed.D. (*Ball State University, 1985*) (IUB)
- Polsgrove, Lewis, J., Ed.D. (*University of Kentucky, 1974*) (IUB)
- Prentice, Joan L., Ed.D. (*Indiana University, 1964*) (IUB)
- Preusz, Gerald, Ed.D. (*Indiana University, 1970*) (IUPUI)
- Pugh, Sharon L., Ed.D. (*Indiana University, 1978*) (IUB)
- Reigeluth, Charles, Ph.D. (*Brigham Young University, 1977*) (IUB)
- Robbins, Edward L., Ed.D. (*Indiana University, 1971*) (IUPUI)
- Rosario, Jose, Ph.D. (*University of Wisconsin, Madison, 1976*) (IUPUI)
- Scannell, Dale, Ph.D. (*University of Iowa, 1958*) (IUB)
- Schwen, Thomas, Ed.D. (*Indiana University, 1970*) (IUB)
- Scott, Myrtle, Ph.D. (*George Peabody College, 1969*) (IUB)
- Shaffer, Robert H., Ph.D. (*New York University, 1945*) (IUB)
- Silk, David, Ph.D. (*University of Maryland, 1972*) (IUPUI)
- Simich-Dudgeon, Carmen, Ph.D. (*Georgetown University, 1984*) (IUB)
- Small, Don M., Ed.D. (*Indiana University, 1980*) (IUB)
- Smith, Carl B., Ph.D. (*Case Western Reserve University, 1967*) (IUB)
- Smith, Frederick R., Ph.D. (*University of Michigan, 1960*) (IUB)
- Smith, Gerald, Ed.D. (*Columbia University, 1964*) (IUB)
- Smith, Vernon H., Ed.D. (*University of Colorado, 1966*) (IUB)
- Steiner, Elizabeth, Ph.D. (*University of Southern California, 1957*) (IUB)
- Tempel, Eugene, Ed.D. (*Indiana University, 1985*) (IUPUI)
- Vallance, Elizabeth, Ph.D. (*Stanford University, 1975*) (IUB)
- Walden, James D., Ed.D. (*University of Illinois, 1963*) (IUB)

- Warren, Donald, Ph.D. (*University of Chicago, 1968*)  
(IUB)
- Weigand, James E., Ed.D. (*Indiana University, 1964*)  
(IUB)
- Wilcox, Barbara L., Ed.D. (*University of Illinois, 1972*) (IUPUI)
- Wolf, Barbara, Ph.D. (*University of Illinois, 1977*)  
(IUB)
- Wolf, Hugh A., Ed.D. (*Indiana University, 1971*)  
(IUPUI)
- Wood, Leslie A., Ed.D. (*Stanford University, 1962*)  
(IUPUI)
- Woodward, Virginia, Ed.D. (*Columbia University, 1967*) (IUB)
- Zimmerman, Enid, Ed.D. (*Indiana University, 1979*)  
(IUB)